

# Notice of meeting and agenda

## Education, Children and Families Committee

**10.00 am Tuesday, 2nd March, 2021**

Virtual Meeting - via Microsoft Teams

This is a public meeting and members of the public are welcome to watch the live webcast on the Council's website.

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 Any items under "Private Business" will not be published, although the decisions will be recorded in the minute.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

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## **1. Order of Business**

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- 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**

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- 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**

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- 3.1** If any

## **4. Minutes**

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- |            |   |        |
|------------|---|--------|
| <b>4.1</b> | Minute of the Education, Children and Families Committee of 15 December 2020 - submitted for approval as a correct record | 7 - 18 |
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## **5. Forward Planning**

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| <b>5.1</b> | Work Programme      | 19 - 22 |
| <b>5.2</b> | Rolling Actions Log | 23 - 50 |

## **6. Business Bulletin**

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| <b>6.1</b> | Business Bulletin | 51 - 58 |
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## **7. Executive decisions**

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| <b>7.1</b> | Equalities - Investigation into Allegations of Racism – Report by the Chief Executive                       | 59 - 134  |
| <b>7.2</b> | Lifelong Learning Plan – Report by the Chief Executive  | To Follow |
| <b>7.3</b> | Attainment in the Broad General Education 2019-2020 (with 2020-2021 update) – Report by the Chief Executive | 135 - 168 |

<b>7.4</b>	Child Protection - Response to Motion – Report by the Chief Executive	169 - 236
<b>7.5</b>	Distribution of Scottish Government Community Mental Health Funds – Report by the Chief Executive	237 - 250
<b>7.6</b>	Lifelong Learning - Community Based Adult Learning – Report by the Chief Executive	251 - 258
<b>7.7</b>	School Roll Projections and Rising School Rolls – Report by the Chief Executive	259 - 272
<b>7.8</b>	Holiday Support for Children Affected by a Disability – Report by the Chief Executive	273 - 304
<b>7.9</b>	School Session Dates Amendment 2021/22 – Report by the Chief Executive	305 - 308
<b>7.10</b>	Revenue Monitoring 2020-21 - Month Nine Position – Report by the Chief Executive	309 - 316

## **8. Routine decisions**

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**8.1** None.

## **9. Motions**

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**9.1** Motion by Councillor Laidlaw - Publication of the Organisation of Economic Co-operation and Development Review of the Curriculum for Excellence

“Committee:

Notes that the Scottish Government has delayed publication of the review of the Scottish curriculum by the Organisation of Economic Co-operation and Development (OECD) to June, despite confirmation from the OECD that a full draft has been submitted to the Scottish Government.

Recognises that a vote in the Scottish Parliament on 17 February calling for publication of this report was won by 65 votes to 58

with cross-party opposition support.

Notes that Dr Keir Bloomer, one of the architects of the Curriculum for Excellence, has stated publicly that, “The whole purpose of the OECD review was so that we can learn from the many, many mistakes which have been made in the implementation of the Curriculum for Excellence. The sooner the report is in the public domain, the better.”

Recognises that this Council and its officers would benefit from seeing the findings of this review now as pupils return to school and to allow sufficient time to implement any recommendations that can be addressed at a Local Authority level before the start of the next academic year; noting in particular the review’s remit to examine ‘The transition from the Broad General Education (BGE) into Senior Phase – considering how effectively S3 is being used as a transition year in preparing young people for the Senior Phase and the articulation between the BGE and Senior Phase.’

Formally notes its desire to see the interim report published immediately and instructs the Convener to write to the Deputy First Minister and Cabinet Secretary for Education John Swinney MSP to state this is the wish of the City of Edinburgh’s Education, Children and Families Committee.”

## **Andrew Kerr**

Chief Executive

## **Committee Members**

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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

## **Information about the Education, Children and Families Committee**

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The Education, Children and Families Committee consists of 5 Councillors 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**

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If you have any questions about the agenda or meeting arrangements, please contact , Committee Services, City of Edinburgh Council, Business Centre 2.1, Waverley Court, 4 East Market Street, Edinburgh EH8 8BG, Tel , email [lesley.birrell@edinburgh.gov.uk](mailto:lesley.birrell@edinburgh.gov.uk)/[matthew.brass@edinburgh.gov.uk](mailto:matthew.brass@edinburgh.gov.uk).

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

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

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## Minutes

### Education, Children and Families Committee

**10.00am, Tuesday 15 December 2020**

**Present:**

Councillors Perry (Convener), Dickie (Vice-Convener), Bird, Burgess, Douglas, Griffiths, Key, Laidlaw, Miller (substituting for Councillor Mary Campbell), Rust and Louise Young.

**Religious Representatives**

Fiona Beveridge, Therese Laing and Rabbi David Rose.

**Parent Representative**

Alexander Ramage

#### 1. Work Programme

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The Committee's Work Programme updated to December 2020 was presented.

**Decision**

To note the Work Programme.

(Reference – Work Programme 15 December 2020, submitted)

#### 2. Rolling Actions Log

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The Rolling Actions Log for December 2020 was presented.

**Decision**

1) To agree to close Action 29 – Outcome of the Consultation Process for Renaming the new Castlebrae Community High School Building.

2) To otherwise note the remaining outstanding actions.

(Reference - Rolling Actions Log – 15 December 2020, submitted)

#### 3. Business Bulletin

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The Business Bulletin for December 2020 was presented.

**Decision**

To note the Business Bulletin.

(Reference – Business Bulletin, submitted).

**Declaration of Interest**

Councillor Burgess declared a non-financial interest in the above item as the parent of children attending Taobh na Páirce Primary School.

## 4. Energy in School Annual Report

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A report on the energy use in schools for the year 2019/20 was presented to committee. The report focused on the carbon emissions and energy expenditure across the Council's Learning Estate.

Members noted the increase in energy expenditure when compared to 2018/19, with an overall increase of 7% reflective of the 10% increase in electricity prices and 15% increase in gas prices. The increase in costs of energy sources was expected to continue in an upward trend. Discussion on the effects of Covid on energy use clarified to members that there had generally been an increase in gas use but a decrease in electricity use as schools lay empty through the first lockdown in early 2020.

The reduction in carbon emissions was noted to be an ongoing effort that was in-keeping with the Council's goal of a net zero carbon target by 2030. The report noted that further consultation to formulate a sustainability strategy in schools was planned over the coming months.

### **Motion**

- 1) To note the content of the report and the detail on current and historic energy use across the Council's learning estate.
  - 2) To note that natural gas use across the learning estate was becoming the predominant source of carbon emissions.
  - 3) To note that in order to meet 2030 net zero carbon targets, significant improvements would be required to the learning estate to improve thermal efficiencies and decarbonise heat sources.
  - 4) To note that the decarbonisation of the learning estate could not be achieved in isolation and that wider alignment with city-wide strategies was essential.
- moved by Councillor Perry, seconded by Councillor Dickie

### **Amendment**

- 1) To note the content of the report and the detail on current and historic energy use across the Council's learning estate.
- 2) To note that natural gas use across the learning estate was becoming the predominant source of carbon emissions.
- 3) To note that in order to meet 2030 net zero carbon targets, significant improvements would be required to the learning estate to improve thermal efficiencies and decarbonise heat sources.
- 4) To note that the decarbonisation of the learning estate could not be achieved in isolation and that wider alignment with city-wide strategies was essential.
- 5) To request an update in the next Business Bulletin on the potential for schools to be heated using ground source heat pumps and other renewable sources.

6) To refer this report to the Policy and Sustainability Committee for information.

- moved by Councillor Burgess, seconded by Councillor Miller

In terms of Standing Order 22(12), the amendment was accepted as an addendum to the motion.

### **Decision**

To approve the following adjusted motion by Councillor Perry:

- 1) To note the content of the report and the detail on current and historic energy use across the Council's learning estate.
- 2) To note that natural gas use across the learning estate was becoming the predominant source of carbon emissions.
- 3) To note that in order to meet 2030 net zero carbon targets, significant improvements would be required to the learning estate to improve thermal efficiencies and decarbonise heat sources.
- 4) To note that the decarbonisation of the learning estate could not be achieved in isolation and that wider alignment with city-wide strategies was essential.
- 5) To request an update in the next Business Bulletin on the potential for schools to be heated using ground source heat pumps and other renewable sources.
- 6) To refer this report to the Policy and Sustainability Committee for information.

(References – Education, Children and Families Committee 10 December 2019 (item 5); Report by the Executive Director of Resources, submitted).

## **5. Teaching, Learning and Assessment in the Broad General Education**

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An update on the Edinburgh Learns Teaching, Learning & Assessment Strategy in the current Covid context was presented to Committee. The report focused on the assessment of learners' progress including addressing any gaps incurred as a result of school closures. Contingency plans to enable schools to deliver blended learning remotely to young people who were experiencing Covid-related absence were also detailed.

It was noted that schools and teachers had had to significantly change their practice as a result of Covid, most notably with a focus on developing and rolling out a remote style of digital learning during school closures.

### **Decision**

- 1) To note the report.
- 2) To agree that information on the findings of the audit of digital and remote learning provision would be circulated to Committee members when available.

(Reference – Report by the Chief Executive, submitted).

## 6. Promoting Equality

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Committee were given a verbal update on the Promoting Equality programme. Despite the pandemic, members were given assurance that progress had been made in a range of different areas throughout the city.

Discussion on the work of promoting equality included the following points:

- A review group into Edinburgh slavery and colonialism had been established.
- Schools had established pupil-led equality groups which had received strong support from parents and teachers as well as a strong following on social media.
- A consultation with BAME staff had been arranged for January 2021.
- Equality training was now included in new teacher training. The training would be included for school representatives, primary teachers, secondary teachers and head teachers.
- Members noted an increase in reports of bullying and prejudice throughout primary and secondary schools. Although worrying, members acknowledged this could be a result of an increase in knowledge on the issues and reflected the breaking of stigmas to confront them.

### Decision

To note the verbal update.

## 7. Edinburgh Learns for Life: Inclusion Annual Report

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A summary was provided of the work of the Edinburgh Learns for Life Inclusion Board. The report revolved around the Edinburgh Learns Inclusion Framework, which had been developed in line with the different demands the Covid-19 pandemic had brought.

Members were encouraged by the fact that the Inclusion Framework was now an established and fundamental part of all schools' and early years' approach to inclusion. Phase 1 of the Inclusion Framework had now begun through 4 secondary schools with Wellbeing Support Bases now providing social, emotional and nurture support to students. It was also noted that three schools now had Enhanced Support Bases, which provided language and communication support to students. Looking forward, plans were now in place to extend these bases to schools as Phase 2 began.

In response to the pandemic, the report noted additional support that had been made available to pupils, most notably, support through the transition to and provision of digital learning.

### Decision

- 1) To note the implementation of the Edinburgh Learns Inclusion framework
- 2) To note the work undertaken in Phase 1 in secondary schools as part of the three-year plan for secondary schools to have enhanced provision to support inclusion.

- 3) To note the engagement work undertaken with schools regarding exclusions and flexible timetables.
- 4) To note the additional actions undertaken to support inclusion in response to the Covid-19 Pandemic and national lockdown.
- 5) To note the planned City of Edinburgh Council Implementation Plan in response to the Scottish Government recommendations following the national ASL Review.

(Reference – Report by the Chief Executive, submitted).

## **8. Edinburgh Learns: Equity**

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An update was provided on the key strategic measures and actions taken to support equity for young people in Edinburgh and to provide outcomes for young people who experienced poverty-related barriers.

The key measures and actions taken were noted as follows; attainment data, tracking of progress and attainment by quintile, support for Scottish Attainment Challenge schools, managing of resources to protect equity, appointment of a virtual school leader supported by the Care Experienced Fund, partnerships for equity, renewal planning, Closing the Gap staffing, City of Edinburgh Council Equity Network, pupil equity funding, Discover! Programme.

### **Decision**

To note the report.

(Reference – Report by the Chief Executive, submitted).

## **9. Child Poverty Update**

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Committee were presented with a report that updated members with the actions taken to tackle child poverty, specifically actions developed and delivered by Schools and Lifelong Learning partners. The main action the report focused on was the attempt to reduce holiday hunger throughout Edinburgh.

Members were also updated on the Council-wide action plan being developed to tackle poverty after calls for action from the Edinburgh Poverty Commission. This included the draft of the City of Edinburgh Local Child Poverty Action Report for 2019/20 which had been produced in line with the Child Poverty (Scotland) Act and set out the existing and proposed actions to reduce and mitigate child poverty.

### **Decision**

- 1) To note the progress of actions to mitigate/reduce child poverty from ongoing work across Schools and Lifelong Learning including an update on holiday hunger.
- 2) To agree the 2019/20 Local Child Poverty Action Report prepared in partnership with NHS colleagues.

- 3) To note the approval by the Policy and Sustainability Committee of a cross-council work programme to take forward Edinburgh Poverty Commission calls to action to end all forms of poverty in Edinburgh.
- 4) To agree that short updates on actions to address child poverty in Edinburgh would be included in future business bulletins to this Committee.
- 5) To agree that future reports on Child Poverty to this Committee would focus on progress with the Local Child Poverty Action Report, for which there was a statutory duty.

(References – Policy and Sustainability Committee 1 December 2020 (item 8); Report by the Chief Executive, submitted).

### **Declaration of Interests**

Councillors Bird and Perry declared a non-financial interest in the above item as non-Executive Directors of Changeworks.

## **10. Early Learning and Childcare Partner Provider Funding**

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An update was presented on early learning and childcare partner provider funding relating to the independent review of rates of partner providers from August 2020, the Scottish Government revised timetable for the increase of statutory early learning and childcare hours from 600 to 1140 and funding for local authority settings.

Members noted the expectation that ScotExcel would complete their review in February 2021 and submit their findings to the early years' service. The findings would then be shared with this Committee.

### **Decision**

To note the report.

(References – Education, Children and Families Committee 3 March 2020 (item 3); Report by the Chief Executive, submitted).

## **11. Corporate Parenting Action Plan**

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The high-level objectives of the City of Edinburgh Council 2020-2022 Corporate Parenting Action Plan were presented.

The Plan had been produced in accordance with the Children and Young People (Scotland) Act 2014, and set out the vision for Looked After children and young people including the outcomes the Plan was trying to achieve, the actions needed to do this and the governance arrangements for monitoring progress.

The Plan had been discussed with partners and reflected consultation with children and young people particularly members of the Looked After Children's Champions Board, which had been meeting monthly for over two years.

Members noted the additional funding that would be required to efficiently support the corporate parenting work, with annual funding of £145,000 required.



This would cover the costs of a Corporate Parenting Co-ordinator, two care experienced Participation Officers and an annual residential event for care experienced young people.

The service was currently delivered using external funding and had £35,000 available within existing budgets to go towards the annual cost. With the end of external funding arrangements, additional funding of £110,000 would need to be identified to enable the existing service to continue and progress.

### **Decision**

- 1) To approve the high level 2020-2022 Corporate Parenting Action Plan.
- 2) To refer the report to the Council's Corporate Parenting Member Officer Group.
- 3) To refer the report to the Finance and Resources Committee for consideration as part of the 2021/22 budget process.

(Reference – Report by the Chief Executive, submitted).

## **12. Edinburgh Child Protection Committee Annual Report 2019-20**

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The Edinburgh Child Protection Committee's annual report for 2019-20 was presented summarising the work of the strategic partnership over the last year. The report also highlighted areas of strength and good practice, alongside identified priority areas for the coming year.

Members noted the positive work carried out city-wide by a range of partners, including the City of Edinburgh Council, Police Scotland, NHS Lothian, the Edinburgh Voluntary Organisations Council (EVOC), Scottish Council of Independent Schools (SCIS) and Scottish Children's Reporter's Administration (SCRA).

### **Decision**

- 1) To note the Edinburgh Child Protection Committee Annual Report 2019-20.
- 2) To note the positive contribution made by services across the City in keeping children safe.
- 3) To note that the report would be presented to full Council for information on 4 February 2021.

(Reference – Report by the Chief Executive, submitted)

## **13. Rising School Rolls Update**

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An update was provided on the rising school rolls programme. The report focused on all the schools where rising rolls projects were continuing to be progressed or might be a future requirement.

It was noted that there had been significant delays due to the impact of the Covid-19 pandemic and that updated school rolls projections would not now be available until March 2021.

## **Decision**

- 1) To note the report.
- 2) To agree that a further report with the updated school roll projections would be submitted to Committee for consideration in March 2021.

(Reference – Report by the Chief Executive, submitted).

## **Declaration of Interests**

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

Alex Ramage declared a non-financial interest in the above item as a member of the Edinburgh Parent Council Network.

## **14. Schools Admissions and Appeals Policy**

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A proposed revised school admissions and appeals policy was presented. The policy had been updated following an internal audit on school admissions, appeals and capacity planning which had identified a number of significant and moderate weaknesses in both the design and operating effectiveness of key governance and operational controls supporting the school admissions, appeals, and capacity planning processes.

Approval was sought for the revised policy and procedures.

## **Decision**

To approve the updated policy and procedures effective from August 2021.

(Reference – Report by the Chief Executive, submitted).

## **15. Revenue Monitoring 2020-21 – Month Six Position**

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The projected month six revenue monitoring position for the Communities and Families service was presented. The projections were based on analysis of expenditure and income to the end of September 2020, and expenditure and income projections for the remainder of the financial year.

Members noted that the total projected gross budget pressure was currently £19.9m partially offset by one-off mitigations totalling £5.9m, resulting in a net residual budget pressure of £14.0m. Of this pressure, £12.8m related to the impact of the pandemic.

Members considered the written deputation which had been submitted by the Edinburgh Parent Council Network.

## **Decision**

- 1) To note the net residual budget pressure of £14.0m which remained at month six, of which £12.8m related to the impact of the Covid-19 pandemic.

- 2) To note that approved savings and operational efficiencies in 2020/21 totalled £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 further delivered.
  - 3) To note that measures were being taken to reduce budget pressures.
- (Reference – Report by the Chief Executive, submitted).

## **16. Internal Audit: Overdue Findings and Key Performance Indicators of 30 October 2020**

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The Governance, Risk and Best Value Committee had referred a report on Internal Audit Overdue Findings and Key Performance Indicators at 30 October 2020 to this Committee for information.

### **Decision**

To note the report.

(Reference – Report by the Chief Executive, submitted).

## **17. Motion by Councillor Mary Campbell – Appointment to Corporate Parenting Member/Officer Working Group**

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The following motion was submitted by Councillor Mary Campbell in terms of Standing Order 17:

“Committee agrees to replace Councillor Mary Campbell with Councillor Gavin Corbett on the Corporate Parenting Member Officer Working Group.”

- moved by Councillor Burgess, seconded by Councillor Miller

### **Decision**

To approve the motion.

## **18. Motion by Councillor Laidlaw – Delivery of School Sports**

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The following motion was submitted by Councillor Laidlaw in terms of Standing Order 17:

“Committee:

Acknowledges the value that outdoor sport activity brings to the pupils in City of Edinburgh Council schools and the measures that have been implemented both by the department, schools and national sporting bodies to allow for safe sport to continue despite the COVID-19 pandemic.

Recognises that City of Edinburgh Council schools have had limited success in restarting sport after the October break (as agreed by Committee) due to the reduced teacher resource available and crucially a prohibition against parental and external coaching through the Active Schools programme.

Notes that this ongoing restriction puts pupils at City of Edinburgh Council Schools at a notable disadvantage compared to their peers in the independent sector and may jeopardise their sporting ambitions and career paths.

Agrees the following:

- 1) To reinstate the Active Schools infrastructure - to allow online bookings and relieve burdens on schools regarding admin, timetabling, risk assessment, payment, registration, PVG checks, insurance and track and trace.
- 2) To allow approved parent volunteers and external coaching to delivery of all outdoor sports clubs while Edinburgh is under Level 3 restrictions.
- 3) To put in place risk assessments for delivery of indoor sports clubs for any reduction to Level 2 restrictions, in line with Scottish Government Sport Scotland guidance - and Education Scotland guidance for indoor PE.
- 4) For Sports Academies to return for netball, football, badminton and hockey in January 2021 and for solutions to be found for these 'identified' young athletes to train on Friday afternoons or Saturdays in Community Sports Hubs with external and specialist coaches.
- 5) Direct and regular communication to the school sports community (including staff, pupils and parents) on how the above will be implemented and indicative timelines."

- moved by Councillor Laidlaw, seconded by Councillor Douglas

Members also considered written deputations supporting the terms of the motion two of which had been submitted by parents of children attending Edinburgh schools and one from an Active Schools Co-ordinator.

### **Decision**

- 1) To approve the motion subject to the Committee political group leads being consulted immediately on any potential requirement to review the delivery of school sports should Edinburgh be moved into the Scottish Government's Protection Level 4.
- 2) To circulate a briefing note to members on;
  - The impact of the Covid-19 restrictions on the delivery of curricular (Nat5, Higher, Advanced Higher) sports.
  - The position of CEC and their delivery of school sports in comparison to other local authorities across Scotland.
  - Details of the level of outdoor sports activity which had been targeted at individual schools across the school estate.

## 19. Motion by Councillor Laidlaw – Funding of Flu Vaccine by Head Teachers for Staff

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The Council had remitted the following motion by Councillor Laidlaw to this Committee to allow proper investigation and discussion with officers to agree the way forward:

“Council:

Notes that in previous winter terms, Headteachers were permitted to use school funds to cover winter flu jabs and a number had planned and budgeted this vaccination for staff in 2020, especially as a means to help reduce absences and co-infection with COVID; noting that supply teachers are in particularly short supply due to the pressures of the pandemic.

Notes that the private provision of flu vaccination can be done quickly and at relatively low cost (circa £12-15 per head).

Notes that a new Directive from City of Edinburgh Council advised Headteachers that they were no longer to use discretionary school funds to pay for flu vaccines for staff.

Notes that this new Directive has led some Headteachers to request that vaccination funds are covered by Parent Councils.

Notes that, given the pandemic, greater numbers of people have been offered the flu vaccine by government and all those offered the vaccine are being urged to take up the offer to protect themselves and others and help the NHS avoid additional pressure over the winter period.

Notes that ordering by private providers of flu vaccination is done many months in advance of the flu season and thus schools choosing to spend discretionary funds on flu jabs for staff will not be impacting on supplies provided to vulnerable groups free of charge.

Requests that City of Edinburgh Council rescinds the directive to headteachers asking them not to spend discretionary funds on flu vaccinations and allows them to make a decision based on their perceived need and with the goal to protect staff and prevent absences in this challenging year.”

- moved by Councillor Laidlaw, seconded by Councillor Rust

Members also considered a written deputation from the Edinburgh Parent Council Network which had been submitted in relation to the terms of the motion.

### **Decision**

- 1) To approve the motion.
- 2) To refer the motion to the Policy and Sustainability Committee for noting.

(Reference – Council 10 December 2020 (item 17)

## 20. Boroughmuir High School – Post Project Review Update

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The Committee, in terms of Section 50(A)(4) of the Local Government (Scotland) Act 1973, excluded the public from the meeting during consideration of the following item of business for the reason that it involved the likely disclosure of exempt information as defined in Paragraphs 6 and 9 of Part 1 of Schedule 7(A) of the Act.

An update on the recommendations from the Boroughmuir High School Post Project Review (PPR) was presented.

### **Decision**

To note the update.

(References – Education, Children and Families Committee 9 October 2018 (item 17); Report by the Chief Executive, submitted).

# Work Programme

## Education, Children and Families Committee 2 March 2021

	Title / description	Purpose/Reason	Lead officer	Directorate	Progress updates	Expected date
1	Revenue Monitoring	Quarterly Report	Brendan O'Hara	Communities and Families	Quarterly	March 2021 August 2021 December 2021
2	Implementing the Programme for the Capital Coalition Commitments	Six Monthly Report	Andy Gray Bernadette Oxley Crawford McGhie	Communities and Families	Six Monthly	March 2021
3	Reducing Child Poverty	Six Monthly	Linda Lees	Communities and Families	Six Monthly	March 2021
4	Lifelong Learning Plan	Annual Report	Linda Lees	Communities and Families	Annual	March 2021
5	Educational Attainment in Broad General Education	Annual Report	Lorna French	Communities and Families	Annual	March 2021

	Title / description	Purpose/Reason	Lead officer	Directorate	Progress updates	Expected date
6	Promoting Equality	Every cycle (verbal and written updates by rotation)	Lorna French	Communities and Families	Every cycle	March 2021(written) June 2021 (verbal) August 2021 (written) October 2021 (verbal) December 2021(written)
7	South East Improvement Collaborative	Annual Report	Lorna French	Communities and Families	Annual	May 2021
8	Edinburgh Community Learning and Development Partnership Plan 2018-21	Annual Report	Paul McCloskey	Communities and Families	Annual	May 2021
9	Appointments to Sub-Committee on Standards for Children and Families, Consultative Committee with Parents and Working Groups	Annual Report	Lesley Birrell	Chief Executive	Annual	May 2021
10	Senior Phase Attainment	Annual Report	Lorna French	Communities and Families	Annual	May 2021
11	Edinburgh Learns Health and Wellbeing	Annual Report	Lorna French	Communities and Families	Annual	May 2021



	Title / description	Purpose/Reason	Lead officer	Directorate	Progress updates	Expected date
12	Edinburgh Learns Equity	Annual Report	Lorna French	Communities and Families	Six Monthly & Annual	May 2021 December 2021
13	Edinburgh Learns Learning Together Framework for Parental Engagement and Involvement	Annual Report	Lorna French	Communities and Families	Annual	August 2021
14	Raising Attainment – Frameworks for Learning – Teaching and Learning	Annual Report	Lorna French	Communities and Families	Annual	December 2021
15	Edinburgh Learns Inclusion Annual Report	Annual Report	Lorna French	Communities and Families	Annual	December 2021
16	Energy in Schools Update	Annual Report	Peter Watton	Resources	Annual	December 2021
17	Edinburgh Child Protection Committee Annual Report	Annual Report	Euan Currie	Communities and Families	Annual	December 2021

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# Rolling Actions Log

## Education, Children and Families Committee

2 March 2021

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
1	14-08-18	<a href="#">Sport and Outdoor Learning</a>	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	August 2021		<p><b><u>March 2021 Update</u></b> This report has now been re-scheduled to be presented in August 2021.</p> <p><b><u>December 2020 Update</u></b> Outdoor Centres are currently closed due to the pandemic, report is scheduled for March 2021 in line with the re-opening.</p>

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
							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 appropriate financial support to be available to address the reducing poverty

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
							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.
2	09-10-18	<a href="#">Lifelong Learning Plan</a>	To agree to receive an annual progress update report.	Executive Director for Communities and Families	March 2021		<b>Report on agenda for this meeting.</b> <b><u>October 2019</u></b> An update was provided to Committee on 8 October 2019 as part of the report on Lifelong Service Plan/Arts and Creative Learning Update.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
3	09-10-18	<a href="#"><u>Raising Attainment: Frameworks for Learning: Teaching and Learning</u></a>	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	December 2020	<p><b>Recommended for closure.</b></p> <p><b><u>December 2020</u></b></p> <p>Report submitted to Committee on 15 December 2020.</p> <p>A new action has been opened below regarding further information requested by Committee (*Action 32 below refers)</p> <p>This item is also detailed on the Committee's work programme.</p> <p><b><u>October 2019</u></b></p> <p>An update was provided to Committee in the report on Educational</p>

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
							Attainment in the BGE, 2018-19 on 8 October 2019.
4	09-10-18	<a href="#"><u>Educational Attainment in the Broad General Education for Primary and Secondary Schools 2018</u></a>	To agree to receive further annual reports on attainment/improvements in performance.	Executive Director for Communities and Families	March 2021		<p><b>Report on agenda for this meeting.</b></p> <p>This item is also detailed on the Committee's work programme</p> <p><b><u>October 2019</u></b></p> <p>An update was provided to Committee on 8 October 2019 in the report on Educational Attainment in the BGE, 2018-19.</p>

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
5	Private Item 09-10-18	<b>Delivery of the New Boroughmuir High School – Post Project Review</b>	To request that a follow-up report is submitted to 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	December 2020	December 2020	<b>Recommended for closure.</b>  Report submitted to Committee on 15 December 2020.
	13-10-20		To circulate a briefing note to Committee members providing an update on the post project review.	Executive Director for Communities and Families	December 2020	December 2020	Report submitted to Committee on 15 December 2020.
6	11-12-18	<a href="#"><u>Energy in Schools Annual Report</u></a>	<p>1) To note that an annual progress report will be submitted to Committee on Energy in Schools.</p> <p>2) To note the urgency of meeting statutory obligations outlined in 3.9 and therefore requests that the 2019 report set out a clear pathway, with quantifiable targets by activity and indicative costs,</p>	Executive Director of Resources	December 2020	December 2020	<b>Recommended for closure.</b>  Report was submitted to Committee on 15 December 2020 and subsequently referred to Policy & Sustainability Committee on 23 February 2021.



No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			by which those statutory obligations can be met.				<p>This item is also detailed on the Committee's work programme.</p> <p><b><u>December 2019</u></b></p> <p>Committee called for a further report that provides a route map for achieving net-zero carbon by 2030 in the school estate and refers this to the Policy and Sustainability Committee to decide the appropriate timeline.</p>

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
7	03-03-20	<a href="#"><u>Community Access to Secondary School Sport Facilities – Impact of Introduction of Non-Core Hour Charges</u></a>	To request a report back to the Committee in August 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.	Executive Director for Communities and Families	August 2021		Deferred as per Scottish Government Guidance there is currently no community access to school at this time.
8	11-12-18	<a href="#"><u>Edinburgh Learns: Learning Together Framework for Parental Engagement and Involvement</u></a>	Ensure impact of Edinburgh Learns Framework: Learning Together by requesting an annual update report from the Edinburgh Learns Strategic Group for 'Learning Together'.	Executive Director for Communities and Families	August 2021		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
9	21-05-19	<a href="#"><u>Future Statutory Consultation Requirements</u></a>	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		
10	21-05-19	<a href="#"><u>Senior Phase Attainment 2018/19</u></a>	To agree to receive further annual reports on attainment/improvements in performance in the Senior Phase.	Executive Director for Communities and Families	May 2021		
11	21-05-19	<a href="#"><u>Response to Incident Survey</u></a>	<p>Ensure that any future report includes details on:</p> <ul style="list-style-type: none"> <li>• Quality assurance to ensure that incidents are reported correctly and consistently.</li> <li>• Actions that are taken when incidents are being reported.</li> </ul>	Executive Director for Communities and Families	August 2021		<p><b><u>March 2021 Update</u></b> This report has been deferred to the August meeting.</p> <p><b><u>December 2020 Update</u></b> The working group has recently re-started and a report</p>

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<ul style="list-style-type: none"> <li>• Work with the Unions to ensure there are no gaps in the reporting data.</li> <li>• Actions that are being taken to support teachers and PSAs who experience a violent incident.</li> </ul>				will come to Committee March 2021.
12	21-05-19	<a href="#">Edinburgh Learns: Framework for Digital Learning</a>	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	May 2021		<b><u>October 2020</u></b> An update was included in the Return to Schools Report on 13 October 2020.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
13	21-05-19	<a href="#"><u>Edinburgh Learns: Health and Wellbeing</u></a>	To agree to receive further annual reports on Health and Wellbeing in Edinburgh schools.	Executive Director for Communities and Families	May 2021		
14	16-08-19	<a href="#"><u>Reducing Child Poverty</u></a>	To agree to receive six monthly report to Committee from the Child Poverty Action Unit to effectively scrutinise progress and actions to mitigate/reduce child poverty.	Executive Director for Communities and Families	March 2021		<b><u>December 2020</u></b> Update report submitted to Committee on 15 December 2020 – (* Action 34 below refers)
15	03-03-20	<a href="#"><u>Children and Young People's Participation</u></a>	Request a further report in March 2021.	Executive Director for Communities and Families	December 2021		This report has been deferred to December 2021.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
16	08-10-19	<a href="#">Edinburgh Learns Inclusion Annual Report</a>	1) To agree to receive further annual reports on inclusion. 2) 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	December 2020	<p><b>Recommended for closure.</b></p> <p>Report was submitted to Committee on 15 December 2020.</p> <p>The Annual Report is on the Committee's Work Programme.</p> <p><b><u>October 2020</u></b></p> <p>An update was included in the Return to Schools report on 13 October 2020.</p>
17	08-10-19	<a href="#">Motion by Councillor Arthur – Reducing Child Poverty and Hunger</a>	1) To note the next Reducing Child Poverty report will come to the Education, Children and Families Committee in March 2020 which will include an update on the	Executive Director for Communities and Families	December 2020		<p><b><u>December 2020</u></b></p> <p>Update report submitted to Committee on 15 December 2020 – (* Action 34 below refers)</p>

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>work ongoing to reduce child poverty and holiday hunger.</p> <p>2) To request that this report also includes information on the feasibility of the Council doing more to tackle holiday hunger either alone or via increased partnership working in this area.</p>				<p><b><u>October 2020</u></b></p> <p>Noted that the report was scheduled for December 2020 to take into account the new Child Protection Plan.</p> <p><b><u>March 2020</u></b></p> <p>This will be included in the report on the child poverty action plan in May 2020.</p>
18	10-12-19	<b>Deputation – Edinburgh Local Association of the EIS – Results of Violence at Work Survey</b>	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		<p><b><u>December 2020</u></b></p> <p>Update included in the Committee's Business Bulletin for meeting on 15 December 2020.</p>

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
19	10-12-19	<a href="#">Update on Trinity Academy Wave 4 Project</a>	To note that an update report would be submitted at the end of the feasibility stage.	Executive Director for Communities and Families	Ongoing		
20	10-12-19	<a href="#">Outdoor Learning</a>	To request a report back 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 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	Executive Director for Communities and Families	August 2021		<p>This report has been deferred to August 2021.</p> <p><b><u>December 2020 Update</u></b></p> <p>Outdoor Centres are currently closed due to the pandemic, report is scheduled for March 2021 in line with the re-opening.</p>



No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			funding in place to allow them to attend.				
21	10-12-19	<a href="#"><u>South East Improvement Collaborative</u></a>	To request further updates.	Executive Director for Communities and Families	May 2021		
22	06-02-20 (Council)	<a href="#"><u>Motion by Councillor Laidlaw – Curriculum Concerns</u></a>	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.	Executive Director for Communities and Families	December 2021		<b><u>December 2020 Update</u></b>  The Scottish Government have paused the independent review.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>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 Education, Children and Families Committee in the report - 'Edinburgh Learns: Pathways to Develop Our Young Workforce'</p> <p>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</p>				

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>report is due in June 2020.</p> <p>To therefore request the Council response will be reported to the Education, Children and Families Committee for members consideration before submission to the Scottish Government.</p>				
23	03-03-20	<a href="#"><u>Response to Petition: Review Changes to English as an Additionally Language for Dalry Primary School</u></a>	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	May 2021		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
24	03-03-20	<a href="#"><u>Motion by Councillor Laidlaw – Thistle Foundation Children's Wellbeing Project</u></a>	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	TBC		
25	13-10-20	<a href="#"><u>Schools Re-Opening Update</u></a>	<p>1) To request a report back to the Education Children and Families Committee in December 2020 which outlines the progress in the reintroduction of extracurricular activities into schools.</p> <p>2) To note that officers intended to provide a response to the three questions raised in the written deputation from the Jack Kane Community Wing in relation to the resumption of indoor youth work and that elected members would</p>	<p>Executive Director for Communities and Families</p> <p>Executive Director for Communities and Families</p>	<p>December 2020</p> <p>November 2020</p>	<p>November 2020</p>	<p><b><u>December 2020</u></b></p> <p>Update provided in Committee's Business Bulletin on 15 December 2020.</p> <p><b>Recommended for closure.</b></p> <p>Email sent to deputation on 10 November 2020 responding to issues raised in their written deputation to this</p>

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			also be sighted on that response				committee and also to the Policy and Sustainability Committee on 6 October 2020.
26	13-10-20	<b>Wester Hailes Working Group</b>	To request a further update on the Working Group to the December meeting of the Committee.	Chief Executive	May 2021		<b><u>December 2020</u></b> A meeting of the Wester Hailes Working Group has been arranged for 14 January 2021.
27	13-10-20	<a href="#"><u>Standards and Quality Report</u></a>	<p>1. To note the improvements in progress towards actions across every Edinburgh Learns themed Board.</p> <p>2. To commend the flexibility and responsiveness of all staff in delivering services within the context of risk management.</p>	Executive Director for Communities and Families	May 2021		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			3. To provide an update to committee once full information on predicted pupil subject grades were available.				
28	13-10-20  15-12-20	<a href="#">Promoting Equality</a>	To agree to written and verbal updates at every cycle by rotation.  To note that the Committee's previous decision on 13 October 2020 to receive alternative verbal and written updates would be taken up offline in the Convener's weekly meeting with officers.	Executive Director for Communities and Families	May 2021		Written update to be submitted to May Committee.  <b>December 2020</b> Verbal update provided to Committee on 15 December 2020.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
29	13-10-20	<a href="#"><u>Motion by Councillor Burgess – Outdoor Learning</u></a>	To note that officers had committed to providing an update on outdoor learning in the briefing note called for under item 7.2 on the agenda (Schools Re-opening Update)	Executive Director for Communities and Families	December 2020	December 2020	<b>Recommended for closure.</b>  Briefing was included with the Business Bulletin for the Committee meeting on 15 December 2020.
30	15-12-20	<a href="#"><u>Business Bulletin – Gaelic Medium Education Informal Consultation</u></a>	To note that a briefing on the report on the outcome of the GME informal consultation would be circulated to all Education Committee political group leads in advance of the report being submitted to the Gaelic Implementation Group at the end of January 2021; thereafter a follow up report would be submitted to the March meeting of this Committee.	Chief Executive	March 2021		Update included in Business Bulletin for this meeting.  An additional meeting of the Committee has been arranged for Friday 23 April 2021 to consider the outcome of the consultation.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
31	15-12-20	<a href="#"><u>Energy in Schools Annual Report</u></a>	<p>1) To note the content of the report and the detail on current and historic energy use across the Council's learning estate.</p> <p>2) To note that natural gas use across the learning estate is becoming the predominant source of carbon emissions.</p> <p>3) To note that in order to meet 2030 net zero carbon targets, significant improvements will be required to the learning estate to improve thermal efficiencies and decarbonise heat sources.</p> <p>4) To note that the decarbonisation of the learning estate cannot be achieved in isolation and that wider alignment with</p>	Executive Director of Resources	March 2021		<p>(* Action 6 above also refers)</p> <p>Update is included in the Business Bulletin for this meeting.</p> <p>Report was referred to Policy &amp; Sustainability Committee on 23 February 2021.</p>



No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>city-wide strategies are essential.</p> <p>5) To request an update in the next Business Bulletin on the potential for schools to be heated using ground source heat pumps and other renewable sources.</p> <p>6) To refer this report to the Policy and Sustainability Committee for information.</p>				
32	15-12-20	<a href="#"><u>Teaching, Learning &amp; Assessment in the Broad General Education</u></a>	<p>1) To note the report.</p> <p>2) To agree that information on the findings of the audit of digital and remote learning provision would be circulated to Committee members when available.</p>	Chief Executive	TBC		(* Action 3 above also refers)

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
33	15-12-20	<a href="#">Edinburgh Learns for Life – Inclusion Annual Report</a>	1) Noted. 2) To circulate to Committee members school exclusion figures as well as the number of appeals to these exclusions.	Chief Executive	TBC		
34	15-12-20	<a href="#">Child Poverty Update</a>	1) To note the progress of actions to mitigate/reduce child poverty arising from ongoing work across Schools and Lifelong Learning including an update on holiday hunger. 2) To agree the 2019/20 Local Child Poverty Action Report, prepared in partnership with NHS colleagues. 3) To note the approval by Policy and Sustainability of a cross-council work programme to take forward Edinburgh Poverty Commission calls to action	Chief Executive	Ongoing		<b><u>December 2020</u></b> Update report submitted to Committee on 15 December 2020 – (* Action 17 above refers)

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>to end all forms of poverty in Edinburgh.</p> <p>4) To agree that short updates on actions to address child poverty in Edinburgh are included in future business bulletins to this committee.</p> <p>5) To agree that future reports on Child Poverty to this Committee would focus on progress with the Local Child Poverty Action Report, for which there is a statutory duty.</p>				
35	15-12-20	<a href="#"><u>Corporate Parenting Action Plan</u></a>	<p>1) To approve the high level 2020-2022 Corporate Parenting Plan.</p> <p>2) To refer the report to the Corporate Parenting Member/Officer Group on 16 December 2020.</p> <p>3) To refer the report to the Finance and Resources</p>	Chief Executive	December 2020	December 2020	<p><b>Recommended for closure.</b></p> <p>Report was considered by the Corporate Parenting Member/Officer Group on 16 December 2020</p>

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>Committee on 2 February 2021 for consideration as part of the 2021/22 budget process.</p> <p>4) To agree that a briefing note on the additional funding identified in the report be circulated to Committee members.</p>				<p>and the Finance &amp; Resources Committee on 2 February 2021.</p> <p>Briefing note was circulated to members on 3 February 2021.</p>
36	15-12-20	<a href="#"><u>Rising School Rolls Update</u></a>	<p>1) To note the report.</p> <p>2) To agree that a further report with the updated school roll projections would be submitted to Committee for consideration in March 2021.</p>	Chief Executive	March 2021		<b>Report on agenda for this meeting.</b>
37	15-12-20	<a href="#"><u>Motion by Councillor Laidlaw – Delivery of School Sports</u></a>	<p>1) Motion approved subject to the Committee political group leads being consulted immediately on any potential requirement to review the delivery of school sports should Edinburgh be</p>	Chief Executive	March 2021		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>moved into the Scottish Government's Protection Level 4.</p> <p>2) To circulate a briefing note to committee members on:</p> <ul style="list-style-type: none"> <li>the impact of the Covid restrictions on the delivery of curricular (Nat5, Higher, Advanced Higher) sports.</li> <li>the position of CEC and their delivery of school sports in comparison to other local authorities across Scotland</li> <li>Details of the level of outdoor sports activity which had been targeted at individual schools across the school estate</li> </ul> <p>3) To note that a response would be sent to the Edinburgh Parent</p>				

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			Council Network to the points raised in their written deputation.				
38	15-12-20	<a href="#"><u>Motion by Councillor Laidlaw – Funding of Flu Vaccine by Head Teachers for Staff</u></a>	1) Motion approved. 2) To refer the motion to the Policy & Sustainability Committee for noting.	Chief Executive	March 2021	March 2021	<b>Recommended for closure.</b>  Motion was referred to Policy & Sustainability Committee meeting of 23 February 2021. The Committee further noted that schools would continue to arrange flu vaccination facilities where they considered it to be a priority.



# Business Bulletin

## Education, Children and Families Committee

**10.00am, Tuesday, 2 March 2021**

Via MS Teams

## Education, Children and Families Committee

Convener:	Members:	Contact:
<p>Councillor Ian Perry</p>  <p>Vice Convener: Councillor Alison Dickie</p> 	<p>Councillor Ian Perry (Convener)  Councillor Alison Dickie (Vice-Convener)  Councillor Eleanor Bird  Councillor Steve Burgess  Councillor Mary Campbell  Councillor Joan Griffiths  Councillor David Key  Councillor Callum Laidlaw  Councillor Jason Rust  Councillor Scott Douglas  Councillor Louise Young</p> <p><b>Added Members for Education Matters</b></p> <p><b>Religious Representatives</b>  Margaret Therese Laing</p> <p>Mrs Fiona Beveridge</p> <p>Rabbi David Rose</p> <p><b>Parent Representative</b>  Alexander Ramage</p>	<p>Nickey Boyle,  Executive Support  0131 469 5725</p> <p>Gillian Kennedy  Service and Policy  Adviser to the  Convener and Vice-Convener  Tel: 0131 529 4319</p>



### **Potential for Schools to be heated using ground source heat pumps and other renewable sources**

At December 2020 Education, Children and Families Committee, there was a request for detail on using ground source heat pumps and other renewable sources of energy to heat schools. This was in response to the [‘Energy in Schools Report - Annual Report’](#) presented at the December Committee meeting, which asked Committee to note ‘that in order to meet 2030 net zero carbon targets, significant improvements will be required to the learning estate to improve thermal efficiencies and decarbonise heat sources’.

This response considers heat pumps. There are restrictions on the use of biomass due to air quality concerns that prevent its use in Edinburgh. Other renewable sources of heat (principally hydrogen produced from renewable energy) are not considered commercially viable at this stage and therefore have not been considered in detail. However, this position will continue to be monitored and approaches revised as appropriate. Similarly, there will likely be opportunities to link some buildings, in the existing learning estate, to future low carbon heat networks that may replace the requirement for local heat generation plant. The considerations outlined below remain valid for both local heat pumps and wider heat networks.

With grid electricity continuing to decarbonise, through the introduction of increased generation from renewable technologies, sources of heat that utilise electricity are increasingly seen as offering potential for low carbon heat. This is in contrast to natural gas which is becoming the predominant source of carbon emissions across the Council’s learning estate.

Heat pumps use a working fluid (such as a refrigerant) to extract heat from a low-grade source (for example external air or the ground). Through the compression of the working fluid its temperature can be increased to a level suitable for use in buildings. The amount of available heat generated by a heat pump is typically 2 – 4 times higher than the electricity used to drive the cycle therefore offering an efficiency over more conventional technologies (such as electric panel heaters) that deliver on a ratio close to 1-unit electricity : 1-unit heat.

Air source heat pumps are already installed across the learning estate, having featured in many recent new builds including rising school roll buildings and the new St John’s Primary School. Whilst there are capital considerations (heat pumps are typically more expensive to install than gas fired boilers), the technology is well suited to new builds where the building services can be specified to suit the characteristics of heat pumps. Given the increased capital costs of heat pumps there is a risk that gas boilers are still considered to keep capital project costs within budgets. With 2030 net zero carbon targets, such decision making would leave a legacy that would require reversing via retrofit in the next few years. It is therefore critical that support is given to ensure that new builds have sufficient budget to be designed in line with 2030 ambitions.

For the existing learning estate, the suitability of heat pumps as a retrofit option is limited by the temperature that it can heat water to. The majority of the Council’s learning estate uses ‘wet’ heating systems where water (i.e. radiators) are used to deliver heat. A heat pump’s efficiency is proportional to the temperature that it needs to deliver: the higher the temperature, the lower

the efficiency. Current systems typically heat water up to a maximum of around 50°C whereas the majority of the Council's learning estate is designed to operate at boiler flow temperatures of around 80°C. This means that a direct replacement of a gas boiler for a heat pump is usually not feasible.

To deliver lower carbon heat through the use of heat pumps, consideration therefore needs to be given to how best to adapt buildings to accommodate lower flow temperatures or alternative methods of delivering heat (such as warm air heaters). A key means of adapting buildings for heat pumps is to improve the fabric of the building (i.e. improved air tightness and increased levels of insulation). This reduces the heat loss which has a consequential effect on the amount of primary heat that needs to be delivered to the building. Therefore, improved fabric offers a credible route to wider adoption of heat pumps.

The [Energy in Schools – Annual Report](#) provided summary detail about the Passivhaus Enerphit Standard (a high efficiency retrofit standard) being piloted on two buildings. This work will help inform the best value balance between decarbonisation of heat (such as through heat pumps) and demand reduction through fabric improvements. However, it is important to note that retrofitting fabric improvements to a building can be both complex and expensive and bespoke approaches may be required depending on the building archetype.

A further consideration with the wide-scale adoption of heat pumps is the availability (or cost of securing availability) of capacity within the local electrical distribution networks to support their installation. The power requirements of delivering heat to a building through heat pumps would be far higher than existing building needs and therefore require upgrade to the building's electricity supply. Similarly, the price of electricity is around 5 times higher than gas. Therefore, the adoption of heat pumps may lead to increased running costs.

In summary, the best route for delivery of low carbon heat should be considered on a site by site basis, and should be considered alongside fabric improvements and future plans for local infrastructure.

### **Edinburgh Outdoor Learning Network - Sport and Outdoor Learning Unit**

During January and February, the Edinburgh Outdoor Learning Network organised and delivered a series of webinars for teachers and other practitioners. The Edinburgh Outdoor Learning Network is an informal network of over 40 providers of outdoor learning, convened by the Council's Sports and Outdoor Learning Unit (SOLU).

Each webinar featured four, fifteen-minute presentations by a variety of different Outdoor Learning providers. Topics were diverse; over the three webinars we had presentations on using Gaelic outdoors, discussing climate change with Primary aged pupils, the reintroduction of Beavers to Scotland alongside our own resource; and the Outdoor Learning Map (<https://www.outdoorlearningmap.com/>). SOLU Lead Council Officer: Andrew Bagnall.

The webinars were very well received; some 160 people attended and gave overwhelmingly positive feedback, so much so that we are now planning a second series of webinars for the summer term.

## Remote Learning Support – Sport and Outdoor Learning Unit

The Sport and Outdoor Learning Unit (SOLU) has reviewed, updated and distributed its remote learning document for supporting families at home; My Activity Planner.

A task and finish group incorporated resources created by SOLU and provided signposting to external resources. This is a PDF containing sport and physical activity, and outdoor learning ideas.

Activities are hyperlinked for families to access digitally. The Planner covers all stages and includes a section for additional support needs.

SOLU Lead Council Officers: Ryan Harrower, Heather Brownlee and Fraser Robertson.

Resources include the Council's 50 Ways to Experience Outdoors in Edinburgh ([https://www.experienceoutdoors.org.uk/images/Download/50-ways-to-experience-outdoors\\_edinburgh.pdf](https://www.experienceoutdoors.org.uk/images/Download/50-ways-to-experience-outdoors_edinburgh.pdf)) and Virtual Active Schools Sessions ([https://www.youtube.com/channel/UC\\_7BkQ1fcgript9SV1GPw9A/videos](https://www.youtube.com/channel/UC_7BkQ1fcgript9SV1GPw9A/videos)).



## **Communities and Families Coronavirus Excursions Toolbox – Sport and Outdoor Learning Unit**

This unique resource keeps Council staff updated with the latest position statements and resources linked to wider Council and Scottish Government guidance.

Just prior to Christmas, the Toolbox was aligned to the Scottish Government Protection Levels. This enables staff to plan, adjust and deliver safe offsite provision linked to changing infections rates and the latest protection level. It also allows staff to forward plan more complex excursions including overnight residentials. The Scottish Government released an offsite visits update in early February 2021, including a recommendation of no residential visits. This position is expected to be reviewed again by Scottish Government towards the end of March 2021.

SOLU Lead Council Officer: Andrew Bradshaw.

### **Sand for Schools Project – Liberton High School**

An exciting new facility has just been completed at Liberton High School. The first ever school based permanent beach volleyball facility in Scotland has been constructed in partnership with the high school, Scottish Volleyball and Edinburgh Beach Volleyball Club. With the support from the British Volleyball Federation and UK Sport Aspiration Fund, this facility was able to become a reality, providing a fantastic resource and platform for professional and aspiring athletes, school sports and the surrounding community. The introduction of the facility will further enhance the reputation of the local area and highlight the variety of sport on offer within the South East community.



**Robert Ure**  
**Active Schools Co-ordinator**



## Football Academy Farewell

We're sad to say that Football Development Goalkeeper Coach, and Scotland Women's international, Jenna Fife is no longer able to continue with us for the time-being. Jenna's training commitments with Rangers FC have intensified meaning she is unable to support the talented goalkeepers in our Sports Academy, Progression Academy and P7 Select squads.

Jenna's professionalism, quality of coaching and fantastic example as a role model has made a hugely positive impact on the abilities and confidence of some of our young male and female goalkeepers. Indeed, some of the goalkeepers under Jenna's tutelage have progressed from club level to international level. Her commitment and personality will be sorely missed by all.



Jenna said :

"I have really enjoyed my time working with the City of Edinburgh Council and I am disappointed that I cannot continue. I love helping young footballers improve and achieve their goals and hopefully I have done that over the last few years. I have gained a lot of experience as a coach since starting with the Council and it's been a pleasure coaching kids at all different programmes. I have also worked with lots of great coaches who I've learned a lot from and appreciate all the help I've received over the years".

**Jack Beesley**  
**Football Development Officer**

## **Swimming to the Outdoors**

I normally work as a Swim Specialist where I work as part of the Swim Team where I deliver swimming lessons to primary pupils 3 days a week. However due to Covid-19 and the closure of swimming pools the swim team have been redeployed into schools across the city. I have been at Balgreen PS since the 10<sup>th</sup> of August, where I have been delivering outdoor sessions in the woodland attached to the school. I work alongside school staff supported by the Parent Council, so all pupils are able to take part in den building, hammocks, knots, art, nature, mini beasts, fires RSPB Wild Challenge and The John Muir Award. Last term I saw 14 classes that's 355 children over 150 hours or over 550 cups of hot chocolate and nearly 400 marshmallows toasted. Phew what will we get up to this term?



**Julia Kerr**

**Swim Specialist - redeployed to Balgreen Primary School to lead Outdoor Learning.**

## Education, Children and Families Committee

**10am, Tuesday, 2 March 2021**

### **Equalities: Investigation into Allegations of Racism**

**Executive/routine  
Wards  
Council Commitments**

#### **1. Recommendations**

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- 1.1 To thank the young people who brought these allegations to light and for sharing their personal accounts and recollections, enabling the investigation to take place
- 1.2 To thank the staff who supported the investigation process
- 1.3 To note the overall conclusion that a culture of racism did not exist within the schools investigated.
- 1.4 To note, however, that important improvements are required for
  - 1.4.1 Setting out clear processes to report racist incidents
  - 1.4.2 Managing racist incidents sensitively and ensuring follow up actions are taken
  - 1.4.3 Reviewing the curriculum to ensure it does not perpetuate and actively challenges racist or colonialist attitudes
  - 1.4.4 Improving the culture to clearly show zero tolerance of racist conduct
  - 1.4.5 To further note that these improvements are in motion and appeared in the Equalities Action Plan previously brought before this Committee
- 1.6 To ask for a follow up report within one year

**Andrew Kerr**

Chief Executive

Contact: Lorna French, Schools & Lifelong Learning Senior Manager Quality, Improvement & Curriculum

E-mail: [lorna.french@edinburgh.gov.uk](mailto:lorna.french@edinburgh.gov.uk)

## Allegations of Racism in The City of Edinburgh Schools

### 2. Executive Summary

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- 2.1 In June 2020 a range of allegations were made that a culture of racism existed within certain schools in the city. An investigation was launched into each allegation by interviewing those involved and examining records. The investigation was overseen by an independent advisor and with recourse to specialist legal advice. The majority of the investigation centred on two schools: St Augustine's RC High School and Holy Rood RC High School. The others included were Craigmount HS, Drummond HS and Firrhill HS. The overall conclusions were that while there was no evidence that a culture of racism existed, there were learning and development needs for certain schools and for the authority overall.

### 3. Background

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- 3.1 The allegations (Appendix 12.1a, b, c, d) which were considered as part of this investigation spanned three months from June to August 2020. These mostly concerned the experiences and observations of former pupils, though some current pupils and parents also complained, alleging that there were failings in how school staff handled racism.
- 3.2 The allegations were made from social media accounts and by emails to Headteachers, Elected Members, MSPs and senior officers within the Council.
- 3.3 The (then) Executive Director of Communities and Families initiated an internal investigation. To ensure that the investigation was thorough and robust he appointed an independent specialist in equalities and education, and legal advisors to oversee and advise the process. A team was established with Terms of Reference and proposed timeline (Appendix 12.2).
- 3.4 The investigation lasted for three months from August to October, during which time interviews were carried out and school records checked.
- 3.5 During this time and ongoing, all City of Edinburgh schools prepared action plans to improve Equalities. Each school's plan requires input from learners in pupil-led Equalities Groups. Progress at school level will be reported in school Standards



and Quality Reports in July 2021. Progress overall is reported at each cycle of the ECF Committee.

## 4. Main report

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4.1 Over the course of several weeks, various allegations were made from a range of sources. The table below shows the numbers that the council became aware of, as well as the number of people who responded to invitations to provide more detail and take part in the full investigation. The discrepancy between those complaining and those being interviewed is because some complaints were anonymous and some complainants did not wish to take their complaints further.

4.2 The numbers of allegations are summarised below:

School	Overall number of complaints received	Numbers of complainants formally interviewed
Holy Rood RC HS	24	8
St Augustine's RC HS	31 <sup>1</sup>	16 <sup>2</sup>
Craigmount HS	15	4
Drummond HS	2	2
Firhill HS	1	1
Total	73	30

4.3 Over the period of the investigation it became apparent that most complaints could be grouped into themes surrounding process, management, curriculum and culture.

The types of allegations are grouped into the following themes

A	Processes to report racism are not clear, supportive or effective
B	Management of racist incidents is not effective
C	The curriculum is not sufficiently anti-racist
D	The culture is not sufficiently supportive of pupils from BAME <sup>3</sup> backgrounds

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<sup>1</sup> Including 7 pupils subsequently identified by a former pupil

<sup>2</sup> Including 4 who were interviewed by a former pupil

<sup>3</sup> Black, Asian or minority Ethnic

#### 4.4 The themes that emerged relating to each school are summarised below

School	A	B	C	D
HR RC HS	*	*	*	*
St Augustine's	*	*	*	*
Craigmount	-	*	*	*
Drummond	*	*	*	*
Firrhill <sup>4</sup>	-	-	-	-

#### 4.5 As part of the investigation, each allegation was explored and next steps were agreed (see next section). It should be noted that there was often a relationship between the themes, for example culture impacted on curriculum and management and; management was more effective when processes were also effective.

The main outcomes, as communicated to the complainants, are summarised below.

Process	The school needs to review its practice in recording incidents and reporting back to the young people affected by them.
	The school should ensure that there are clear mechanisms for pupils and staff, including temporary staff, to report racist incidents.
Management	The school needs to improve its practice on checking on the welfare of those affected by racist incidents
	The school should also review procedures for sharing information with other agencies to ensure that records of actions are maintained and reviewed as appropriate
Curriculum	The school should review its practice in this area to make sure that material is used appropriately with particular sensitivity to any impact on BAME students, and possible racist behaviour is both anticipated and dealt with.
Culture	The school should ensure that decisions to reflect diversity and inclusion are done sensitively and in partnership with young people
	The school should ensure effective professional learning for all staff to improve practice in this area.
	The school should work to improve the culture such that micro-aggressions are not tolerated

<sup>4</sup> Data cannot be shown as it relates to a single complaint

	The school should act to ensure that staff are aware of the dangers of actions being interpreted as racist, anticipate any such dangers, and act to reassure pupils that any actions taken by the school are fair and appropriate.
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- 4.6 The outcomes for each complainant are strictly private and confidential so cannot be published as part of this report, however the overall themes are explored here and, in the school, specific reports (Appendices 12.1 a,b,c,d)

## 5. Methodology

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- 5.1 Several factors were considered to agree the appropriate methodology for the overall investigation. These included complexity and significance of the issues themselves, the age of some complainants, the wish for anonymity, the difficulty of raising complaints against formal institutions and in additional language (English), the time delay in bringing some issues forward and the duty of the council as employer.
- 5.2 To address these issues it was agreed that all complainants would all be invited to be interviewed via the Corporate Complaints Procedure at Stage 2, in which trained interviewers were deployed, guaranteeing anonymity and confidentiality. Independent support was offered through Edinburgh & Lothians Regional Equality Council (ELREC). This could be accessed via confidential email or telephone.
- 5.3 Not all complaints led on to formal investigation as not all complainants wished to be interviewed. Some complainants chose to send their accounts via a third party and a few chose to remain anonymous.
- 5.4 To ensure manageability the parameters of the investigation were set such that only those complaints received during the period set out in the Terms of Reference would be considered. In addition, only those complaints which were accompanied by evidence or interview statements could be considered. Where allegations fell outside the time scales, they have been considered as a normal Stage 2 complaint and are not reported here.
- 5.5 The second phase of the Equalities Self-Evaluation will take place next session. It will include other opportunities to talk to focus groups of pupils, parents and staff, to gain further insight into practices beyond the schools investigated, and also to check for progress in the work of all schools to improve Equalities.
- 5.6 Where the complaints were in the public domain, i.e. where allegations had been discussed by the media or social media, a letter from the council was sent to the whole school community alerting them to the investigation and inviting all who wished to raise concerns to do so. The letter detailed how to complain via the Corporate Complaints Process or via ELREC's confidential phone line or email address. In addition, parents and carers from these schools known to need language support for communication (interpreting and/or translation) were

approached directly in a joint effort by the council and ELREC. This was to ensure that everyone's voice was heard.

- 5.7 Corporate Human Resources provided advice to teachers in schools where media interest was high. This advice contained links to in-house Equalities training modules as well as wellbeing support options.

- 5.8 The process for the majority of complaints is shown below:

Step 1

Investigators were selected who had significant experience in handling complaints and were senior members of staff used to working with young people, but who were not themselves teachers. They were trained in Equalities and Anti-Racism as well as in interview techniques. This provided the appropriate background knowledge to help get the best from the interviews.

Once trained and briefed they contacted each complainant directly by email.

- 5.9 Step 2

The interviews were carried out by telephone or online. Support was available in the form of Edinburgh and Lothians Regional Equality Council (ELREC). Parents or supporters were also invited to be present. The investigators asked questions and read the statements back to those who were involved to check for accuracy.

- 5.10 Step 3

The investigating officers assessed every interview which then resulted in further interviews and checks. When they were satisfied that they had checked the facts as much as possible they summarised each complaint. The statements were also checked by the independent consultant, a specialist in anti-racism in education. Where statements referenced other people, those were also cross-referenced.

Throughout this process investigators were particularly mindful of the sensitive and personal nature of the matters being discussed and treated the information disclosed accordingly. At times, this meant protecting confidentiality by redacting information or limiting reference to other people by name or other identifiable information.

- 5.11 All interviews and analysis were then passed to the senior officers coordinating the investigation, and the independent consultant, to prepare the overall summaries and school reports.
- 5.12 Each complainant who agreed to be interviewed has received a personal letter summarising their complaint, the conclusions following investigation and any next steps for the schools arising from their complaint. In addition, each complainant has been offered face to face meetings to fully discuss their complaint, the action they sought and the next steps the council proposes to take.
- 5.13 During the investigation several stakeholders and partners across many schools came forward to share good practice. While these have not been considered as

part of this report, they will be considered in the next phase of the self-evaluation and in the ongoing reporting to ECF Committee for progress in Equalities.

- 5.14 The Edinburgh and Lothians Region Equality Council worked in partnership with schools to target families who required support for interpretation or translation and who wished to share experiences. This service was offered to three school communities. Two communities responded. This work is summarised at Appendix 12.3 and is ongoing. The impact of all activity identified with ELREC will be reported as part of the second phase of the Equalities Self-Evaluation.

## 6. Points for Consideration

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- 6.1 As previously described, factors such as the age of complainants, period of time between alleged incident and formal complaint and the wish for anonymity added to the complexity of the investigation.
- 6.2 In many cases it was difficult to confirm incidents as many of the named pupils and some staff, had left school. This made it difficult to arrive at a definitive conclusion due to the balance of evidence / inconclusive evidence. At times, there were conflicting accounts and records in which events or circumstances had been inaccurately or incompletely recorded.
- 6.3 The international spotlight on Black Lives Matter, the increase in activism by young people and societal improvements in understanding racism have resulted in a paradigm shift which all schools are addressing. The Equalities Education Action Plan (Appendix 12.6) sets out authority responses to address this. Actions arising from this investigation have been incorporated.

## 7. Themes

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### **A: Processes to report racism are not clear, supportive or effective**

- 7.1 A recurring theme that arose from complaints related to the process of complaining itself. Various reasons emerged including a lack of a clear complaints process for pupils to report racist incidents, lack of feedback from staff as to the outcome or progress of their complaint, or a sense that by making the complaint pupils were made to feel it was their fault. As such, many pupils stopped making complaints or reporting incidents because they felt that their complaints or the incident would not be taken seriously.
- 7.2 From interviews and the collated evidence, our conclusions are that there were complainants whose loss of faith or confusion about the process led to fewer complaints being made and therefore fewer opportunities for staff to make improvements.

- 7.3 While almost all complaints related to processes for pupils to report racist conduct, improvements were also noted for staff, including temporary staff to report racist incidents
- 7.4 While the investigation did not identify an ingrained culture of intolerance or poor treatment of those who did speak out, it did recognise the importance of ensuring that individuals are supported to speak out and that they have confidence that their issues will be taken seriously.

#### **B: Management of Racist Incidents is not effective**

- 7.5 All schools could demonstrate examples where they had successfully handled racist incidents and had shared the outcomes with the complainants to their satisfaction, however the complainants provided examples where this had not happened.
- 7.6 Various reasons emerged here: sometimes this was due to a lack of sensitivity by staff, for example, a normalising of racist name calling is cited in almost all schools to varying degrees. In other words, staff who are actively anti-racist will have a zero tolerance of language which causes offence, while other staff may be inured to offensive language.
- 7.7 On other occasions record keeping was not robust, for example classroom incidents were not passed on to senior leaders; records were not effectively maintained and/or information sharing between partners was not clear.
- 7.8 On several occasions, complainants did not know what next steps had been taken. This could in part be understood by the need to maintain confidentiality, however there were examples where staff had not been sufficiently sensitive to the impact of racism and the requirements to provide feedback and potentially, support.

#### **C: The Curriculum is not sufficiently anti-racist**

- 7.9 A small number of complaints highlighted the use of certain resources to teach aspects of the curriculum. While there are reasons to continue to use certain texts, e.g. *To Kill a Mockingbird*, all staff should approach these sensitively and be mindful of the offence that can be caused by adopting a viewpoint which is not inclusive. Schools should have a clear rationale for making use of outdated resources to teach contemporary issues, for example to teach about historical attitudes, bias and develop students' critical literacy. As is the case with statues and other legacies of slavery and colonialism, strong and effective teaching points can be made, but only when done with considerable care.
- 7.10 All schools provided several examples where racism and rights are covered across the curriculum. These include literacy, history and modern studies. They also provided information about the promotion of equalities, for example LGBTQ Equality. Pupils in one non-denominational school raised questions about assemblies and religious observance, citing strong links to Christian Chaplaincy teams, and questioning the absence of overt links to other faiths. Rules around

Religious Observance in non-denominational schools in which Christian assemblies are required, may not be widely understood by pupils. Different expectations apply in denominational schools which may be more clearly understood by the pupils therein.

- 7.11 The impact of Black Lives Matter can clearly be seen on the level of awareness and interest in anti-racism of almost all of the pupils interviewed. Their understanding of racism has raised expectations of how the curriculum is taught. Tension exists where the curriculum does not develop to reflect changes in society or where pupil voice is not sufficiently developed such that it informs the curriculum rationale.

#### **D: The Culture does not sufficiently support pupils from BAME backgrounds**

- 7.12 A related issue was the importance of ensuring the culture and ethos are supportive and inclusive of all faiths and ethnicities.
- 7.13 Some complainants cited long standing examples of being made to feel stigma because they spoke in their home language in school. The investigation confirmed continued misconceptions in one school about multilingualism and language acquisition, and the value and importance of the home language.
- 7.14 In two schools pupils felt that racial stereotypes were perpetuated through staff treatment, for example use of the word 'gang' or 'tribe.' Teachers were clear that these words were not used in any pejorative way towards any specific ethnic group, however that sense did prevail among certain pupils.
- 7.15 Of greater concern were examples where pupils had reacted to racist behaviour, but their reactions became the issue, rather than the inciting incidents themselves. Although these examples were very small in number, it denoted a lack of understanding or awareness of the impact of racism on individual pupils and how to manage incidents.

## **8. Conclusions**

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- 8.1 Analysis of the allegations, evidence in the form of witness statement and records; and assessments made by the investigation team lead us to conclude that a culture of racism does not prevail across the schools investigated, however improvement actions are required for these schools and for the council. These relate to the overarching themes of process; management; curriculum and culture.
- 8.2 During the course of the investigation the council took action to make improvements in each of these areas, specifically by strengthening the procedure for preventing and responding to bullying and prejudice and introducing new supplementary guidance on creating an anti-racist culture and tackling racist incidents (Appendices 12.4 and 12.5) however this report will detail the actions based on the investigation.

8.3 The main outcomes at school level are as per section 4.5 and are extrapolated to include authority actions.

Theme	Authority Actions
Process	Ensure that each school has an Equalities Coordinator (staff) Ensure that each school has pupil-led Equalities Groups Ensure that each school has drafted an Action Plan Ensure that the strengthened procedure for Preventing and Responding to Bullying and Prejudice amongst Children and Young People' and the new guidance on tackling racist incidents is embedded Provide training for staff on Tackling Racist Incidents Coordinate with Young Edinburgh Action to ensure young people are aware of revised processes
Management	Provide training to embed anti-racist perspective Scrutiny of Anti-bullying/prejudice statistics Provide training to improve handling of racist Complaints
	Sampling of school record keeping for AB/prejudice incidents in partnership with other agencies (Police)
Curriculum	Develop staff network to revise and review curriculum Support partners to work with schools to review curriculum Support and develop Saroj Lal Award Develop further training for staff
Culture	Provide guidance for pupil participation to embed anti-racist perspective, e.g. school uniform Provide enhanced, masters level training for staff to develop and extend anti-racist culture Annual Equalities Youth Summits per sectors

8.4 To ensure that the actions at school and Council level are progressing appropriately, and that all schools are developing practice as required, a further period of self-evaluation will be set out. As well as the actions shown above this will focus on

- sampling school Equalities Action Plans
- analysing all school reports and statistics on Preventing and Responding to Bullying
- revisiting all schools mentioned in context with this report
- collecting samples of views from focus groups of stakeholders: pupils, parents and staff
- collating and analysing all complaints relating to Equalities

8.5 This new evidence should be presented within 12 months to the ECF Committee



## **9. Financial impact**

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- 9.1 To embed the above actions, resource will be required (ongoing) for
  - 9.1.1 Professional Learning
  - 9.1.2 Saroj Lal Award
  - 9.1.3 Partners to support improved curriculum
  - 9.1.4 Youth Summits

## **10. Stakeholder/Community Impact**

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- 10.1 This paper complies with Council objectives set out in Business Plan 2021 (section 5 Education)

## **11. Background reading/external references**

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- 11.1 Promoting Equality Education, Children and Families Committee March 2020  
<https://democracy.edinburgh.gov.uk/documents/s14766/7.8%20Promoting%20Equality.pdf>

## **12. Appendices**

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- 12.1 School Specific Reports
- 12.2 Terms of Reference – Investigation
- 12.3 ELREC summary of action
- 12.4 Strengthened procedure on preventing and responding to bullying and prejudice
- 12.5 Supplementary guidance on tackling racist incidents and creating an anti-racist culture
- 12.6 Education Steering Group Action Plan

# Report on the Investigation into Alleged Racist Behaviour

## St Augustine's RC High School

### Introduction

This purpose of this report is to:

1. describe the investigative action taken by the City of Edinburgh Council (the Council) in relation to allegations of racist conduct and institutional racism in St Augustine's RC High School;
2. provide a summary of the evidence that was gathered and the conclusions that were reached as part of the investigative process; and
3. outline areas identified for development within St Augustine's RC High School as a result of these investigations.

I have drafted this report in my capacity as equalities specialist and professional advisor to the Council. Prior to drafting the report, I had sight of all of the allegations that were made by pupils/ ex- pupils of St Augustine's RC High School and the information that was gathered through the investigation process. This included the interview statements of the complainants and the staff.

The report is prepared to be received by senior education officers within the Council's Communities and Families Directorate, Lorna French, Schools and Lifelong Learning, Senior Manager, and Andy Gray, Head of Schools and Lifelong Learning. It is understood that the findings and recommendations of this report will be communicated to the Council's Education, Children's and Families Committee.

### The Allegations

The allegations were received in June and July 2020 and came via various media: letters, social media posts and emails; to Headteachers, Elected Members and the Director of Children's Services. The approach taken was to ensure a full and robust investigation of the complaints and to extend the investigation into other related areas. The Council reviewed, analysed and considered the complaints of alleged racist conduct in St Augustine's RC High School, and any future actions.

The Council received thirty one complaints, the majority of which were from pupils who had very recently left school, though five of the complainants are presently at school.

## **Methodology**

The investigation consisted of interviewing the complainants and the relevant staff. Two Depute Principal Education Psychologists were assigned as the investigating officers, supported by secretariat. The investigators were trained in Equalities and investigation techniques. All complainants were given the opportunity of being supported during the interviews. Each complainant was asked about their complaint and their responses were recorded. The responses were passed to the Quality Improvement Manager (QIM) and external advisor to share progress and were reviewed for further clarification and action as appropriate. Where matters relating to existing staff were identified, these will be progressed as appropriate in line with existing staff policies (conduct, training etc.) ensuring appropriate confidentiality. Where individual roles/positions have been cited in evidence and findings made for the purpose of this report, individual names and job titles will not be called out in this report, but matters will be progressed with relevant individuals in line with appropriate employment practices. The records of the investigations show that the investigators interacted well with the young people and that the pupils were welcomed and thanked for their contributions.

## **Issues raised/ Points to Note**

1. Most of the complaints were pupil accounts of alleged racist behaviour by other pupils and teachers. Pupil accounts were well described and confirmed by some class teachers through evidence provided by teachers as part of the investigation process. For almost all complaints, the main issue was what the school did or did not do at that time.
2. For alleged pupil/pupil incidents, it was difficult to confirm the incident as many of the named pupils had left school. Equally, for alleged pupil/staff incidents some of the teachers mentioned in the complaints had retired or were no longer employed by the Council. As such, for those alleged pupil/pupil incidents and pupil/staff incidents, it was difficult to arrive at a definitive conclusion due to the balance of evidence / inconclusive evidence. At times, there were conflicting accounts or incidents where there was no contemporaneous written account of what occurred which meant that there was a lack of evidence on which the allegations were to be judged against.
3. From the evidence it is noted that for some alleged incidents no action was taken by some teaching staff after incidents were reported.
4. The evidence suggested that there was a lack of confidence by pupils to speak to a teacher due to the possibility that no action would be taken to tackle the alleged racist incidents; and that no feedback would be given to them.
5. In some instances, the evidence suggested that the staff interviewed in the investigations did not report or record the alleged incidents. As a result, they could not recall the alleged incident or remember what happened accurately.
6. In relation to the curriculum, there were accounts suggesting very outdated or insensitive practices prevailed in a small number of classes and resources.

7. The international spotlight on Black Lives Matter, the increase in activism by young people and societal improvements in understanding racism have all sharpened the focus on the issues investigated.

## **Main Themes Complained and Investigated**

The various points of complaint have been categorised into four themes which are summarised below:

A	Processes to report racism are not clear, supportive or effective
B	Management of racist incidents is not effective
C	The curriculum is not sufficiently anti-racist
D	The culture is not sufficiently supportive of pupils from BAME backgrounds.

### **A Processes for pupils to report racism are not clear, supportive or effective.**

The investigation looked into the complaint that there are not clear, supportive or effective processes for pupils to report racism in the school.

The investigation heard testimonies from pupils in which they alleged that their complaints or the incidents themselves were not taken seriously or investigated rigorously. As such, pupils stated that they stopped making complaints or reporting incidents and lost confidence in the school to help them.

From evidence we were also aware of a lack of willingness to be identified as a complainant. This persisted throughout the course of the investigation with some pupils choosing not to disclose their identity. The reason for this was concern over how they would be treated if they were identified.

**From interviews and the collated evidence, our conclusions are that there are issues with the complaints process for pupils at the school. In summary these are: a concern about stigma, a concern about inaction and a concern about rigour.**

### **B Management of Racist Incidents at St Augustine's RC High School is not Effective**

A related theme investigated was that racially motivated incidents take place (sometimes more than once) and where these are reported, the incidents are not followed up or insufficient action is taken.

The investigation considered testimonies from pupils alleging that the school could do more to tackle alleged racism and to ensure appropriate actions were taken. Some examples were of racism that occurred in classes and some that occurred after-school. While the school was able to provide evidence of

allegations which had been successfully followed up, there were a number of examples from pupils of incidents that had not been adequately dealt with. Through examination of records and interviews the investigation established gaps in the management of information including record keeping. Gaps were also noted in the level of feedback, in communication with partners and in the provision of sensitive support to those who had suffered racism.

The investigation looked into the complaint that senior staff were apathetic about racism. The investigation considered evidence on this including pupil testimonies and interviews with staff. In many cases accounts conflicted or there was a lack of evidence available. There was evidence which suggested a lack of action taken by some senior leaders to effectively address complaints and allegations and to provide feedback to those that reported the alleged incidents.

The investigation also found that there were occasions where incidents were not managed in a sufficiently serious and consistent way. Some evidence was provided, however of specific incidents of concern which were progressed with the relevant individuals in line with existing procedures.

The investigation found, from interviews and the collated evidence, that whilst the school tackles bullying, it could further improve its procedures towards racist bullying to ensure greater consistency and compliance with reporting provisions.

The management of racist incidents is affected by the understanding of racism of those involved. Where this is not sufficiently developed, racism and its impact on those who experience it, may not be recognised. Pupils cited examples where racism was not recognised or dealt with effectively. The investigation concluded that improvements were needed in staff awareness of tackling and preventing racist incidents.

The investigation found, that recurring racially motivated incidents were not reported and addressed effectively. The school should ensure that accurate records are kept for any referrals, including actions, and that these are shared with the appropriate staff. The investigation also noted that exclusion procedures should include active and mindful consideration of potential racism and other discrimination simultaneously to ensure fair and just outcomes.

**In summary, all staff, including senior leaders, require training on preventing and managing racist incidents. Training should include clear actions to support those who have been affected by racism.**

## **C St Augustine's RC High School curriculum is not sufficiently anti-racist**

Another theme of concern investigated was that the curriculum did not address the issues of racism and promote Black History and an antiracist perspective.

The investigation heard testimonies from BAME and white pupils that some staff made use of outdated resources and did not anticipate or manage the reactions which occurred following the use of these resources. On occasion racist conduct was experienced which could have been avoided by more sensitive management.

The school should review its practice in this area to make sure that material is used appropriately with particular sensitivity to any impact on BAME and white students, and possible racist behaviour is both anticipated and dealt with appropriately and sensitively.

**In summary, school staff, in partnership with young people, need to develop their rationale for the curriculum, to affirm and embed a more developed anti-racist perspective.**

**D St Augustine's RC High School's culture is not sufficiently supportive of young people from BAME backgrounds**

The culture and ethos of the school was frequently referenced by pupils throughout their testimonies. Examples from both BAME and white pupils referred to different approaches used by staff to maintain good order and discipline. Pupils' perceptions were that black young people who congregated in areas were labelled differently and treated differently, being asked to move on more than their white peers. Staff refuted these allegations claiming that all pupils were treated the same.

The investigation considered testimonies which suggested that the punishment given to white Scottish pupils is different to that given to BAME pupils. Pupils also alleged that when BAME pupils complained about this aspect they were then reprimanded for being unruly. The investigation also heard evidence of racist incidents occurring, and a lack of consistency in some areas when dealing with racism.

School uniform and the wearing of cultural headgear was another issue which caused concern for pupils. While the school maintained that the School Uniform Code did not permit the wearing of any headgear, pupils interpreted the banning of durags as particularly directed to BAME young people. Over the course of the investigation the school acknowledged that it should work in partnership with young people to reach agreement and revise the policy.

The investigation also looked into the complaint that racist conduct occurs, including the use of racist slurs and offensive words and that this goes unchallenged by teachers and pupils. Evidence was considered suggesting that certain pupils display racist behaviour in lessons and around the school; and when a racist incident was reported it was not taken seriously. This 'normalising' of racist conduct, including name calling, requires to be addressed.

Some complainants cited long standing examples of being made to feel stigma because they spoke in their home language in school. The investigation confirmed that misconceptions about multilingualism and language acquisition were held by some staff. Further investigation revealed a lack of school level guidance in place to effectively support home languages.

**In summary staff should be sensitive to the ethnic and cultural backgrounds of all pupils and actively work with pupils to ensure that no misconceptions are allowed to persist which could lead to charges of racism or xenophobia.**

## **Overall conclusion**

St Augustine's RC High School was able to demonstrate that it had handled some incidents of racist conduct effectively, however the investigation also confirmed a lack of consistent, supportive, informed and robust practices to manage incidents of racism. This lack of rigour does not imply that the school actively enabled racism, however important next steps require to be taken.

## **Next Steps for St Augustine's RC High School**

### **St Augustine's RC needs**

- a) to review how it responds to racist incidents and racist behaviour; how it carries out investigations and its interviewing processes; this should include ensuring that the school is listening carefully and sensitively and using restorative practices;
- b) to review its practice in recording incidents, dealing with them, and reporting back to – and checking up on the welfare of – young people affected by them; this includes a procedure for young people to report alleged incidents of racism by staff; the school needs to ensure that pupils are confident in reporting racist incidents;
- c) to ensure that those that behave in a racist manner on any occasion are counselled and that the action taken is appropriate to the incident; the school needs to ensure there are better support systems for all pupils and a clear system of feedback and action taken;
- d) to ensure that there are no systemic or other barriers for BAME staff and pupils to report racist incidents and there should be clear advice for any supply staff in this matter too; this may include focussed advice for BAME staff (and others with protected characteristics for example);
- e) to review their procedures for sharing information with the campus police officer to ensure that records of actions are maintained and reviewed as appropriate;
- f) to ensure that all staff have the confidence to tackle racist behaviour and comments, small or large and that the incidents are recorded accurately and passed to relevant persons; all staff have to ensure that the person experiencing racist behaviour and comments is safe and well and are kept informed of the actions taken by the school;
- g) to ensure that all incidents no matter how small, even those that do not lead to a definite conclusion should be recorded; staff could be issued with logbooks so that they can record any incidents that they witness or are reported to them;
- h) to ensure that the reporting and recording of incidents with feedback is more effective and rigorous; the review of exclusion procedures needs to ensure

that the school community are fully aware of the subsequent outcomes and actions;

- i) to tackle social media issues sensitively and promptly; the school needs to ensure that the school community are informed of the consequences of using social media for promoting racist behaviour and actions;
- j) to review its monitoring processes related to the curriculum to make sure that material is used appropriately with particular sensitivity to any impact on BAME students, and possible racist behaviour is both anticipated and dealt with; and
- k) to ensure that there is an antiracist perspective; for example, more awareness about racism Black history in PSE and assemblies.

### **Next Steps for Council Schools & Lifelong Learning**

The Council will work closely with the school to set out its timeline for improvement and indicators for success. These will be shown in the school's School Renewal Plan (Session 20/21) and School Improvement Plan (Session 21/22). Progress will be reported to the Parent Council and detailed in the annual Standards and Quality Report.

Progress for all schools is regularly reported to the Education Children and Families Committee.

The findings and conclusions from this report are reflected in the overarching report to the Education Children and Families Committee.

**Hakim Din, Independent Equalities and Education Specialist**  
**24th February 2021**



# Report on the Investigation into Alleged Racist Behaviour

## Holy Rood RC High School, The City of Edinburgh

### Introduction

This purpose of this report is to:

1. describe the investigative action taken by the City of Edinburgh Council (the Council) in relation to allegations of racist conduct and institutional racism in Holy Rood High School;
2. provide a summary of the evidence that was gathered and the conclusions that were reached as part of the investigative process; and
3. outline areas identified for development within Holy Rood RC High School as a result of these investigations.

I have drafted this report in my capacity as equalities specialist and professional advisor to the Council. Prior to drafting the report, I had sight of all of the allegations that were made by pupils/ ex- pupils of Holy Rood RC High School and the information that was gathered through the investigation process. This included the interview statements of the complainants and the staff.

The report is prepared to be received by senior education officers within the Council's Communities and Families Directorate, Lorna French, Schools and Lifelong Learning, Senior Manager, and Andy Gray, Head of Schools and Lifelong Learning. It is understood that the findings and recommendations of this report will be communicated to the Council's Education, Children's and Families Committee.

### The Allegations

The allegations were received in June and July 2020 and came via various media: letters, social media posts and emails; to Headteachers, Elected Members and the Director of Children's Services. The approach taken was to ensure a full and robust investigation of the complaints and to extend the investigation into other related areas. The Council reviewed, analysed and considered the complaints of alleged racist conduct in Holy Rood High School, and any future actions.

The Council received twenty-four complaints of which twenty-one complaints were from pupils who were on the school roll or had attended the school in the past 8 years. Currently, seven of the complainants are presently in the school.

## Methodology

The investigation consisted of interviewing the complainants and the relevant staff. Two Depute Principal Education Psychologists were assigned as the investigating officers, supported by secretariat. The investigators were trained in Equalities and investigation techniques. Complainants who were under 18 were contacted via their parents. All complainants were given the opportunity of being supported during the interviews. Each complainant was asked about their complaint and their responses were recorded. Staff members were interviewed and given the opportunity to respond to the allegations that were made. Their responses were also recorded.

The responses were passed to me as appointed independent external advisor and a dedicated Council Quality Improvement Education Manager to share progress and reviewed for further clarification and action as part of the investigation process. Where matters relating to existing staff were identified, these will be progressed as appropriate in line with existing staff policies (conduct, training etc.) ensuring appropriate confidentiality. Where individual roles/positions have been cited in evidence and findings made for the purpose of this report, individual names and job titles will not be called out in this report, but matters will be progressed with relevant individuals in line with appropriate employment practices. The records of the investigations show that the investigators interacted well with the pupils and that the pupils were welcomed and thanked for their contributions.

### Issues raised/ Points to Note

1. Most of the complaints were pupil accounts of racist behaviour by other pupils; and some by teachers. Pupil accounts were well described and confirmed by some class teachers through reports by teachers. For almost all complaints, the main issue centred around the school's response to allegations of racist conduct and what the school did or did not do at that time.
2. For alleged pupil/pupil incidents, it was difficult to confirm the incident as many of the named pupils had left school. Equally, for alleged pupil/staff incidents some of the teachers mentioned in the complaints had retired or were no longer employed by the Council. As such, for alleged pupil/pupil incidents and pupil/staff incidents, it was difficult to arrive at a definitive conclusion due to the balance of evidence / inconclusive evidence. At times, there were conflicting accounts or incidents where there was no contemporaneous written account of what occurred which meant that there was a lack of evidence on which the allegations were to be judged against.
3. From the evidence it is noted that for some alleged incidents no action was taken by some classroom teachers after incidents were reported.
4. The evidence suggested that there was a lack of confidence by pupils to speak to a teacher due to the possibility that no action would be taken to tackle the alleged racist incidents; and that no feedback would be given to them.
5. In some instances, the evidence suggested that the staff interviewed in the investigations did not report or record the alleged incidents. As a result, they could not recall the alleged incident or remember what happened accurately.
6. In relation to the curriculum, there were accounts suggesting very outdated or insensitive practices prevailed in a small number of classes.
7. The international spotlight on Black Lives Matter, the increase in activism by young people and societal improvements in understanding racism have all sharpened the focus on the issues investigated.

## Main Themes

The various points of complaint have been categorised into four main themes. These are summarised below.

A	Processes to report racism are not clear, supportive or effective
B	Management of racist incidents is not effective
C	The curriculum is not sufficiently anti-racist
D	The culture is not sufficiently supportive of pupils from BAME backgrounds.

### A. Processes to report racism at Holy Rood RC HS are not clear, supportive or effective

The investigation considered testimonies from pupils that they were made to feel that they were to blame when making a complaint or reporting an incident. As such, many pupils stopped making complaints or reporting incidents because they felt that their complaints or the incident would not be taken seriously.

From interviews and the collated evidence, our conclusions are that some potential complainants stopped reporting racist behaviour to avoid conflict with the school. While the investigation finding did not extend to identifying a general culture of intolerance or poor treatment of those who did speak out, it did recognise how important it is that individuals are free from negative treatment for speaking out. A culture in which all pupils, parents and staff are certain that they will not be subject to such treatment can therefore raise concerns as appropriate is essential. This should extend to making anonymous complaints for those who would prefer it.

**In summary the process of complaining should be easy to access, anonymous if preferred, but completely free from censure for all who use it.**

### B. The management of racist incidents at Holy Rood RC High School is not effective

Another theme of concern investigated was that racially motivated incidents take place (sometimes more than once) and where these are reported, the incidents are not followed up or insufficient action is taken.

The investigation considered evidence which suggested that there was not sufficient or consistent communication and liaison between year heads, staff and police on the sharing of information and that this is an area for improvement. It was also identified that there should be a similar approach taken to improve the quality and consistency of recording incidents and its subsequent outcome. Further, staff recording alleged racist comments and behaviour during the course

of lessons has been highlighted by pupils as being insufficiently rigorous. The evidence seemed to indicate that the school needs to ensure that all pupils voices are heard. This includes ensuring that the school listens to the views of BAME pupils and their experiences as there was a concern that they were not being heard. The investigation also heard from individuals who felt that exclusion procedures needed to address any racism and other discrimination simultaneously.

The investigation found, that recurring racially motivated incidents were not reported and addressed effectively. However, since this aspect was highlighted the school has reviewed its reporting and recording procedures to make them more robust. The investigation also noted that exclusion procedures should include active and mindful consideration of potential racism and other discrimination simultaneously to ensure fair and just outcomes.

**In summary, the management of racist incidents must be done with understanding, compassion, detail and diligence.**

#### **C. The curriculum at Holy Rood RC High School is not sufficiently anti-racist**

Another theme of concern investigated was that the curriculum did not address the issues of racism and promote Black History and an antiracist perspective.

The investigation considered evidence on this point. BAME and white pupils commented on the fact that the school should do more to promote an antiracist perspective in all areas of the curriculum. For example, the school should review its PSE programme and revisit the advice given to staff with regard to texts which address sensitive issues and potentially offensive content. The investigation also heard evidence that some curriculum materials seemed to instigate racist behaviour and comment between pupils. The investigation also noted that BAME and white pupils had suggested to the school previously about improving the curriculum.

The school should review its practice in this area to make sure that material is used appropriately with particular sensitivity to any impact on BAME and white students, and possible racist behaviour is both anticipated and dealt with appropriately and sensitively.

**In summary, school staff, in partnership with young people, need to develop their rationale for the curriculum, to affirm and embed a more developed anti-racist perspective.**

#### **D. Holy Rood RC High School's culture is not sufficiently supportive of BAME pupils**

A theme of concern investigated was the assertion that Holy Rood High School enabled racism. The concept of enabling goes further than identifying instances of racism, and as such, the investigation considered whether as an institution, Holy Rood School enabled racism.

The investigation considered testimonies suggesting that staff had overheard casual racist language used by pupils but had not dealt with it. Due to the lack of reporting it was difficult to conclude that staff had overhead the language. There was also evidence of occasions where staff/the school did not take

appropriate and effective action to address instances of racism and complaints of racism, however, the investigation also found that the school has taken steps to ensure that racist language is not tolerated and that complaints are handled sensitively and appropriately.

The investigation considered evidence which suggested that certain pupils display racist behaviour in lessons and around the school; and when a racist incident was reported it was not taken seriously. Further, the evidence suggested that communication about the process and procedures should be better publicised to all pupils. There was also evidence that in some cases, senior leaders were unaware of the incident, because it was not reported by staff and sometimes not recalled accurately.

From interviews and the collated evidence, our conclusions are that Holy Rood High School is not an institution that enables racism. However, there were areas of concern identified as addressed more fully below.

The investigation also looked into the complaint that senior staff were apathetic towards racism

In many cases accounts conflicted or there was a lack of evidence available, however there was some evidence which suggested a lack of action by senior leaders in effectively managing allegations and providing feedback.

From interviews and discussions, the overall balance of evidence is inconclusive. While the investigation did find that there were occasions where incidents were not managed in a sufficiently serious and consistent way, there were other incidents of concern, some of which involved staff, which had been fully progressed with the relevant individual in line with existing procedures.

The investigation also looked into the complaint that BAME pupils are treated differently than their white peers and considered pupil testimonies that the punishments given to white pupils and BAME pupils are different for bad behaviour or not following the dress code. Pupils also raised concern that when BAME pupils complained about this aspect they were further reprimanded for being unruly. The investigation heard evidence of racist incidents occurring, and a lack of consistency in some areas when dealing with racism.

**In summary, the school should strengthen its anti-racist perspective including the handling of incidents when they occur. Senior leaders need to work in close partnership with young people to strengthen the culture and address related issues.**

## **Overall conclusion**

Holy Rood RC High School was able to demonstrate that it had handled some incidents of racist conduct effectively, however the investigation also confirmed a lack of consistent, supportive, informed and robust practices to manage incidents of racism.

This lack of rigour does not imply that the school actively enabled racism, however important next steps require to be taken.

## Areas for Development: Holy Rood High School

Holy Rood High School needs -

- a) to review how it responds to racist incidents and racist behaviour; how it carries out investigations and its interviewing processes; this should include ensuring that the school is listening carefully and sensitively and using restorative practices;
- b) to review its practice in recording incidents, dealing with them, and reporting back to – and checking up on the welfare of – young people affected by them; this includes a procedure for young people to report alleged incidents of racism by staff; the school needs to ensure that pupils are confident in reporting racist incidents;
- c) to ensure that those that behave in a racist manner on any occasion are counselled and that the action taken is appropriate to the incident; the school needs to ensure there are better support systems for all pupils and a clear system of feedback and action taken;
- d) to ensure that there are no systemic or other barriers for BAME staff and pupils to report racist incidents and there should be clear advice for any supply staff in this matter too; this may include focussed advice for BAME staff (and others with protected characteristics for example);
- e) to review their procedures for sharing information with the campus police officer to ensure that records of actions are maintained and reviewed as appropriate;
- f) to ensure that all staff have the confidence to tackle racist behaviour and comments, small or large and that the incidents are recorded accurately and passed to relevant persons; all staff have to ensure that the person experiencing racist behaviour and comments is safe and well and are kept informed of the actions taken by the school;
- g) to ensure that all incidents no matter how small, even those that do not lead to a definite conclusion should be recorded; staff could be issued with logbooks so that they can record any incidents that they witness or are reported to them;
- h) to ensure that the reporting and recording of incidents with feedback is more effective and rigorous; the review of exclusion procedures needs to ensure that the school community are fully aware of the subsequent outcomes and actions;
- i) to tackle social media issues sensitively and promptly; the school needs to ensure that the school community are informed of the consequences of using social media for promoting racist behaviour and actions;
- j) to review its monitoring processes related to the curriculum to make sure that material is used appropriately with particular sensitivity to any impact on BAME students, and possible racist behaviour is both anticipated and dealt with; and

- k) to ensure that there is an antiracist perspective; for example, more awareness about racism Black history in PSE and assemblies.

### **Next Steps for Council Schools & Lifelong Learning**

The Council will work closely with the school to set out its timeline for improvement and indicators for success. These will be shown in the school's School Renewal Plan (Session 20/21) and School Improvement Plan (Session 21/22). Progress will be reported to the Parent Council and detailed in the annual Standards and Quality Report.

Progress for all schools is regularly reported to the Education Children and Families Committee.

The findings and conclusions from this report are reflected in the overarching report to the Education Children and Families Committee.

**Hakim Din, Independent Equalities and Education Specialist**  
**24th February 2021**

# Report on the Investigation into Alleged Racist Behaviour

## Craigmount High School

### Introduction

In August 2020 a series of complaints were received by the City of Edinburgh Council (the Council) from current and former pupils at the school. The complaints referenced Black Lives Matter and described how George Floyd's murder had motivated them to make complaints about racism they had witnessed or experienced. The complaints were investigated by a senior officer who was trained in equalities and educational psychology. School staff and the complainants were interviewed.

### Main Themes

The various points of complaint have been categorised into four main themes. These are summarised below.

A	Processes to report racism are not clear, supportive or effective (this theme was not explored in this investigation)
B	Management of racist incidents is not effective
C	The curriculum is not sufficiently anti-racist
D	The culture is not sufficiently supportive of pupils from BAME backgrounds.

## Summary of Complaint

### Overall themes

- Racist behaviours of pupils (verbal) not being followed up or taken seriously by staff. Concern that follow-up action isn't sufficient.
- Use of n-word was tolerated.
- Need for anti-racism to be taught including awareness of white privilege.
- Need to emphasise diversity and have input from other faiths, not just Christianity.



- Curriculum needs updating, eg RMPS, PSE.
- Need for access to trusted member of staff, agreed formal routes to raise issues.

## Summary of Investigation

### **B Management of racist incidents is not effective**

Senior leaders provided records to evidence their handling of racist incidents. They described processes which pupils would not be aware of, due to confidentiality issues. They provided evidence of working in partnership with the Police on serious incidents. Other incidents referred to by pupils were not recorded. This indicated that there are gaps in the management of some incidents. It also suggested that some incidents were not formally reported and that a normalisation of certain racist conduct may have occurred, e.g. name calling.

The balance of evidence suggested that while the school had effective processes in place to handle incidents once reported, the flow of information from classroom incidents to senior leaders should be improved.

### **C The Curriculum is not sufficiently anti-racist**

Complainants cited the examples where anti-racism is currently taught but that this is not sufficient or effective. They appealed for people of colour to support delivery of the curriculum and for more opportunities at assemblies to reinforce key messages. They referenced the need to teach intersectionality and key messages about white privilege.

Senior leaders accept that while there are many opportunities to effectively teach an anti-racist perspective, including modern studies and PSE, the curriculum is in need of overhaul to strengthen anti-racism in all subjects. Other equalities issues are more firmly embedded within the current curriculum offer.

### **D The culture is not sufficiently supportive of pupils from BAME backgrounds**

The investigation found that although the school has been actively developing a culture to support Equalities overall, the complainants felt that racism has not been given the attention it deserves. Various examples were provided where the young people believed positive changes could occur.

Senior leaders accepted the need to work in close partnership with young people to strengthen the culture and embed an anti-racist perspective. A senior leader has been remitted to take this forward. An offer has also been extended to maintain dialogue with the complainants.

## **Conclusion and Next Steps**

Although the school was able to demonstrate reasonable actions to develop anti-racism over the years preceding the complaints, the actions had not resulted in a fully developed anti-racist perspective for all. The school accepted that more work needed to be done in terms of decolonising the curriculum and providing effective support to those who have suffered racism. These actions have been detailed in the School Renewal Plan and progress will be reported in the annual Standards and Quality Report.

# Report on the Investigation into Alleged Racist Behaviour

Drummond Community High School, The City of Edinburgh Council

## Introduction

In July 2020 a complaint was received by the Council from Intercultural Youth Scotland on behalf of pupils at Drummond Community HS. The complaint alleged that racist incidents had taken place which had not been effectively dealt with by senior leaders in school. The complaints were investigated by a senior officer, trained in Equalities and educational psychology. The investigation involved the pupils, their representative and school staff.

## Main Themes

The various points of complaint have been categorised into four main themes. These are summarised below.

A	Processes to report racism are not clear, supportive or effective
B	Management of racist incidents is not effective
C	The curriculum is not sufficiently anti-racist
D	The culture is not sufficiently supportive of pupils from BAME backgrounds.

## Summary of Complaint

The complainant described incidents which involved pupil on pupil racism. The complaint went on to say that racism was tolerated in the school, through the condoning of racist language in reference to the complainants.

Pupil testimony was heard alleging an incident between a black female and a black male pupil in which the black girl, not the boy, was punished. The investigation also heard of misuse of social media to target black pupils

Summary of Investigation

**A Processes to report racism are unclear, and  
B Management of racist incidents is not effective**

The investigation established that, overall, processes to report racism are clear in Drummond Community High School. Each complainant had been allocated a member of staff as a key adult. Key adult meetings were established to ensure incidents could be swiftly reported. Processes for other pupils to report racism were also noted to be sufficiently clear.

Senior leaders provided records to evidence their handling of racist incidents.

Despite these processes, perceptions that incidents were not well managed persisted. Our investigation concluded that more work needs to be done to ensure that pupils feel clear, supported and well served by the processes put in place and that this can best be achieved by regular dialogue and self-evaluation.

**C The Curriculum is not sufficiently anti-racist**

Senior leaders accept that the curriculum is in need of overhaul. The school has engaged with the Edinburgh Caribbean Association to support this work. This includes staff training to move the culture in the school to a more developed anti-racist perspective (see D below).

Senior leaders are aware of the need for continuous professional development to move the school to a position of being anti-racist.

**D The culture is not sufficiently supportive of pupils from BAME backgrounds**

The investigation found that although the school has been actively developing an anti racist perspective, the complainants felt that racism is very real in their daily lived experience. The school accept that they need to continue to work hard with the pupil body to address issues.

**Conclusion and Next Steps**

Although the school was able to demonstrate reasonable actions to develop anti-racism over the years preceding these incidents, the actions had not resulted in a fully developed anti-racist perspective for all. The school accepted that more work needed to be done in terms of decolonising the curriculum and providing effective support to those who have suffered racism. These actions have been detailed in the School Renewal Plan and progress will be reported in the annual Standards and Quality Report.

# Investigation into allegations of racism within the City of Edinburgh schools

## Scoping Document v4

*“Unwitting racism can arise because of lack of understanding, ignorance or mistaken beliefs. It can arise from well intentioned but patronising words or actions. It can arise from unfamiliarity with the behaviour or cultural traditions of people or families from minority ethnic communities. It can arise from racist stereotyping of black people as potential criminals or troublemakers. Often this arises out of uncritical self-understanding born out of an inflexible...ethos of the "traditional" way of doing things. Furthermore such attitudes can thrive in a tightly knit community, so that there can be a collective failure to detect and to outlaw this breed of racism.”*

*The Stephen Lawrence Inquiry, February 1999, Para 6.19*

### Introduction

This document has been prepared to set out the scope of the investigation into allegations of racism and/or institutional racism in (four of) The City of Edinburgh Council’s schools. The allegations were received in June and July 2020 and came via various media: letters, social media posts and emails; to Headteachers, Elected Members, the Director, MPs and MSPs.

In setting out the approach to the investigation, the Communities and Families Directorate recognises that there is no place for racism or institutional racism in the Edinburgh Schools Estate. The Directorate is mindful of the findings of the Stephen Lawrence Inquiry, referenced above, in which incompetence, ignorance, failure to adhere to timescales and a lack of training significantly impacted on the ability of a public service provider to review its own practice. To that end, the approach set out aims to ensure a full, forensic and robust investigation of the factors alleged. Finally, it will ensure that the necessary systems are in place to keep this issue under review, with clear accountability and governance.

### Terms of Reference

To investigate the allegations of alleged racist conduct within the four of The City of Edinburgh Schools, with a focus on establishing the extent of any institutional racism. To thereafter produce a report detailing themes from which a plan of action can be drafted. Finally, to put in place a framework and governance structure to keep institutional racism within schools<sup>1</sup> under review.

### Deliverables

This investigation will be well- executed, completed on time and have the confidence of stakeholders. It will deliver in the following Steps:

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<sup>1</sup> Schools refers to places of learning for school aged children

## APPENDIX 12.2

1. A report per school (School Specific Report) which draws conclusions from the testimony of each complainant and witness.
2. Analysis of the following:
  - Benchmarked data<sup>2</sup> reflecting the experiences of children and young people of school age from Black, Asian and other minority ethnic (BAME) communities in terms of attendance, attainment, exclusion, staying on rates, positive destinations, allegations of bullying, recorded and upheld
  - Benchmarked data reflecting the proportion of children, young people and staff from BAME communities; for staff this to further reflect the proportion in leadership roles within education
  - Data on the management and leadership of professional learning on Equalities
3. An Overarching Report into the extent of institutional racism within the schools investigated, and from which conclusions can be extrapolated into the extent of any insidious racism which may be reasonably assumed to be present across the whole estate.
4. An Action Plan, cross referenced against the existing Equalities (Education) Action Plan<sup>3</sup>, approved by P&S Committee 23<sup>rd</sup> July 2020.
5. A Quality Assurance Framework to keep all proposed actions under review.
6. A Governance Framework which sets this work within the broader Council Equalities work and details accountability and escalation procedures.

### Schools

- Holy Rood High School
- St Augustine's High School
- Craigmount High School
- Drummond High School
- plus any other school-based allegation arising during the investigation stage

### Personnel (Biographies and relevant training)

The overall Investigation will be led by Lorna French Service Manager (Schools and Lifelong Learning).  
(Nominated Officer)

The investigation into the allegations will be coordinated by Darren McKinnon Quality Improvement Manager (Secondary). (Investigating Officer (Coordinating))

The investigations will be carried out by Martin Gemmell, Aicha Reid, Gillian Barclay, Kirsty MacKay, Heather Gorton, Educational Psychologists.

The process will be supported by Annemarie Procter, Equalities Lead Officer (Children and Families).

The Council's HR Department will provide counselling, training and/or support to any member of staff involved in the investigation.

In addition to the internal team, the following arrangements have been made:

An independent external advisor, Hakim Din, will observe and guide the investigation to ensure that Equalities issues are fully and sensitively investigated.

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<sup>2</sup> Benchmarked against comparator local authorities

<sup>3</sup> Appendix 1

## APPENDIX 12.2

An independent BAME third sector agency, ELREC will support any complainant or witness who does not speak English or feels uncomfortable using the default complaints mechanism.

### Stage 1: Investigation

Each complaint will be investigated by an investigating officer. The complainant will be contacted and offered a virtual meeting. A supporter may accompany the complainant, and a parent/carer will be required to give approval/accompany in the case of any pupil under 16. Investigation templates will be used to record the comments made. The investigating officer will summarise the main points before the end of the interview. The complainant will receive an outcome letter to state whether their complaint has been upheld/not upheld. Each individual complaint will be included in the overall summary report for each school.

The QIM will project manage, chairing weekly meetings of the Core Investigating Group attended by

- the external advisor
- investigating officers
- Equalities (C&F Lead Officer)

To ensure confidentiality, procedures will be put in place to protect all documentation [e.g. secure file store]. Advice will be taken from our internal data protection specialists.

During the meetings the actions will be recorded and updated on the Action Tracker. These meetings will share progress and insights and ensure regular feedback.

### Step 1: Investigation Stage [27/7/20 – 7/9/20]

#### Weeks 1-3

Final sign off of ToR, procedures, identify all documentation for initial review (including policies/procedures on complaints/equality/bullying/harassment/whistleblowing etc.).

- Training for investigating officers by Equalities specialists (CEC and partners).
- Complete Integrated Equalities Impact Assessment.
- Core Group meeting to agree protocols, reporting and escalation: agree bespoke procedures for interview process/ key themes for statement-taking (tailored to circumstances and ensuring compliance with data protection, FOI, ECHR privacy rights and any issues of criminal activity uncovered).
- Sharing of Action Tracker and allegations.
- Communication with each complainant, and in case of St Augustine's, with M Chui, agent for complainants.
- Formally commission 3<sup>rd</sup> Sector Agency (ELREC)
- Communication to all staff in each named school
- Conduct a Complaints review to identify immediate concerns/ common themes and interviewees.
- Draft questionnaire document for each interview to ensure consistent approach [Legal Review of Key Document]
- Schedule interviews and provide guidance note on process/ matters likely to be covered (promoting consistency and maximum engagement).
- Provide independent contact details for EAL families for witness contact.

#### Weeks 4 to 5

- Interview witnesses (by VC in light of Covid-19 restrictions);

## APPENDIX 12.2

- Witnesses accompanied by companion/ parents for child witnesses/ trade union representatives for alleged perpetrators
- Interview notes to be transcribed by C&F Business Support
- Transcripts of interviews to be signed off by interviewees as accurate;
- Review and identify any individuals for new/further questions/clarification.

### Weeks 5/6

- Assess total evidence gathered (including assessment against EqA/PSED).
- Obtain any additional input required from education officers/witnesses.
- All signed off interview transcripts to be passed to Darren McKinnon to complete each School Specific Report.
- School Specific Reports to be in a uniform format.
- Darren McKinnon to deliver four clear and structured School Specific Reports to present investigation findings for each individual school. Each School Specific Report details facts only/ highlights specific concerns and common themes and does not make any recommendations. [Legal Review of Key Documents]

### Step 2: Baseline Analysis and Documentation Review

- Conducted by Equalities Lead Officer, Engagement Lead Officer, supported by External Independent Advisor (together referred to as the Working Group)
  - Records of allegations of bullying – actual and alleged
  - Records and analysis of bullying by category, gender, stage, school
  - Extent of training of staff
  - Quality of training of staff
  - Establishment of Equalities Groups within schools – how many, how often, how well supported
  - Review of School Improvement Plans and HMI reports for strengths/development needs in equalities practice

### Step 3: Preparation of Summary Report – [October-November]

- Report authors: Darren McKinnon (schools)
- Meetings to deliver verbal feedback from Investigating Officer
- Preparation of report conclusions, identify key issues, lessons learned and future actions to be taken (including feeding into CEC staffing policies).
- External Independent Advisor and Legal Advisor expert Partner expertise provided as appropriate, ensuring balance of experience of investigation, employment and equalities issues is available, whilst not duplicating and taking flexible approach so as to best support the Working Group in light of Stage 1 reports. [Legal Review of Key Document]

### Step 4: Key Themes Analysis

Analysis of the key themes emerging from the Report, cross-referenced with the existing Action Plan. Any new and urgent actions will immediately commence

Completed by Equalities Lead Officer, Annemarie Procter supported by external independent advisor, Hakim Din



### Step 5: Quality Assurance Framework (Review of progress)

This phase will see detailed quality assurance of the processes and actions detailed in the Action Plan

Completed by Equalities Group Chair, Lorna Sweeney

Specific schools

- Position Statement/Analysis from schools – Where are we Now?
- Review statistics – training, complaints, bullying incidents
- Conduct Focus Group of pupils, parents, staff, partners
- Observe practice
- Feedback

### Step 6: Governance and location of work within Council's Equalities Commission

# Report on the Investigation into Alleged Racist Behaviour

## **Additional Support from Edinburgh & Lothians Region Equality Council**

The investigation recognised that communication was a key consideration of the process and that families whose first language was not English needed additional targeted communication to ensure that they were aware of the investigation and how to take part. Barriers that were identified were language but also a reluctance to engage in formal council processes which were seen by some as potentially intimidating and unfriendly.

A partnership was therefore agreed with ELREC to provide a confidential phone line or email address. Reaching all families was a specific action of this partnership. To achieve this, officers worked with ELREC and school staff to identify families with English as an additional language. These families were called and provided translated letters which invited feedback in whichever way best suited.

The service was offered in Firrhill, St Augustine's RC and Holy Rood RC High Schools and was used variously by the families contacted.

School staff were informed of the incidents raised and worked in partnership with the families to resolve them. Some of this work is ongoing.

## **Summary**

### **Firrhill HS**

Of the eight families contacted, two families raised concerns. One parent was concerned about the potential of bullying as she had heard about other pupils from minority ethnic backgrounds who had previously been bullied. Another parent spoke about an incident involving her child and another pupil in which the police had become involved. The parent had considered removing her child however the peer relationships appear to have been restored through restorative practice.

### **St. Augustine's**

Of the thirty families contacted, five families raised concerns. In four cases, the concern was about direct experience of racism, and in one case the parent had heard from her child about racist bullying and prejudice other pupils were experiencing. The alleged racist incidents experienced included verbal, written and physical. The incidents referred to related to those which were being addressed through the investigation.

No families took up the offer of contact at Holy Rood RC High School.

Management Information		
Lead Officer	Name:	Annemarie Procter
	Designation:	Equalities Lead Officer
	Tel:	469 2850
Lead Service Area	Communities and Families	
Date Agreed	Subject to approval	
Last Review Date	October 2020	
Next Review Date	October 2023	
Agreed by		
Has <a href="#">Screening for Equality Impact</a> been undertaken for this procedure?	<p>Yes: This procedure promotes equalities and the wellbeing and protection children and young people. The procedure informs practice at all levels with the purpose of ensuring effective implementation. The implementation of this procedure will promote equality and children's' rights and prevent unlawful discrimination.</p> <p>Date</p>	
Has <a href="#">Implementation and Monitoring</a> been considered for this procedure?	<p>Yes: The Communities and Families Risk Register recognises the inherent risk of not fully or properly implementing equalities legislation which leads to poor experience for service users and potential reputational damage. The work to tackle bullying and prejudice is key to meeting one of the public sector duties of the Equality Act 2010. A review of the procedure will begin between 2023-24.</p> <p>Date</p>	
If appropriate, has Health and Safety section had oversight of this procedure?  Name of Health and Safety contact	<p>Yes/No: n/a</p> <p>Date</p>	

**Definition: Procedure – An agreed method or approach to comply with Policy, Legislation and Departmental Decisions.**

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**City of Edinburgh Council  
Communities and Families**

**Procedure  
Preventing and Responding to Bullying and Prejudice Amongst Children and Young People**

City of Edinburgh Council is strongly committed to providing a safe environment for all people in its educational establishments. We are committed to ensuring positive relationships. Bullying, prejudice and discrimination are never acceptable and children and young people have the right to learn in a safe, fair and secure environment.

This procedure is based on '*Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People*' (Scottish Government 2017). It exists to protect all children, young people and staff from all form of unacceptable behaviours by other children, young people and staff.

It addresses all forms of bullying, discrimination and prejudice and includes the right of protection from discrimination for any of the nine protected characteristics in the Equality Act 2010.

**Supplementary Guidance**

A series of supplementary documents will provide specific guidance for school staff on preventing and responding to incidents of prejudice and discrimination related to six of the protected characteristics under the Equality Act 2010. The first document in the series addresses racism.

- Tackling Racist Incidents / Creating an Anti-Racist Culture (October 2020)
- *Homophobic, biphobic and transphobic discrimination (planned)*
- *Faith-related discrimination (planned)*
- *Disability-related discrimination (planned)*
- *Gender-related discrimination (planned)*

## 1. PURPOSE

This procedure reflects our commitments to equalities and the wellbeing and protection of children and young people from bullying and prejudice by other children and young people and aims to prevent bullying and prejudicial behaviours and attitudes.

## 2. SCOPE

- 2.1 This procedure covers our children and young people in all City of Edinburgh Council services and establishments. Where relevant and possible, the procedure extends beyond establishments; for example, online bullying which takes place outside of the establishment will be taken as seriously as any other form of bullying and may also be addressed by the establishment where health, wellbeing and learning is impacted.
- 2.2 This procedure sits within the overarching context of City of Edinburgh Council's 'Included, Engaged and Involved' policy. Edinburgh Children's Partnership's core principles guide our working and define our service culture, specifically the vision '*Edinburgh's children and young people enjoy their childhood and achieve their potential*'. Sections 5.7 and 6.2-6.4 of our 'Included, Engaged and Involved' policy are particularly relevant.
- 2.3 Schools and partners are committed to developing strong collaborative working through a 'one service approach' that is based on professional trust and transparency informed by listening to and working *with* children and their parents.
- 2.4 Our core practices reflect our commitment to the development of positive relationships at all levels and in all settings. Our core practices are the 4 Rs:
  - Relationships
  - Rights Respecting
  - Resilience
  - Restorative
- 2.5 A commitment to developing positive relationships with all members of school communities and partnerships is instrumental to our approach to getting it right for every child, creating communities that allow children to be Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible and Included.

## 3. DEFINITIONS

- 3.1 **Bullying.** The Council has adopted the definition in Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People (Scottish Government, 2017):

"Bullying is both behaviour and impact; the impact is on a person's capacity to feel in control of themselves. This is what we term as their sense of 'agency'. Bullying takes place in the context of relationships; it is behaviour that can make people feel hurt, threatened, frightened and left out. This behaviour happens face to face and online".

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This behaviour can harm people physically or emotionally and, although the actual behaviour may not be repeated, the threat may be sustained over time, typically by actions, non-verbal communication, messages, confrontations, physical interventions, or the fear of these.

- 3.2 **Bullying behaviour** is a more useful phrase than 'bully'. The term bully labels an individual with a fixed trait, whereas bullying behaviour can be transient and temporary and can be changed/corrected.
- 3.3 **Person being bullied/picked on/isolated or person on the receiving end of bullying behaviour** are more useful phrases than 'victim'. The label victim can be disempowering. The term victim labels an individual with a fixed trait whereas bullying experiences can be temporary. There can also be a complex interplay between those involved and there may not be a clear beginning and end.
- 3.4 **Online bullying or cyberbullying** is bullying behaviour that takes place via mobile phone or over the internet through email, messaging, social networking websites or online gaming and should be taken as seriously as any other form of bullying
- 3.5 **What is not bullying behaviour?**

*"You don't have to like me...agree with me...or enjoy the same things I do. But you do have to respect me."* (respectme, 2018). In order to work effectively, positively and diligently to prevent and respond to all forms of bullying and allegations of bullying behaviour, it is important to distinguish between what is and is not bullying behaviour.

Anyone can make a mistake or behave in a way that is inappropriate but not every action that has a negative impact on someone else is 'bullying behaviour'. Part of our responsibility and duty is to support our children and young people to develop resilience. We cannot condone the overuse or misuse of the term 'bullying' or react disproportionately to children and young people's behaviours. To do so would be counterproductive.

We know that children and young people will fall out and disagree with each other as they form and build relationships. This is a normal part of development and most children and young people have the ability to bounce back from these experiences. It is important to discuss how they feel and help them to develop resilience to manage their relationships. This is in line with guidance from respectme. *"We should always remember that children will tease each other, fall in and out with each other, have arguments, stop talking to each other and disagree about what they like and don't like. This is a normal part of growing up and should be distinguished from bullying. However, in an environment where this behaviour is left unchecked, it can lead to bullying, making those being bullied feel afraid, uncomfortable and unsafe in their environment."* (respectme, 2018).

All bullying behaviours and prejudicial language must be challenged, regardless of intention or apparent impact in order to create and maintain a positive, inclusive and safe environment.

respectme state "Bullying can affect people in different ways and this should be taken into consideration. If you are unsure if behaviour is bullying, look at the effect it is having on the child or young person. If they are unable to respond effectively and regain their sense of self and control in the situation, adults need to intervene to help restore it. Keeping the focus on impact reduces the emphasis on issues of persistence and intent. What you do about bullying is more important than how you define it." (2018)

Incidents may be perceived as bullying when they are, in fact, criminal in nature. It is important to ensure that criminal offences such as hate crime, child sexual exploitation and gender-based violence are clearly distinguished from bullying. For example, when someone is coerced or pressurised to do something sexual or is touched inappropriately, this is not bullying. It is sexual

assault, sexual abuse or gender-based violence. There are laws to protect children and young people from this very serious behaviour.

### 3.6 Hate crime, equalities and prejudice-based bullying

‘Respect for All’ states: ‘Prejudice-based bullying is when bullying behaviour is motivated by prejudice based on an individual’s actual or perceived identity; it can be based on characteristics unique to a child or young person’s identity or circumstance.’

Hate crime is a crime motivated by malice or ill-will towards individuals because of their actual or perceived disability, race, religion, sexual orientation or transgender identity. Hate crime can take a number of forms. Advice and guidance from Police Scotland should be sought if a hate crime may have taken place.

The City of Edinburgh Council is committed to advancing equality of opportunity for all. The Equality Act (2010) explains that having due regard for advancing equality involves:

- Removing or minimising disadvantages suffered by people due to their protected characteristics.
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

The protected characteristics covered by the Equality Act (2010) are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or Belief
- Sex
- Sexual orientation

We recognise that children and young people can also experience bullying in relation to: asylum seeker or refugee status; body image; being care experienced; social or economic status; young carer responsibilities; imprisonment of parents/carers, siblings, or other family members.

We recognise that children and young people can experience disadvantage, prejudice or discrimination because of any of these individual factors or a combination of factors.

Definitions of the protected characteristics and other factors can be found in Appendix 1.

### 3.10 Parents/carers

Parents/carers are defined as a guardian and any person who is liable to maintain or has parental responsibilities (within the meaning of Section 1(3) of the Children (Scotland) Act 1995) in relation to, or has care of a child or young person, for example:

- Non-resident parents who are liable to maintain or have parental responsibilities in respect of a child.
- Carers who can be parents.
- Others with parental responsibilities, e.g. foster carers, relatives and friends who are caring for children and young people under supervision arrangements.
- Close relatives, such as siblings or grandparents caring for children who are not looked after or are under home supervision arrangements.
- All councillors, as corporate parents, have a responsibility for the wellbeing of children in the Council's care.

Throughout this document the term parent(s) will be used to apply to anyone with parental responsibility, including carers, those providing kinship, foster or residential care, or the local authority where full parental responsibility rests with them.

## 4. ACTIONS

- 4.1 City of Edinburgh Council's approach to preventing and responding to bullying sits within a context of the wider Council policy and ethos and in particular the rights of the child.

The [United Nations Convention on the Rights of the Child \(UNCRC\)](#) sets out the fundamental rights of all children and young people. We use the UNCRC as a framework to ensure that we consider children's rights whenever we take decisions, and to help guarantee every child a good start in life with a safe, healthy and happy childhood.

The City of Edinburgh has a strong commitment to [Getting it Right for Every Child \(GIRFEC\)](#) and promoting the wellbeing of all our children and young people. Specifically, that they should be as safe, healthy, active, nurtured, achieving, respected, responsible and included as possible. We are also committed to The Children and Young People Act, the Equality Act, seeking educational inclusion for all children and young people, promoting resilience, and restorative approaches. To promote and maintain the wellbeing of all children and young people we:

- Place children at the centre of practice
- Focus on strengths and build resilience
- Prioritise prevention
- Improve fairness
- Listen to and work *with* children and the key adults in their lives

- 4.2 Bullying and discriminatory behaviours are not tolerated in any establishment or service. Anti-bullying and anti-discriminatory attitudes and behaviours should be promoted through a range of preventative, proactive and responsive approaches. These can be found in Appendix 2.

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- 4.3 This procedure requires that allegations of bullying and prejudice must be treated seriously from the outset, investigated, recorded and dealt with according to the procedure. Guidelines for responding to instances of bullying or prejudice can be found in Appendix 3. All relevant supplementary guidance should be followed when dealing with incidents related to the protected characteristics.
- 4.4 Information gathered in relation to bullying and prejudice incidents should be recorded on the Bullying and Equalities Module within SEEMiS with effect from June 2019. Detailed guidance for recording incidents can be found in Appendix 4. In City of Edinburgh we take data protection seriously and comply with the European Union General Data Protection Regulation 2018. This applies fully to information gathered in relation to anti-bullying.
- 4.5 An exemplar establishment anti-bullying procedure can be found in Appendix 5 and further advice from *respectme* to support establishments to develop local policy is available here: <http://respectme.org.uk/wp-content/uploads/2017/11/Policy-thought-to-Practice-2017.pdf>

## 5. RESPONSIBILITIES

- 5.1 It is the responsibility of all staff and partners in Communities and Families to prevent and respond to bullying and prejudice amongst children and young people.

### 5.2 Communities and Families is responsible for:

- Developing, maintaining and monitoring this procedure.
- Supporting establishments to develop their own local policies and procedures to reflect this local authority guidance and to communicate this to staff, volunteers, children, young people, parents and carers.
- Consulting with stakeholders on this procedure.
- Supporting establishments to examine the overall extent of bullying and prejudice and sharing good practice.
- Reporting to the Executive of the Council as required.
- Providing staff development as required.
- Providing advice and conciliation services.
- Working with other Council agencies and partners to prevent and reduce bullying and discrimination.

### 5.3 Heads of establishments are responsible for:

- Ensuring that all staff are aware of this procedure and the locally developed policy and procedures.
- Dealing appropriately and effectively with all allegations brought to their attention.
- Following Communities and Families guidance including recording of incidents.
- Ensuring that their establishment procedure corresponds with this procedure.
- Ensuring all staff have access to appropriate learning and development including induction training.
- Making efforts to ensure that children and young people feel safe in reporting experiences of bullying and prejudice to members of staff and are assured that any allegations will be treated seriously, investigated and action taken, where appropriate.

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- Encouraging all staff, volunteers, children, young people, parents and carers to express their concerns and views through robust consultation exercises.
- Referring to Child Protection Procedures and/or Police Scotland where necessary.
- Examining the possible extent of bullying and prejudice in their establishment.

**5.4 In addition, Head Teachers are responsible for:**

- Communicating their local policy and procedure to staff, volunteers, children, young people, parents and carers.
- Identifying a designated senior manager as the Equalities Coordinator
- Embedding and evidencing regular and frequent proactive work through the School Standards, Quality and Improvement Plan and/or Curriculum for Excellence.
- Supporting all staff and volunteers in following this guidance and local policy and procedures
- Liaising with parents/carers and voluntary organisations as appropriate.

**5.5 All other Communities and Families staff are responsible for:**

- Promoting positive attitudes and relationships.
- Dealing appropriately and effectively with all allegations of bullying and prejudice.
- Supporting their head of establishment in undertaking investigations and gathering information.
- Being aware of this procedure and local policy and procedures.
- Seeking learning and development opportunities.
- Supporting children and young people to understand the differences between bullying and other non-bullying behaviours.
- Building the capacity of children and young people to challenge prejudice and bullying behaviour.
- Challenging bullying and prejudice.

**5.6 Children and young people are responsible, as far as possible, for:**

- Promoting positive attitudes and relationships.
- Respecting others even if they don't like them, they don't agree with them or do they don't enjoy the same things they do.
- Questioning and learning the differences between bullying and other non-bullying behaviours.
- Telling someone if they have any worries about bullying and / or prejudice.
- Seeking support from others to tell if they need it.
- Keeping themselves and others safe, with support from adults.
- Encouraging and supporting others to tell a responsible adult or speaking on their behalf.
- Challenging bullying and prejudicial behaviour, if safe to do so.

**5.7 Parents and carers are expected to:**

- Respect others even if they don't like them, they don't agree with them or do they don't enjoy the same things they do.
- Question and learn the differences between bullying and other non-bullying behaviours.

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- Safeguard and promote their child(ren)'s health, development and welfare.
- Ensure the safety of their child / children on the way to and from school.
- Maintain communication with a relevant member of staff.
- Work in partnership with staff to maintain the rules, regulations and expectations of the establishment.
- Discuss issues related to bullying and prejudicial behaviour with their child(ren) according to their age and maturity and taking account of their views.
- Speak to an appropriate member of staff if they have any concerns about their child or another child / children experiencing bullying or prejudice.
- Speak to the Head Teacher if their concerns continue following school staff's intervention.
- Make use of the school's complaints procedure / City of Edinburgh Council's [Education Advice and Complaints](#) Service if concerns continue following the Head Teacher's intervention.

#### 5.8 Support and advice for parents

**respectme** have a guide for parents and carers on their website:

<https://respectme.org.uk/adults/bullying-a-guide-for-parents-and-carers/> and this more detailed leaflet <http://respectme.org.uk/wp-content/uploads/2016/10/Bullying-a-guide-for-parents-and-carers-2016.pdf> Parents/carers can help by supporting the establishment's anti-bullying procedure.

## 6. POLICY BASE

- Children and Young People (Scotland) Act 2014
- Education (Additional Support for Learning) (Scotland) Act 2004 as amended
- [Equality Act 2010](#)
- [Offences \(Aggravation by Prejudice\) \(Scotland\) Act 2009](#)
- [Schools \(Consultation\) \(Scotland\) Act 2010](#)
- [UN Convention on the Rights of the Child](#) 1992

## 7. ASSOCIATED DOCUMENTS

- City of Edinburgh Council's [Education Advice and Complaints](#)
- City of Edinburgh Council's [Equality Diversity and Rights Framework 2017-21](#)
- LGBT Youth Scotland [Supporting Transgender Young People - Scotland \(2017\)](#) (*replacement guidance pending*)
- City of Edinburgh Council's 'Included, Engaged and Involved' policy
- City of Edinburgh Council's Risk Management procedure
- City of Edinburgh Council [Getting It Right For Every Child](#)
- Included, Engaged and Involved (Education Scotland) 2018
- City of Edinburgh Council's framework for implementing the Additional Support for Learning Act [In on the Act \(2019\)](#)
- Edinburgh and Lothians Inter-agency Child Protection Procedures [Child Protection Procedures](#)
- LGBT Youth Scotland website <https://www.lgbtyouth.org.uk/>

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- Respect Me Scotland's Anti Bullying Service [www.respectme.org.uk](http://www.respectme.org.uk)
- Respectme publications  
Addressing Inclusion: Effectively Challenging Homophobia, Biphobia and Transphobia (2020)  
<https://www.lgbtyouth.org.uk/media/1299/addressing-inclusion-2020.pdf>  
Addressing Inclusion: Effectively Challenging Racism in Schools (2019)  
<http://respectme.org.uk/wp-content/uploads/2019/01/Addressing-Inclusion-Effectively-Challenging-Racism-in-Schools.pdf>
- Pregnancy and Parenthood in Young People strategy  
<http://www.gov.scot/Publications/2016/03/5858/0>

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## 8. RECORD KEEPING

*When a procedure has been followed there are often outputs such as decisions made or events occurred that need to be recorded. These outputs are considered Council records. Please list all Records, including completed forms, generated by this procedure. For each record, list its title, location, responsible officer and minimum retention period.*

Record Title	Location	Responsible Officer	Minimum Retention Period

## Appendix 1 Prejudice-based Bullying

**Additional Support Needs** can arise for different reasons and can persist for different lengths of time. Additional support for learning may be required to overcome needs arising from learning environment; health or disability; family circumstances or social and emotional factors. A child or young person may be bullied because they have an Additional Support Need. Being bullied can also create Additional Support Needs for children and young people. There is specific legislation in this area in the Education (Additional Support for learning) (Scotland) Act 2009.

**Asylum Seekers and Refugees:** Stigma, caused by a lack of knowledge and understanding of asylum seekers and refugees, can mean children with this status may be at greater risk of being bullied. In addition, children and young people may be reluctant to burden parents or carers with extra worries and this can allow bullying to go undetected and continue.

**Body image and physical appearance** can be hugely important to children and young people and bullying because of body image can have a significant impact on wellbeing. For example, a child or young person who is noticeably over or underweight may be particularly vulnerable to bullying behaviour.

**Care Experienced children and young people:** are vulnerable to bullying behaviour for a number of reasons, such as regular changes in schools or where they are cared for. Forming positive and secure relationships with peers and adults can be made even more difficult due to early childhood adversity.

**Disability:** People who display bullying behaviours may see children and young people with disabilities as being less able to defend themselves and less able to tell an adult what has happened. The bullying behaviour is likely to be focused upon their specific disability or disabilities, whether they are in mainstream schooling or in specialist provision, and may result in a need for additional support to be provided.

**Gender identity and Transgender:** Transgender is an umbrella-term for those whose 'gender identity' or expression is different in some way from the gender assigned to them at birth. Gender identity reflects an individual's internal sense of self as being male, female, or an identity between or outside the two.

Transgender people face significant societal prejudice, largely because they are perceived as not conforming to gender stereotypes, expectations and norms. As a result, transgender or gender variant children and young people can be particularly vulnerable to bullying, such as transphobic and homophobic name calling or deliberately mis-gendering them. An individual may also experience transphobic bullying as a result of a perception that a parent, relative or other significant figure is transgender.

**Intersectionality:** It's important to understand the different and unequal social and economic outcomes for particular groups, based on interactions between race, class, gender, sexual orientation, disability, age and ethnicity. In the context of anti-bullying, we must consider people's experiences of belonging to one or more of these groups, people's prejudice towards them and how this can lead to inequality in attainment and wellbeing.

**Race and Ethnicity:** Children and young people from minority ethnic groups often experience racism based on perceived differences in dress, communication, appearance, beliefs and/or culture as well as their skin colour and accent. The status of the ethnic group a child belongs to (or people assume they belong to) can often lead to a child or young person experiencing racist behaviour. This can arise from a misguided and/or learned belief that they 'deserve' to be treated differently, or with less respect.

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For many hundreds of years, white British society has enjoyed a position of economic, social and political power over non-white people in Britain and across the world through empire and colonialism and their after-effects. The social attitudes that developed over this time are still present in our society and can be seen in prejudiced behaviour towards non-white people, as well as on an institutional level.

Gypsy/Travellers are a particularly discriminated against and marginalised white minority group. For children and young people, concerns about bullying are especially acute in secondary. Perceived risks about bullying and parents' own experiences of discriminatory behaviour may lead to low levels of enrolment and poor attendance for Gypsy/Traveller children and young people, as well as early exit from formal education. Other Traveller families, such as Roma, may have similar concerns.

**Religion and belief:** Lack of knowledge and understanding about the traditions, beliefs and etiquette of different faiths, or having no faith, can lead to religious intolerance. Lack of awareness about the differences in practices of religions such as prayer times, dietary requirements, fasting and the wearing of religious clothing or articles of faith can result in misunderstandings and stereotyping, which may lead to bullying. A person of any (perceived) faith or none can be the target of religious discrimination. In particular: Islamophobia impacts on Muslim children and young people, families and communities, and those who are perceived to be Muslim; Anti-Semitism impacts on Jewish children and young people, families and communities, and those who are perceived to be Jewish.

**Sexism and gender:** Gender inequality and stereotyping can leave children and young people vulnerable to bullying. Bullying in the form of derogatory language, online comments and the spreading of malicious rumours can be used to regulate children and young people's behaviour – suggesting that they aren't being a 'real' man or a 'real' woman if they don't conform. These terms can be of an explicit sexual nature and it is worth noting that many can involve the use of terms for people who are gay and lesbian as a negative.

**Sexual orientation:** Homophobic and biphobic bullying is when a young person's actual or perceived sexual orientation is used to exclude, threaten, hurt or humiliate them. Some children and young people experience bullying because others think that they are LGB, because they have LGB family or friends or because they are seen as different or do not conform to traditional gender stereotypes.

**Social and economic prejudice:** Bullying due to social and economic status can take place in any community. Small differences in perceived class, family income, family living arrangements, social circumstances or values can be used as a basis for bullying behaviours. These behaviours, such as mocking speech patterns, accents, belongings, clothing, hygiene etc. can become widespread.

**Young Carers:** The lives of young carers can be significantly affected by their responsibility to care for a family member who has a physical illness or disability, mental health problem, sensory or learning disability or issues with the misuse of drugs or alcohol.

Young carers are at risk of bullying for a variety of reasons. Depending on responsibilities at home, they may find themselves being unable to fully participate in school or after-school activities or 'fun stuff'. This can make it difficult for them to form relationships; it can hinder successful transitions or lead to educational difficulties.

## Appendix 2 Preventative, protective and responsive approaches

City of Edinburgh Council is committed to the key themes of promoting positive relationships, resilience, restorative approaches and developing Rights Respecting Schools at the heart of our communities. Welcoming diversity and ensuring equality underpin the ethos of our establishments and create the right environment to prevent bullying and discrimination. To promote respect, positive attitudes and relationships City of Edinburgh Council uses a variety of preventative, protective and responsive approaches, some of which are described below.

### Preventative approaches

- Establishments to have clear procedures that guide staff responses to bullying incidents, informed by this procedure. Consultation with stakeholders on establishment procedure is recommended.
- Using the advice of **respectme**, and 'Included Engaged and Involved' (Scottish Government / Education Scotland).
- Information provided to children, young people and parents/ carers explaining how the establishment deals with incidents of bullying and prejudice.
- Ongoing events involving the school community that promote equality and diversity.
- Building resilience and empathy through Edinburgh Health and Wellbeing Team's range of Growing Confidence and resilience programmes.
- Use of appropriate approaches and resources for example nurture and Emotion Talks, to develop social skills and emotional literacy.
- Staff learning and development on core themes: promoting positive relationships, equalities, resilience, restorative approaches, rights respecting schools, growing confidence, nurture etc.
- Consistent responses to negative interactions, distressed behaviours, bullying and prejudicial behaviours, led by restorative practices.
- Frequent opportunities for children and young people to discuss issues and for them to request private appointments with staff to talk.
- Welcoming public messages and images throughout the establishment, with text in a range of languages.
- Use of self-evaluation tools which measure ethos, relationships and confidence in the establishment, such as pupil well-being questionnaires and surveys.
- Involvement of other agencies and partners in social work, health, police and the voluntary sector.
- Audits of race equality, inclusion and achievement of bilingual and minority ethnic pupils (Additional Support for Learning Service can offer advice)
- Promotion of training opportunities to parents that explore the development of attachment, empathy and resilience and developing problem solving skills e.g. Psychology of Parenting Project, Incredible Years, Growing Confidence, Teen Psychology of Parenting Project.
- Working towards award programmes, e.g. UN Rights Respecting Schools Award, Diana Award, LGBT Charter, Intercultural Youth Scotland Pro-Black and Anti-racist Education Ambassadors Programme (secondary).

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### Protective approaches

- Establishments will have a number of interventions that aim to build protective resilience factors in children and young people, particularly those who are identified as being vulnerable or at risk.
- Buddy systems, especially at transition times.
- Groups to support identified pupils for example nurture groups and 'Seasons for Growth'
- Use of materials such as 'Cool in School', 'Keeping Myself Safe'.
- Participation in the Emotional Wellbeing academy led by Psychological Services and Child and Adolescent Mental Health Service (CAMHS).
- Peer mentoring and mediation.
- Specialist individual supports within and beyond school e.g. counselling and therapeutic services
- Playground supervision from trained staff who encourage and lead play
- Arrangements for young people to raise issues confidently with staff including for example, confidential 'Comments Box' or 'Listening Post' in a neutral and confidential place.
- Encouraging everyone to respect others even if they don't like them, they don't agree with them or do they don't enjoy the same things they do.
- Involvement of other agencies and partners in social work, health, police and the voluntary sector.
- Involvement of Psychological Services where appropriate and with consent from the child and their parents

### Responsive approaches

Sometimes a child or young person may not be engaging consciously in bullying or prejudicial behaviour. However, this behaviour can still impact negatively on others and must be taken seriously. The level of understanding and awareness of a child who is bullying is a significant factor in how it is dealt with. Establishments will have an appropriate and proportionate response to bullying and prejudice incidents, in line with their legal responsibility to support and educate all those involved, including pupils identified as displaying bullying or prejudicial behaviours.

- De-escalation strategies delivered consistently by staff.
- Physical separation of person/people bullying, where necessary, possible and safe.
- Involvement of parents/carers where appropriate.
- Use of restorative practices, where appropriate, including acknowledging grievances.
- Helping children to recognise that their actions have consequences and involving them in a discussion about how to make things better.
- Consequences for the person/people bullying.
- Consideration of whether known or unidentified additional support needs have contributed to the bullying.
- Specific support services, such as Psychological Services, Additional Support for Learning Service, Education Welfare, Edinburgh Together, Social Work or CAMHS with consent from the child and their parents.
- Involvement of police if incident involves any criminal acts, including possible hate crimes.

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Procedure Title –

Procedure Number -

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- GIRFEC child planning processes.
- Where appropriate, Child Protection procedures must be followed.
- City of Edinburgh Council Risk Management Procedure.
- All incidents must be recorded on the SEEMiS Bullying and Equalities Module (see detailed guidance in Appendix 4).
- If there is any dispute or doubt (on the part of any individual) about whether the incident was or was not bullying or discrimination, the incident and the doubts should be recorded.

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### Appendix 3 Guidelines for responding to incidents of bullying or prejudice

#### INITIAL RESPONSE

The response of the teacher or other member of staff is crucial, whether they witness something which could be bullying or prejudicial behaviour or a child or young person reports to them that they are being bullied. Children and young people may have been experiencing bullying or prejudice and a negative impact on their health and wellbeing for some time before they report it. The child or young person's experience may be directly affected by the response they get from the adult.

1. Listen to the child, reassure them that they have done the right thing by telling.
2. Show the child or young person that you are taking the reported bullying or prejudice seriously.
3. Be ready to offer support whenever required, no matter how busy you are at the time.
4. Find out what happened, who was involved, where and when.
5. Let the child or young person speak without interruption as far as possible.
6. Ask the child or young person what would be helpful to resolve the issue and what they want to happen next. Take the views of the child or young person seriously, with awareness that bullying and prejudice cannot go unchallenged even when the person targeted may be reluctant to seek a solution or want to avoid a direct approach.
7. Record the incident in writing, if appropriate on a Wellbeing Concern form. It is important that the child or young person knows the reason for this and that you will share the information. The information will form the basis for further investigation and recording.
8. Use professional judgement to decide on appropriate action.
9. Tell the child or young person clearly about what happens next. It is essential that they are involved and updated on progress, especially in cases where it takes time to work towards a resolution.
10. Discuss and agree next steps with the Equalities Co-ordinator / designated member of the senior leadership team (Primary) or Pupil Support Team (secondary). This should include how the case will be investigated, monitored and reviewed.

**Respectme recommend that staff ask the following five questions:**

- What was the behaviour?
- What impact did it have on the school environment, learning or health and wellbeing?
- What does the child or young person want to happen?
- What do I need to do about it?
- What attitudes, prejudices or other factors have influenced the behaviour?

**At all times, child protection procedures and / or Risk Management procedures should be followed if necessary.**

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## NEXT STEPS / FURTHER INVESTIGATION

1. Follow through the next steps agreed with the Equalities Co-ordinator / designated member of senior leadership team.
2. In most cases, further investigation will be done by the Equalities Co-ordinator / designated member of senior leadership team or Pupil Support Leader (secondary)

Further investigation may involve:

- Speaking with child/children or young person/people involved, preserving confidentiality.
  - Speaking with children or young people or others who witnessed the incident, preserving confidentiality.
  - Speaking with parents (after consultation with the child or young person – see ‘Parents as Partners’ below)
  - Seeking advice from relevant partner services
  - In all cases where there may be criminal implications (e.g. sexual assault or hate crime), contact Police Scotland.
3. Where bullying or prejudice is substantiated, decide on appropriate action – see Appendix 2: Responsive Approaches.
  4. Where bullying or prejudice is not substantiated, speak with the child or young person who reported the bullying or prejudice and offer further support if needed.
  5. At each stage of the process, update the child or young person who reported the bullying or prejudice.

## Parents as Partners

The views of the child or young person who has experienced bullying should always be considered when deciding whether to inform their parents/carers. There may be both risks and benefits of informing parents: the child or young person may think that this will make matters worse or it may place the child or young person in a harmful situation. Where appropriate, parents/carers will be informed as they can play an essential role in preventing and addressing bullying. Contact may be face-to-face, by telephone or letter. A record of all communication should be kept and the child or young person informed about who their information has been shared with. In the small number of cases when, in the best interests of the young person, the decision is taken by a member of the senior leadership team not to inform parents/carers, this must be recorded in the pupil’s pastoral notes and/or Wellbeing Concern form with a clear rationale for not informing.

## RECORDING, MONITORING AND REVIEWING A BULLYING INCIDENT

1. Record all incidents on the SEEMiS Bullying and Equalities module. (See Appendix 4)
2. If there is any dispute or doubt about whether an incident was bullying or prejudice, the incident and the doubts should be recorded
3. Continue to check in with the child or young person who experienced bullying to ensure it has stopped / hasn’t resumed.

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## Appendix 4

### SEEMiS: Recording, reporting and monitoring of bullying and discriminatory incidents / alleged incidents

This guidance should be read in conjunction with the Scottish Government's 'Supplementary Guidance on Recording and Monitoring of Bullying Incidents in Schools' [Recording and Monitoring Bullying Incidents - schools](#).

#### Responsibility

The designated member of senior leadership team / Equalities Co-ordinator should have responsibility for:

- ensuring that procedures relating to allegations of bullying and prejudice are implemented.
- monitoring SEEMiS reports on regular basis, ideally twice per term.

#### Recording

The following information must be recorded in the SEEMiS Bullying and Equalities module:

1. Person experiencing the behaviour
2. Person displaying the behaviour
3. Nature of the incident
4. Specific perceived reason for bullying

Nature of incident	Perceived reason(s) for bullying (previously 'Characteristics')
<ul style="list-style-type: none"><li>• Name calling, teased, put down or threatened</li><li>• Hit, tripped, pushed or kicked</li><li>• Belongings taken or damaged</li><li>• Being ignored</li><li>• Spreading rumours</li><li>• Abusive Messages - online/phone/gaming/social media</li><li>• Online/phone/gaming/social media</li><li>• Targeted because of who they are/ perceived to be</li><li>• Other (Please Specify)</li></ul>	<ul style="list-style-type: none"><li>• Actual or perceived sexual orientation (e.g. homophobic, bi-phobic)</li><li>• Additional support needs</li><li>• Asylum seekers or refugee status</li><li>• Body image and physical appearance</li><li>• Care experience</li><li>• Disability</li><li>• Gender identity or Trans identity</li><li>• Gypsy/Travellers</li><li>• Marriage/civil partnership of parents/ carers or other family members</li><li>• Mental health</li><li>• Not known</li><li>• Other: please specify</li><li>• Pregnancy and maternity</li><li>• Race and racism including culture</li><li>• Religion or belief</li><li>• Sectarianism</li><li>• Sexism and gender</li><li>• Socio-economic prejudice</li><li>• Young carer</li><li>• If 'Other' is selected from the list and added to the incident, an additional Other text box will be displayed to enable details of the 'Other' incident to be recorded.</li></ul>

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As well as recording that an alleged incident has been reported, detail about the incident should be recorded. Information about how the situation is to be monitored and reviewed should be entered in the appropriate section and the views of the person experiencing, the person displaying, and, if appropriate the views of parent/carer should be recorded.

**Monitor and review**

- Do they feel their concerns were listened to? If not, why not?
- Do they feel satisfied with the outcome? If not, why not?
- Does the parent/carer feel satisfied with the outcome? If not, why not?
- Has some form of restorative action taken place, if appropriate? What form did this take?

The **Action Progressed** section should then be completed outlining the actions taken and the conclusion of the investigation.

**Incident Conclusion**

- Being addressed
- Resolved
- Not resolved
- Unfounded

**Automatic link with 'pastoral notes'**

Information recorded in this part of the Module automatically creates an entry into the pastoral notes for each of the children or young people. This entry does not contain detail about the incident – its purpose is to indicate that an incident has been recorded in the Bullying and Equalities module.

**Appendix 5 Exemplar Establishment Anti-Bullying Procedure** (text in blue to be adapted to establishment context)

**[Establishment Name] Anti-Bullying Procedure [Date]**

*See also supplementary guidance on preventing and responding to incidents of prejudice and discrimination related to protected characteristics in the Equality Act 2010. Part 1: Tackling Racist Incidents / Creating an Anti-Racist Culture.*

**INTRODUCTION AND PURPOSE**

City of Edinburgh Council is strongly committed to providing a safe environment for all people in its educational establishments. We are committed to ensuring positive relationships. Bullying, prejudice and discrimination are never acceptable and children, young people and staff have the right to learn and work in a safe, fair and secure environment.

This school procedure follows the City of Edinburgh Council's Communities and Families Procedure on 'Preventing and Responding to Bullying and Prejudice amongst Children and Young People' (2020) which is based on 'Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People'.

The emotional health and wellbeing of children, young people and staff is essential for our children to have the best start to life and to have successful life chances. We are committed to developing positive relationships between all in the school community, children, young people, staff and parents. Our core practices are the 4 Rs: Relationships, Rights Respecting, Resilience, Restorative.

We are a Rights Respecting School. This procedure covers the following articles of the UNCRC:

- Article 2 – You have the right to protection against discrimination.
- Article 19 – You have the right to be protected from being hurt or badly treated.
- Article 29 – You have the right to an education which develops your personality and your respect for other's rights and the environment.

This procedure has been revised and updated in consultation with staff, parent and pupil groups, including our Pupil Council, Parent Council and Equalities Committee (include others that apply).

**Our values and beliefs** (for example – adapt to school context)

- All pupils and staff have the right to feel happy, safe and included. [Establishment Name] supports every young person to achieve and attain their very best.
- We actively foster good relations between diverse groups and individuals, respect individuality and celebrate diversity.
- We are committed to promoting equality of opportunity for all and we work actively towards eliminating all forms of bullying, prejudice and discrimination. We challenge inequality and promote inclusive, nurturing environments.
- We recognise the effects that bullying, prejudice and discrimination can have on a child or young person's feelings of worth, on their health and wellbeing and on their school-work.
- We provide opportunities for success through a variety of curricular and extra-curricular options and pathways.
- We encourage creativity and support our young people to build the skills and resilience they need for the future.
- We have the courage to aspire to the very best we can be. We belong to our school and we are very proud of our school and learning community.

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- We use restorative approaches to repair and strengthen relationships between staff and pupils within our whole school community.

### What do we mean by bullying?

“Bullying is both behaviour and impact; the impact is on a person's capacity to feel in control of themselves. This is what we term as their sense of 'agency'. Bullying takes place in the context of relationships; it is behaviour that can make people feel hurt, threatened, frightened and left out. This behaviour happens face to face and online”.

(Respect for All, 2017)

Bullying behaviours can take many forms. Examples of bullying behaviours include:

- Name calling, teasing, putting down or threatening.
- Ignoring, leaving out or spreading rumours.
- Hitting, tripping, kicking.
- Taking and damaging belongings
- Sending an abusive text, email or instant message, or posting an abusive comment on a social networking site (online or cyber-bullying).
- Targeting someone because of who they are or who they are perceived to be.

### Discrimination, Prejudice-based Bullying and the Equality Act 2010

Bullying behaviour can often be rooted in prejudice and discrimination due to difference or a perceived difference. We are committed to challenging discrimination, prejudice-based bullying and language, and to fulfilling our duty under the Equality Act 2010.

The Equality Act 2010 sets out rights which include legal protection from discrimination related to any of the nine protected characteristics: **disability; race; sex; pregnancy/maternity; religion/belief; sexual orientation; gender re-assignment; age; marriage/civil partnership.**

Note: In relation to the education of children and young people, the protected characteristics of age and marriage/civil partnership are not included.

We recognise that children and young people can also experience bullying in relation to: asylum seeker or refugee status; body image; being care experienced; social or economic status; young carer responsibilities; imprisonment of parents/carers, siblings, or other family members.

We recognise that children and young people can experience disadvantage, prejudice or discrimination because of any of these individual factors or a combination of factors.

Definitions of the protected characteristics and other factors can be found in Appendix 1.

### Hate incident or hate crime

A bullying incident is a hate incident if the victim or anyone else thinks it was carried out because of hostility or prejudice based on actual or perceived disability, race, religion, sexual orientation or transgender identity. If the incident is a criminal offence and the offender targeted the victim because of their prejudice or hostility based on any of these characteristics, this is a hate crime. All hate crimes should be reported to Police Scotland through the School Link Officer. In the case of hate incidents,

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the designated member of staff / Equality Co-ordinator should seek advice from the School Link Officer.

### **Responsibilities and Reporting bullying, prejudice and discrimination incidents**

#### **Headteachers are:**

- responsible for the introduction and implementation of this procedure. However, all staff, all pupils and their parents/carers must play an active part in following the guidance and putting it into practice. Teachers and support staff are expected to be pro-active, to treat all allegations seriously and to refer reports of incidents to the Equalities Co-ordinator / designated member of the senior leadership team. The incident is recorded accurately with future actions detailed.

#### **The Equalities Co-ordinator, in consultation with the Head Teacher, is required to:**

- ensure that all allegations are reported and recorded rigorously
- monitor SEEMiS Bullying and Equalities module reports regularly, at least termly
- monitor and report annually on the implementation of this procedure
- supervise the review and updating of this procedure at least every three years

#### **Pupils are asked to:**

- report all incidents and suspected incidents of any type of bullying, discrimination or prejudice that they experience to a member of staff, where it is safe for them to do so
- report all incidents and suspected incidents of bullying, discrimination and prejudice that they see to a member of staff, where it is safe for them to do so
- support each other and to seek help from a member of staff, to ensure that everyone feels safe and nobody feels excluded or afraid in school.
- if they don't feel able to speak to a member of staff, ([insert school arrangements for anonymous reporting here](#)) or contact an external organisation for advice and support, e.g. Childline, LGBT Youth Scotland or ELREC.

#### **All school staff are required to:**

- be pro-active in implementing the procedure
- treat all allegations and observation of bullying, discrimination and prejudiced behaviour or language seriously
- seek to address incidents, where appropriate
- record any incidents on a Wellbeing Concern form
- inform the Equalities Co-ordinator / designated member of staff of all incidents

#### **Parents/carers are asked to:**

- be aware of [respectme](#), Scotland's Anti-bullying Service booklet – Bullying Behaviour: A Guide for Parents and Carers ([available at http://respectme.org.uk/resources/publications/](http://respectme.org.uk/resources/publications/))
- work collaboratively and respectfully with staff, children and young people and other parents/carers where appropriate to help ensure bullying, discrimination and prejudice cannot thrive

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- speak to any member of staff (the class teacher, guidance teacher or member of senior leadership team) if they have any concerns about bullying, discrimination and prejudice experienced by their child or by another child / children at the time of the incident or as soon as possible thereafter
- encourage their children to be positive members of our school community
- monitor closely their child's use of mobile phone and the internet and to intervene if there is a suspicion that these are being used inappropriately.
- understand that we seek to understand the experiences and address the needs of all children and young people who experience bullying, discrimination or prejudiced behaviour as well as those who present bullying, discrimination or prejudiced behaviour. We do this within a framework of respect, responsibility, resolution and support.
- speak to the Head Teacher if their concerns continue following initial intervention
- be aware that they can contact a relevant external organisation for advice and support
- be aware of the school's complaints procedure and the Council's Advice and Conciliation Service and their rights with regard to these procedures

## PROMOTION OF EQUALITY

### Through the Curriculum for Excellence, we: (adapt to school context)

- Increase knowledge of children's rights and responsibilities as responsible citizens.
- Challenge stereotypes, bias and discrimination, including prejudice-based attitudes and language.
- Deliver an inclusive curriculum that reflects all identities: disability; race; sex; pregnancy/maternity; religion/belief; sexual orientation; gender reassignment; age; marriage/civil partnership as well as asylum seeker or refugee status; body image; being care experienced; social or economic status; young carer responsibilities; imprisonment of parents/carers, siblings, or other family members. This enables our children and young people to develop their sense of understanding and inclusion of others as well as seeing themselves reflected in the learning community.
- Provide age-appropriate reading materials and resources that positively reflect and represent diversity and reflect the protected characteristics, e.g. family structures that include single parents, people from minority ethnic backgrounds, disabled people, same-sex parents.
- Teach Critical Literacy
- Build resilience and empathy in young people as confident individuals.
- Raise awareness about bullying and our Anti-Bullying Procedure across a range of school subjects.

## PREVENTION

By promoting a positive school ethos, with a focus on rights, equalities and health and wellbeing, we hope to prevent bullying, prejudice and discrimination happening. [For example \(adapt to school context\)](#)

- We update posters and school display screens regularly and use them to remind pupils that bullying, prejudice and discrimination are not acceptable and what to do if they or someone they know is being bullied or experiencing prejudice.
- Our pupil Equalities Committee actively supports the school's work on prevention of bullying, prejudice and discrimination.
- Bullying, prejudice and discrimination and other equality-related issues are a standing item on the SLT meetings, faculty meetings and our Pupil Council agenda.
- We carry out regular surveys and focus groups to evaluate ethos and health and wellbeing in the school.
- The school holds diversity, anti-bullying projects to raise the profile of these issues. For example, during Respect Week we hold an annual Anti-bullying event to raise awareness of what bullying looks like, how we can prevent it and what supports are available for pupils who experience bullying. We also hold anti-bullying year group assemblies and discuss bullying in key adult time and PSE lessons.
- The Rights Respecting School group ensure that all the pupils are aware of and learn about their human rights through lessons, events, assemblies and displays. The Rights-Respecting values are being embedded in the school and so pupils are being empowered to become more active citizens and learners.
- The Mentors in Violence Prevention (MVP) programme is now established in the school. Senior pupils are trained and empowered to be active bystanders with the ability to support and challenge their peers in a safe way. This peer mentoring programme gives young people the chance to explore and challenge the attitudes, beliefs and cultural norms that underpin gender-based violence, bullying and other forms of violence. It addresses a range of behaviours including name-calling, sexting, controlling behaviour and harassment.
- We work with other agencies and partners in health, police and the voluntary sector to promote a positive ethos. This includes working with organisations such as [Edinburgh and Lothians Regional Equality Council \(ELREC\)](#), [Intercultural Youth Scotland \(IYS\)](#), [LGBT Youth Scotland](#), [respectme](#), (include any that apply)
- We have a successful befriending system to support transition from primary school and senior pupils have been trained in peaceful resolution to conflict.
- Our staff receive regular training to increase their awareness and understanding of all forms of bullying, prejudice and discrimination as well as to develop skills in restorative practice.

## SUPPORT

### How we support pupils who are bullied or experience prejudice and discrimination

*See also supplementary guidance on preventing and responding to incidents of prejudice and discrimination related to the protected characteristics in the Equality Act 2010. Part 1: Tackling Racist Incidents / Creating an Anti-Racist Culture.*

We listen to the child or young person

- We reassure them that they have done the right thing by telling.
- We encourage them to talk about how they feel, find out what happened and who was involved
- We involve them in making choices about how the matter could be resolved.
- We discuss strategies for being safe and staying safe.
- We ask them to report any further incidents to us straight away.
- We affirm that the bullying can be stopped and that we will persist with intervention until it does.
- We say clearly what will happen next and that we will update them on progress.
- When the incident has been resolved, we monitor and check that bullying has not started again.

### What happens next?

- The teacher or member of staff who receives the report will record the incident on a Wellbeing Concern form and discuss next steps with the designated member of senior leadership team / Equalities Co-ordinator.
- At all times, child protection procedures and/or Risk Management procedures should be followed, if necessary.
- In most cases, further investigation will be done by the designated member of senior leadership team / Equalities Co-ordinator or Pupil Support Leader (secondary)
- Further investigation may involve:
  - Speaking with the children or young people involved, preserving confidentiality.
  - Speaking with children or young people or others who witnessed the incident, preserving confidentiality.
  - Speaking with parents (*after consultation with the child or young person*)
  - Seeking advice from partner services and relevant organisations
- In all cases where there may be criminal implications (e.g. sexual assault or hate crime), the designated member of senior leadership team / Equalities Co-ordinator will report this to Police Scotland.
- In the case of hate incidents, the designated member of the senior leadership team / Equalities Co-ordinator will seek advice from Police Scotland.
- If it is found that bullying, prejudice or discrimination has taken place, we will take appropriate and proportionate action (see examples of possible actions below)
- If it is found that bullying, prejudice or discrimination has not taken place, we will speak with the child or young person who reported the incident and offer further support if needed.
- At all times, we will update the child or young person who reported bullying, prejudice or discrimination.

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### **Our work with pupils who bully others or present prejudiced or discriminatory attitudes / behaviour**

A child or young person who is bullying someone else may not be doing this consciously but the impact of bullying, prejudice or discrimination is still felt and this is taken seriously. Pupils who engage in bullying behaviour or present prejudiced or discriminatory attitudes / behaviour will be treated fairly and consistently using actions that are proportionate and appropriate to the age and stage of the child and to the incident (see below).

- We interview the pupil (or pupils) involved in the incident separately.
- We listen to their version of events and take time to discover the reasons for the behaviour.
- We talk to anyone who may have witnessed the incident.
- We reinforce the message that bullying, prejudice and discrimination are not acceptable, and that we expect it to stop.
- We address prejudicial or discriminatory attitudes that may be behind the behaviour
- We seek a commitment to stop bullying.
- We affirm that it is right for pupils to let us know when they are being bullied.
- We consider consequences under our school's Positive Behaviour Management Procedure.
- We consider what support the pupil needs and whether other referrals are required, e.g. educational psychologist, counsellor.
- In all cases where there may be criminal implications (e.g. sexual assault or hate crime) we report this to Police Scotland.
- In the case of hate incidents, we seek advice from Police Scotland.
- We advise pupils responsible for bullying, prejudice or discrimination that we check to ensure that the behaviour stops.
- We contact the parents of the pupil(s) at an early stage, where appropriate.
- We follow up after incidents to check that the bullying, prejudiced or discriminatory behaviour has not started again in any form.

### **Some examples of our actions**

- Restorative practices, including acknowledging grievances.
- Involvement of a parent/carer where appropriate.
- Peer mentoring and mediation.
- De-escalation strategies.
- Physical separation of person/people presenting bullying, prejudiced or discriminatory behaviour, where necessary and possible.
- Use of support base to increase confidence and provide support.
- Consequences, including loss of privileges.
- Assessment of additional support needs, including counselling, for the person being bullied or experiencing prejudiced or discriminatory behaviour or for the person who is bullying or displaying prejudiced or discriminatory behaviour.
- Involvement of other agencies and partners in health, police and voluntary sector.
- Referral to specific support service, such as Psychological Services, Education Welfare Service, Social Work or Child and Adolescent Mental Health Service (CAMHS).

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Note: Exclusion from school is not itself a sanction or punishment for bullying, prejudiced or discriminatory behaviour and would only be used in specific circumstances and as a last resort.

### **Online bullying and bullying outside the school premises**

We know that bullying, prejudice and discrimination can occur outside the school gates and via mobile phones and social network internet sites. The behaviour may be presented by pupils from our own school, by pupils from other schools or by people who are not at school at all. Where a pupil or parent informs us of bullying, prejudice or discrimination outwith the school premises we will:

- Talk to pupils about how to avoid or handle these incidents outside of school.
- Talk to the Head Teacher of any other school(s) whose pupils are allegedly presenting bullying, discrimination and prejudiced behaviour.
- Talk to the transport company about bullying on buses
- Talk to the police, if appropriate.

### **Follow-up**

When the incident has been resolved, we monitor and check with the child or young person that bullying has not started again.

## **RECORDING AND MONITORING BULLYING INCIDENTS**

The designated member of senior leadership team / Equalities Co-ordinator or Pupil Support Leader (secondary) will record all incidents in the Bullying and Equalities module in SEEMiS.

The following information is recorded:

- the person experiencing the behaviour
- the person displaying the behaviour
- the nature and category of the incident
- the perceived reason(s) for bullying
- actions already taken and future actions
- conclusion (being addressed, resolved, not resolved, unfounded)

All incidents should be recorded. Records should include whether the incident is bullying, and/or prejudice-based and the nature of this. If there is any dispute or doubt (on the part of any individual) about whether the incident was or was not bullying or prejudice, the incident and the doubts should be recorded.

The designated member of senior leadership team / Equalities Co-ordinator will:

- ensure that this procedure is implemented.
- monitor SEEMiS reports on regular basis, at least termly.

Records of bullying, discrimination and prejudice-based incidents will be collected centrally from SEEMiS by the local authority from August 2020 on a termly basis.

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### **COMMUNICATING THIS PROCEDURE** (adapt to reflect school context)

We promote our anti-bullying procedure throughout the session. This procedure is on the school website. Posters are on display around the school advising pupils how they can report bullying, discrimination and prejudice, or seek confidential help. ([In-school arrangements for anonymous reporting](#)) are regularly promoted via the school bulletin. The procedure is also reinforced through PSE classes and assemblies.

### **CONCERNS AND FEEDBACK**

We recognise that there may be times when pupils or parents/carers feel that we have not dealt well with an incident of bullying, discrimination and prejudice or a wider community issue. If a pupil or parent/carer feels that an incident/issue has not been fully resolved to their satisfaction, we ask them to contact the Head Teacher in the first instance.

If the Head Teacher cannot resolve these concerns informally, parents/carers can raise their concerns more formally through the school's Complaints Procedure. If early resolution at this stage is not achieved, then parents/carers can use the Council's Advice and Conciliation Service. We are also pleased to receive positive feedback from parents/carers when things have gone well.

At any time, a pupil or parent/carer can seek advice and support from an external organisation.

### **EVALUATING AND REVIEWING OUR PROCEDURE** (adapt to reflect school context)

We evaluate the effectiveness of this procedure on an annual basis, reviewing the number and type of incidents that are reported alongside the attendance, exclusions, attainment and achievement of pupils in protected groups. Pupils' perceptions and experiences of bullying are reviewed through questionnaires and focus groups. Feedback received from parents is also taken into consideration. The procedure is reviewed formally every 3 years.

## Tackling Racist Incidents and Creating an Anti-Racist Culture

**This supplementary guidance for staff should be read alongside the Communities and Families 'Procedure for Preventing and Responding to Bullying and Prejudice' and your establishment procedure.**

It should be known and followed by all staff and administered by the designated member of the senior leadership team / Equalities Co-ordinator. Whilst this guidance focuses on responding to racist incidents experienced by children and young people, the principles apply equally to racist incidents experienced by staff and parents from minority ethnic backgrounds. Incidents experienced by staff will be dealt with using the relevant Council policies and procedures.

### 1. WHAT IS RACISM?

**Racism** is when someone is discriminated against because of their race, the colour of their skin, nationality, ethnicity (includes culture, religion and language) or national origin.

**A racist incident is any incident which is perceived to be racist by the victim or any other person.**  
*(The Stephen Lawrence Inquiry 1999, Recommendation 12)*

Any incident which is perceived to be racist must be recorded and investigated with rigour, commitment and transparency. Whether or not the person responsible intended their behaviour or actions to be racist is irrelevant. When dealing with an incident, the person's intentions and attitudes are an important consideration. However, at the stage of initial recording and investigating, their attitudes, motivation and awareness are not the main issue. The main issue is that they have behaved in a racist manner.

#### What can racism look like? For example:

- Isolating or marginalising someone because of the colour of their skin, nationality, ethnic\* or national origin. \*Ethnicity includes culture, religion and language.
- Verbal or non-verbal abuse, e.g. threats, derogatory name-calling, gestures, racist jokes
- Damage to property
- Physical assault and harassment, e.g. hitting, tripping, pushing, kicking
- Visual - racist text or images such as posters, notices or graffiti
- Incitement of others to behave in a racist manner
- Cyber - using social media to promote or incite racism
- Provocative behaviour such as wearing racist badges or insignia.
- Refusal to co-operate with other pupils because of their race or ethnicity, or their perceived race or ethnicity

Many of these behaviours can also take place online, through social media or messaging platforms.

#### Racist language, negative views and their impact on children and young people

Racist language, stereotypes and jokes around the school can exclude, threaten, hurt or humiliate young people, whether experienced directly or indirectly. Sometimes, racist language can be used without malice or understanding, but this does not mean that it has no impact on young people who hear it used in this way. Both minority ethnic young people and the wider school community may be seriously affected by these negative messages. The cumulative effect on the emotional and mental health of minority ethnic children and young people should not be under-estimated. It can lead to: loss of self-esteem; feelings of exhaustion; reduced ability to thrive in an environment; mistrust of peers, staff and the 'system'; decreased participation and ability to study; underachievement; reduced attendance. Not all racist incidents would be considered



bullying. For example, a teacher might observe a young person telling a racist joke which isn't directed at anyone in particular. This should still be addressed and recorded as a racist incident.

## **2. TACKLING RACIST INCIDENTS**

### **A racist incident may be a hate incident or hate crime**

A racist incident is a hate incident if the victim or anyone else thinks it was carried out because of hostility, discrimination or prejudice based on race. In the case of hate incidents, the designated member of staff / Equalities Co-ordinator should seek advice from the Police School Link Officer.

If the incident is a criminal offence and the offender targeted the victim because of their prejudice or hostility based on race, this is a hate crime. All possible hate crimes should be reported to Police Scotland through the School Link Officer.

### **Supporting a child or young person who has experienced racism**

This guidance applies in the following situations:

- A child/young person tells you about a racist incident towards them
- A child/young person (third party) tells you that they have seen or heard about a racist incident involving another child/young person
- You witness a racist incident involving a child/young person
- A parent tells the school about a racist incident that their child has experienced or has witnessed.

Be aware that a child / young person from a black and minority ethnic background may react strongly to racism because they experience this not just as a personal attack but as an attack on their family, community and culture. Furthermore, the immediate incident may be only the latest in a series of other racist incidents (micro-aggressions or more significant incidents) which the child or young person has experienced. The child/young person's strong reaction may itself be unacceptable. In such cases, it is important to treat both the racist incident and the young child/young person's reaction appropriately and proportionately.

**NOTE: at all times child protection / risk management procedures should be followed if necessary.**

#### Show belief and treat the concern seriously

Children and young people often say they don't feel believed or taken seriously; they can be deeply affected at their core by what they perceive as racism against them, and even if it doesn't appear to you to be a racist event, it is important that you show belief and investigate thoroughly before making a judgment.

#### Discuss what the child/young person would like to happen - follow this as far as possible

Children and young people often feel teachers want to help but don't always handle it well and may make it worse; they may under-react or over-react. Teachers, especially those with less experience of responding to racist incidents, may not feel confident about what to do. So, ask the child/young person what they would like to happen and as far as possible follow their feelings.

They may want nothing to happen at this point – it may be enough to tell you, and you have to take a decision on how serious the issue is, and whether you can hold on to that information and support the child for a bit, to help them resolve it in their own way. Take the views of the child or young person seriously, with awareness that racism cannot go unchallenged even when they may be reluctant to seek a solution or want to avoid a direct approach.

In all cases, tell them what you plan to do and who you need to tell, so they can feel in control as far as possible.

### Parents as Partners

Taking into consideration the views of the child or young person, inform their parents/carers of the incident, how their child is being supported and how the incident is being dealt with.

### Give as much feedback as possible on actions and outcomes

Children and young people often say they report racism and they never hear about it again. This can happen even where the incident has been very effectively handled in terms of the child or young person who displayed racist behaviour, because of the need to recognise their rights and privacy too. There needs to be a balance between the privacy of the child/young person who displayed racist behaviour (in terms of the consequences and support for them), and the rights of the child/young person who experienced the racist behaviour to feel that justice has been done.

### Rights Respecting and Restorative approaches

Two of our core practices in developing positive relationships are: Rights Respecting and Restorative. Our aim is to address the root causes of the racist behaviour and for the behaviour to stop. Where appropriate, we will use restorative approaches, balancing this with respecting children and young people's rights. We recognise that for the child / young person who experienced racism, a purely restorative approach may not feel enough for justice to have been done and their rights to have been respected.

### Revisit to check on a sustained basis

Children and young people often say that the teacher dealt with it and it stopped for a time, and they didn't want to keep going back because they would be seen as a 'wimp' or a 'moan'. So, it's important that you take the initiative on a sustained basis, to check that the child or young person is not having problems again. Peer mentoring or buddy systems may be supportive.

### Follow up

Ensure that key staff are aware on a need-to-know basis and can help you monitor for future events / occurrences.

## **Working with a child or young person who has displayed racist behaviour**

A child or young person who is displaying racist behaviour may not doing this consciously. Nevertheless, all racist behaviour and language must be challenged, with support to change. Pupils who present racist behaviour will be treated fairly and consistently using actions that are proportionate and appropriate to the age and stage of the child and to the incident. Our aim is to address the root causes of the behaviour and for the behaviour to stop. (See examples of actions in main procedure.)

An approach which relies only on consequences can be counter-productive; it does not address the underlying cause and can generate resentment and reinforce racist feelings or behaviour. Similarly, a 'zero tolerance' approach ('we don't allow racism here - no further discussion') may merely suppress the behaviours or beliefs and allow them to grow stronger, below the surface.

Fully addressing racist attitudes and behaviour (rather than a simple 'consequences' or 'zero tolerance' approach) is more time-consuming in the short-term but is essential to eliminate racism. There is clear evidence that school policy and practice in dealing effectively with racist incidents is an essential part of creating an anti-racist school culture.

Some suggested approaches:

- Avoid confrontation.
- Repeat the comment or define the action to ensure you have understood it correctly – ask the child / young person concerned to repeat themselves and/or explain what they mean.
- If there is any uncertainty, point out that the event could be construed as racist, and ensure they understand this.
- Ask the child / young person why they said or did this.

- Challenge the ideas – not the person. Use humour if appropriate.
- Acknowledge any sense of grievance or hurt which has led to the racist comment/action, without accepting that it justifies the comment/action. Ensure that any valid sense of grievance or hurt is addressed too. This is vital to avoid increasing resentment.
- Relate the issue to the child or young person's age/gender/class/disability and try to find some parallels, to gain empathy.
- Expose irrational or contradictory arguments by sharing the relevant research/statistics/counter-arguments/historical context/legislation.
- Seek a positive way forward which enables the person to retain self-esteem, (while ensuring that the needs of the child/young person who experienced racism are fully met).
- Where appropriate, encourage witnesses/others involved to suggest an appropriate response/way forward.
- Revisit the situation as often as necessary with both parties to ensure the resolution is effective and there has been no repetition or negative ramifications.
- Where appropriate and helpful, inform parents to try and gain their support in ensuring that the racist behaviour does not happen again.

**Recording:** at all stages, all actions and outcomes should be fully recorded, monitored and updated on the SEEMiS Bullying and Equalities module.

**Monitoring:** the number of racist incidents reported and recorded should be monitored on a regular basis, along with other types of incident recorded on the SEEMiS Bullying and Equalities module.

### 3. CREATING AN ANTI-RACIST CULTURE

#### Micro-aggressions

Micro-aggressions are the most common way racist and other forms of discrimination are expressed on a daily basis, both online and face-to-face, so tackling them is very important. Racial micro-aggressions are everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, which communicate hostile, derogatory, or negative messages to people based solely on their race. In many cases, these hidden messages can invalidate the person, demean them on a personal or group level. Micro-aggressions communicate that they are lesser human beings, suggest they do not belong with the majority group, threaten and intimidate, or relegate them to inferior status and treatment. The individual and cumulative impact of racial micro-aggressions can have a significant impact on health and wellbeing.

Examples of micro-aggressions:

- A teacher continually mispronounces a pupil's name or suggests using an anglicised version because that will be 'easier' for them to pronounce (Hidden message: You are an outsider and don't belong here. To belong, you need to change to fit in with 'us'.)
- An Asian Scottish pupil, born and raised in Scotland, is complimented for speaking "good English." (Hidden message: You are not a true Scot. You are a perpetual foreigner in your own country.)
- A black couple is seated at a table in the restaurant next to the kitchen despite there being other empty and more desirable tables located at the front. (Hidden message: You are a second-class citizen and undeserving of first-class treatment.)

#### Managing pupil views – an anti-racist stance

It is the teacher's responsibility to create and maintain an open, safe and supportive learning environment where children and young people can explore and develop their understanding of sensitive topics related to 'race' at an age-appropriate level. At times, children and young people may express views which may be controversial or distressing to others. If these views remain unchallenged by the group or by the teacher, the silence effectively condones the views. This may leave others feeling unwelcome, unsafe, or marginalised and

doesn't give children and young people the opportunity to really consider the issues and examine their personal, or learned, assumptions. Censorship is counter-productive. However, it is important that children and young people develop the skills to put their point across in a clear and respectful manner and that the teacher is able to manage the learning situation to support all to feel safe and learn.

### Responding to micro-aggressions using the ACTION framework

<https://www.facultyfocus.com/articles/effective-classroom-management/responding-to-microaggressions-in-the-classroom/>

Whether we are the observer, the target, or the unintentional 'perpetrator' of micro-aggressions, we may not know how to respond to them in the moment. Common reactions are to feel 'frozen' (if the observer) or defensive (if the target or 'perpetrator'). How we respond can have an immediate effect on students and the learning environment. Certain practices can increase the likelihood of maintaining a supportive climate. One of these is the **ACTION** communication framework (Cheung, Ganote and Souza, 2016).

### ACTION Framework

**Ask** clarifying questions to assist with understanding intentions.

*"I want to make sure that I understand what you were saying. Were you saying that...?"*

**Come** from curiosity not judgement.

- Listen actively and openly to their response.
- If they disagree with your paraphrase and clarify a different meaning, you could end the conversation. If you suspect they are trying to "cover their tracks," you may consider making a statement about the initial comment to encourage learning.  
*"I'm glad to hear I misunderstood you, because, as you know, such comments can be..."*
- If they agree with your paraphrase, explore their intent behind making the comment.  
*"Can you tell me what you were hoping to communicate with that comment?"*  
*"Can you please help me understand what you meant by that?"*

**Tell** what you observed as problematic in a factual manner.

*"I noticed that . . ."*

**Impact** exploration: ask for, and/or state, the potential impact of such a statement or action on others.

*"What do you think people think when they hear that type of comment?"*

*"As you know, everything speaks. What message do you think such a comment sends?"*

*"What impact do you think that comment could have on ..."*

**Own** your own thoughts and feelings around the impact.

*"When I hear your comment, I think/feel..."*

*"Many people might take that comment to mean..."*

*"In my experience, that comment can perpetuate negative stereotypes and assumptions about... I would like to think that is not your intent."*

**Next** steps: Request appropriate action be taken.

*"Our class is a learning community, and such comments make it difficult for us to focus on learning because people feel offended. So I am going to ask you to refrain from stating your thoughts in that manner in the future. Can you do that please?"*

*"I encourage you to revisit your view on X as we discuss these issues more in class."*

*"I'd appreciate it if you'd consider using a different term because it is inconsistent with our course agreement regarding X..."*

With practice, the ACTION framework can become a tool to organize your thoughts and unpack the micro-aggression in a way that addresses the situation and cools down tension. In this way, we can engage thoughtfully and purposively in strategies that maintain a positive climate that is conducive to learning and at the same time, model the skills needed to respond to micro-aggressions in any context.

## REFERENCE

### Harassment and Victimisation (Equality Act 2010)

**Harassment** related to a protected characteristic is unwanted behaviour which is related to a relevant protected characteristic and which has the purpose or effect of:

- Violating a child, young person's dignity or
- Creating an intimidating, hostile, degrading, humiliating or offensive environment for the child or young person

The word 'unwanted' means 'unwelcome' or 'uninvited'. It is not necessary for the child or young person to say that they object to the behaviour for it to be unwanted.

**Victimisation** is defined in the Equality Act as:

Treating someone badly because they have done a 'protected act' (or because you believe that a person has done or is going to do a protected act).

A protected act is:

- Making a claim or complaint of discrimination (under the Equality Act)
- Helping someone else to make a claim by giving evidence or information
- Making an allegation that you or someone else has breached the Act.
- Doing anything else in connection with the Act.

### Direct and Indirect Discrimination (Equality Act 2010)

**Direct Discrimination** is when you are treated worse than another person or other people because:

- you have a protected characteristic
- someone thinks you have that protected characteristic (known as discrimination by perception)
- you are connected to someone with that protected characteristic (known as discrimination by association)

**Indirect discrimination** happens when there is a policy that applies in the same way for everybody but disadvantages a group of people who share a protected characteristic, and you are disadvantaged as part of this group. If this happens, the person or organisation applying the policy must show that there is a good reason for it.

A 'policy' can include a practice, a rule or an arrangement. It makes no difference whether anyone intended the policy to disadvantage you or not.

## Communities and Families

## Equality, Diversity and Inclusion Action Plan 2020-21

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 at February 2021
<b>1. Representation, recruitment and retention</b> Diversity in the teaching, PSA and youth work workforce	<ul style="list-style-type: none"> <li>include guidance for probationer teachers and mentors re. legal and statutory requirements for race equality and diversity, and rights</li> <li>raise awareness of bias and inequity: Head Teachers, CLD managers – Creative Conversation: Educating for Race Equality (<i>Professional Learning</i>)</li> <li>consultation with staff from groups of interest – experience in the workplace (teacher/PSA/youth workers)</li> <li>raise awareness of mentoring networks for under-represented groups (teacher/PSA/youth workers)</li> <li>identify ways to recognise and support aspiring minority ethnic teachers and youth workers</li> </ul>	Teachers & practitioners GTCS  School leaders  Teachers & practitioners, youth workers  Teachers & practitioners  School leaders, youth work leaders	August 2020  November 2020  December 2020  November 2020  January 2021	<ul style="list-style-type: none"> <li>completed (update in Probationer's handbook)</li> <li>Creative Conversation 1<sup>st</sup> October 2020</li> <li>Ongoing</li> <li>Planned; to take place in March 2021</li> <li>A question about mentoring networks is included in the consultation.</li> </ul>
<b>2. Teaching and Learning</b> Inclusive curriculum BME / black history and culture included: <ul style="list-style-type: none"> <li>in all phases of <b>secondary school</b> education across all disciplines</li> </ul>	<ul style="list-style-type: none"> <li>Deliver <i>Professional Learning</i>: <ul style="list-style-type: none"> <li>Decolonising the Curriculum(secondary)</li> <li>Creating an inclusive curriculum (primary)</li> </ul> </li> </ul>	School leaders, Teachers, Partners Teachers & practitioners	Oct. 20 & Jan. 21 Jan. 21 & Mar. 21	<ul style="list-style-type: none"> <li>Creative Conversation 1<sup>st</sup> October 2020</li> <li>Equalities staff reference group established January 2021, with a focus on the curriculum</li> </ul>

<ul style="list-style-type: none"> <li>• BME / black history and culture across all curricular areas in <b>primary school education</b></li> <li>• through youth work</li> </ul>	<ul style="list-style-type: none"> <li>• Create Inclusive Curriculum resource database</li> <li>• Carry out formal audit of Black History across BGE and Senior Phase</li> <li>• Identify ways to support the teaching and learning of Community/Heritage Languages as L3 (1+2 Language Strategy)</li> <li>• Language Ambassadors Programme and Young Interpreters Scheme: obtain baseline information and agree a target number of participating schools</li> </ul>	<p>Teachers &amp; Practitioners</p> <p>Local Authority</p> <p>Local Authority</p>	<p>August 2020</p> <p>November 2020</p> <p>August 2020</p> <p>November 2020</p>	<ul style="list-style-type: none"> <li>• Completed</li> <li>• See Inclusive Curriculum working group above</li> <li>• Work on resources for L3 ongoing. Longer-term work with SCILT and e-sgoil initiated.</li> </ul>
<p><b>3. Health and Wellbeing</b></p> <p>Anti-bullying. Implementation of revised procedure.</p>	<ul style="list-style-type: none"> <li>• Engagement with Parent Council Locality groups</li> <li>• Professional Learning: Respect for All training for Equality Co-ordinators</li> <li>• Strengthen section of procedure on reporting, investigation and follow-up of incidents, with particular ref. to prejudice-based bullying and racist incidents.</li> <li>• Professional Learning: Follow-up training on recording, prejudiced-based bullying, dealing with racist incidents, hate crime</li> <li>• All schools establish/re-constitute pupil-led Equalities Groups</li> <li>• 3 secondary schools pilot IYS Race Ambassadors programme</li> </ul>	<p>Parents &amp; Carers Partners</p> <p>Learners, Partners, Local Authority</p> <p>School leaders</p> <p>Learners</p> <p>Partners</p>	<p>February 2020</p> <p>March 2020</p> <p>August 2020</p> <p>December 2020</p> <p>December 2020</p> <p>Aug. 2020-June 2021</p>	<ul style="list-style-type: none"> <li>• Completed</li> <li>• 5 of 6 session delivered to March 2020. Online learning modules now available covering same content.</li> <li>• Revised procedure and supplementary guidance on tackling racist incidents issued to schools November 2020.</li> <li>• 4 sessions delivered Nov/Dec. 2020</li> <li>• Guidance to support – issued September 2020.</li> <li>• Initial participating schools: Liberton HS, the Royal High School – in progress.</li> </ul>

Youth Work          Support for transgender young people	<ul style="list-style-type: none"> <li>• Respect for All training for Parents-Carers</li> </ul>	Parents & carers	December 2020	<ul style="list-style-type: none"> <li>• Schools engaging with parents-carers to review local policy. Training to be offered in Spring/Summer term.</li> </ul>
	<ul style="list-style-type: none"> <li>• Professional Learning: Respect for All training for PSAs</li> </ul>	Support staff	June 2021	<ul style="list-style-type: none"> <li>• Delivered to 200+ PSAs on January in-service. Online learning modules available.</li> </ul>
	<ul style="list-style-type: none"> <li>• Analyse recorded bullying incidents data by protected characteristics</li> </ul>	Local Authority, School leaders	Aug. 2020, Jan. & August 2021	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>
	<ul style="list-style-type: none"> <li>• Carry out and analyse equalities survey of Council and third sector youth providers to inform actions.</li> </ul>	Local Authority Youth workers, Partners	March 2020	<ul style="list-style-type: none"> <li>• Completed</li> </ul>
	<ul style="list-style-type: none"> <li>• Deliver training for anti-racist youth work</li> </ul>		March 2021	
	<ul style="list-style-type: none"> <li>• Revise Edinburgh guidance on supporting transgender young people after publication of revised national guidance (<i>publication delayed</i>)</li> </ul>	Teachers & practitioners, Partners	August 2021 ( <i>provisional</i> )	
<b>4. Professional Learning</b> See also Themes 1, 2 and 3.	<ul style="list-style-type: none"> <li>• core (required) Equalities training (online) for all school staff (leadership, teaching and non-teaching), CLD managers and youth workers</li> </ul>	Teachers & practitioners	June 2021	<ul style="list-style-type: none"> <li>• Included in Working Time Agreement for teachers 2020-21.</li> </ul>
	<ul style="list-style-type: none"> <li>• progress development of whole-school Equalities training (Learning &amp; Development)</li> </ul>	Teachers, practitioners	June 2021	
	<ul style="list-style-type: none"> <li>• create database of recommended Equalities training (internal, third sector, other)</li> </ul>	Partners	January 2021	<ul style="list-style-type: none"> <li>• In progress</li> </ul>
<b>5. Adaptation and Renewal</b> Edinburgh Learns for Life	<ul style="list-style-type: none"> <li>• planning for all themes gives due regard to equality including socio-economic</li> </ul>	Local Authority School leaders	June 2020 and ongoing	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>



## APPENDIX 12.6

	disadvantage, sustainability and human rights			
<b>6. Communication</b>	<ul style="list-style-type: none"> <li>• Develop communication strategy <ul style="list-style-type: none"> <li>➢ For young people, by young people</li> <li>➢ Monthly Director Report via SWAY</li> <li>➢ ELATE (Edinburgh Learns Magazine)</li> </ul> </li> </ul>	Local Authority Learners		<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>
<b>7. Self-evaluation</b>	<ul style="list-style-type: none"> <li>• Create and implement a schedule for review of data by Equalities Steering group (incl. ownership) (e.g. attainment, bullying incidents, exclusions, pupil survey, employment)</li> </ul>	Local Authority, School leaders, Partners	October 2020	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>



## Education, Children and Families Committee

**10am, Tuesday, 2 March 2021**

### **Attainment in the Broad General Education, 2019-20 (with 20-21 update)**

**Executive/routine  
Wards  
Council Commitments**

#### **1. Recommendations**

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- 1.1 The Education, Children and Families Committee is asked to:
  - 1.1.1 Note the update regarding the position in educational attainment in Edinburgh schools within the Broad General Education for session 2019-20, and the update regarding the current session.
  - 1.1.2 Note the wide range of strategies that have been deployed to support schools to support pupil attainment and the proposed future actions.
  - 1.1.3 Agree to receive further annual reports on attainment/improvements in performance.
  - 1.1.4 Note the hard work of pupils, staff and parents/carers to support the successful delivery of the Broad General Education as part of the Curriculum for Excellence, in particular during lockdowns caused by Covid-19.

**Andy Gray**

Head of Schools and Lifelong Learning

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## Attainment in the Broad General Education, 2019-20 (with 20-21 update)

### 2. Executive Summary

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- 2.1 This report provides a summary of the analysis of attainment in the Broad General Education (BGE) - (ages 3-15, covering Early Years to S3) for City of Edinburgh's schools for the year 2019-20. It also includes some forecasts for BGE attainment in the current session. The data that is usually used to provide a detailed analysis of attainment in this area is not available for session 2019-20 (this is a national issue) so we have used predicted levels, gathered earlier in each session, to offer a more broad picture of what attainment trends may be evident during this time.
- 2.2 Based on this data, we believe there are signs of a decrease in attainment in literacy and numeracy, which may, in large part, be attributable to the impact of school closures. There may also be a decrease in teachers' confidence when making judgements about pupils' progress, particularly during times of lockdown. The decrease seems to be more significant in numeracy, and more generally in schools with catchment areas which include higher levels of deprivation, and high numbers of pupils with English as an Additional language. It will be essential to measure the impact of closing gaps in learning as young people incrementally return to school. In previous years, in most areas, there have been year-on-year improvements.
- 2.3 A further impact measure, which has been considered, is a summary of Schools' self-evaluation of Quality Indicator 3.2 Raising Attainment and Achievement, as reported in their Standards & Quality Report.
- 2.4 Successes and next steps are also identified in the report.

2

### 3. Background

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- 3.1 For some years now schools have been expected to provide ACEL data for pupils in P1, P3, P7 and S3 by the end of June each session, which then gets uplifted by the Scottish Government. As part of our move to promote more effective monitoring and tracking of pupil progress, in session 2019-20 we began to ask schools to provide us with *predicted* levels earlier in the session – initially, in February 2020, to provide us with teacher predictions of the final levels which each year group would achieve by the end of June 2020. These predictions were not at the individual pupil level but rather aggregated across each year group.
- 3.2 The Scottish Government decided that ACEL data would no longer be required for session 2019-20 due to the closure of schools and undue pressure this would place on learners and staff during a period of remote learning. There is therefore no available analysis of national ACEL data for session 2019-20, nor any analysis for local authorities.

- 3.3 This means that we have no concrete ACEL data which can be analysed in the usual way to identify trends in attainment for session 2019-20. We have instead made use of the predicted grades. Clearly any analysis of this data must be treated with caution.
- 3.4 We have continued to ask schools to submit predicted grades this session, with the first set of data being given in November 2020. We have included analysis of this data in this report, although again the data must be treated with caution. It must be noted that for both sessions, schools submitted data without knowing that schools were about to enter an extended period of closure.
- 3.5 As far as we are aware, Scottish Government do expect ACEL data to be submitted at the end of this session (June 2021). Based on this data, we will report fully on attainment for session 2020-21 later this year.
- 3.6 Schools have had to respond rapidly to the need to change their practice as a result of the Covid-19 pandemic. This has led to senior leaders, and their staff teams, adapting to models of learning, teaching and assessment which have supported learners remotely during school closures as well as blended learning. Upon pupils' return to school in August, assessments of literacy and numeracy skills were undertaken to ascertain pupils' levels of attainment and crucially to identify gaps in learning which may have arisen since the national school closures on 22 March 2020. During the time between August and December, a significant number of pupils were required to self-isolate, requiring schools to provide a model of Blended Learning, returning to a model of Remote learning, for most pupils, in January 2021. Pupils who were attending school (key workers and those meeting vulnerable criteria) have experienced a parity of experience to their peers learning at home.
- 3.7 Schools have been fully committed to ensuring continuity of learning throughout these changes in models of attendance and to supporting learners to close identified gaps. This has created the need for many challenges to be addressed, and overcome, including an increased need for digital provision and an acceleration of skills development across the teaching workforce. These areas are also covered in the report.

## 4. Main report

### 4.1 Standards & Quality Reporting

Schools are asked each session to report on the impact of their improvement plan, which includes self-evaluation of the key Quality Indicators from the Education Scotland document "How Good is our School?" 4<sup>th</sup> Edition. (HGIOS?4) <sup>3</sup>

Below is a three-year analysis of schools' average indicator values for Quality Indicator 3.2 Raising Attainment & Achievement.:

	Primary	Secondary	Special
2017-18	3.67	3.96	3.64
2018-19	3.90	3.87	3.36
2019-20	3.88	3.96	3.36

This is based on the six-point scale as defined in HGIOS? 4 which can be found through the following link:- <https://education.gov.scot/Documents/6-standards.pdf>.

This can be further broken down as follows for session 2019-20:

Sector	QI Value 5 (very good)	QI Value 4 (Good)	QI Value 3 (Satisfactory)	QI Value 2 (weak)
Primary	10	58	19	2

Secondary	5	13	4	1
Special	0	5	5	1

## 4.2 School Renewal Planning

Schools aim to sustain or improve these indicator values through improvement planning. The current context has created the need for this to include approaches to renewal, as well as improvement. A central focus in school renewal planning is to ensure that all schools have an assessment strategy to ensure that reliable assessment of pupils' progress has continued throughout the changes to the provision of teaching and learning. This includes planned moderation activity which ensures rigour in teachers' judgements about pupils' progress. Central to this strategy is to ensure attainment is raised for all learners, through equitable access to high quality teaching and learning, including learners experiencing poverty-related barriers to learning.

Schools were asked to:

- Review their curriculum rationale to reflect their current context.
- Identify strategies to improve learning, teaching & assessment whether learning in school or at home. (Contingency plans for Remote/Blended Learning)
- Further develop their Digital Strategy including the provision, and deployment, of devices, supported by Pupil Equity Funding where appropriate.
- Address any gaps in learning, including through the effective deployment of the Closing the Gap Workforce

**4.3 The Edinburgh Learns Assessment & Moderation Draft Framework (Appendix 1)** provides schools with guidance about what, how and when to assess learners' progress and supports schools in developing their Assessment Strategy within the BGE.

## 4.4 Assessing Learners' Progress- Closing the Gap

Schools were asked to consider the following key questions when assessing any gaps in young people's learning:

- 4.4.1 What were the attainment levels of pupils before school closures?
- 4.4.2 What was their expected progress? (February Attainment Predictions used as a baseline)
- 4.4.3 What is my approach to assessment of pupils' progress? Are Assessment for Learning strategies central to this approach?
- 4.4.4 What are the gaps in learning for Health, Wellbeing & Resilience, Literacy and Numeracy?
- 4.4.5 What is my strategy to ensure pupils catch up on learning?

Teachers, who know their learners best, have planned programmes of learning which, whilst focusing on the areas above, have provided meaningful contexts for learning, adopting creative approaches which motivate and engage learners, while ensuring adherence to Health & Safety measures. Updated guidance detailing the features of effective assessment has been provided to schools in the Assessing Learners Progress Guidance issued in August (Appendix 2).

## 4.5 Closing the Gap Workforce

Scottish Government has provided funding for additional staffing as follows: 58 Primary, 48 Secondary and 11 Special School staff. In Primary schools, 23 teachers have been deployed, on a Cluster basis, since August, with a further 23 deployed from 16 November 2020. Within the Secondary allocation, 23 teachers have been allocated (1 per school), 10 teachers have been deployed to the central Digital Taskforce and 11 pupil support officers appointed to provide home-link support. 14 Pupil Support Officers are appointed to work within Wellbeing bases. The role of this additional workforce includes:

- 4.5.1 supporting young people who may have suffered a loss of learning during lockdown
- 4.5.2 supporting young people who are self-isolating
- 4.5.3 supporting small groups of learners who need more intense support
- 4.5.4 covering classes for teachers who are self-isolating
- 4.5.5 responding to any local outbreaks of the virus, which could necessitate implementation of contingency plans for blended learning, including digital provision e.g. on-line & live teaching and prevent school closures

Head Teachers make local decisions about the effective deployment of these additional teachers, to ensure learners' needs are supported in an equitable way. A DHT has been appointed to oversee the strategic plan for the continued deployment of this workforce, including ensuring engagement in high quality professional learning, delivered by the Edinburgh Learns Teaching and Learning Team. This approach is designed to ensure that this workforce is highly skilled in supporting gaps in learning, including for those who are amongst our most vulnerable young people.

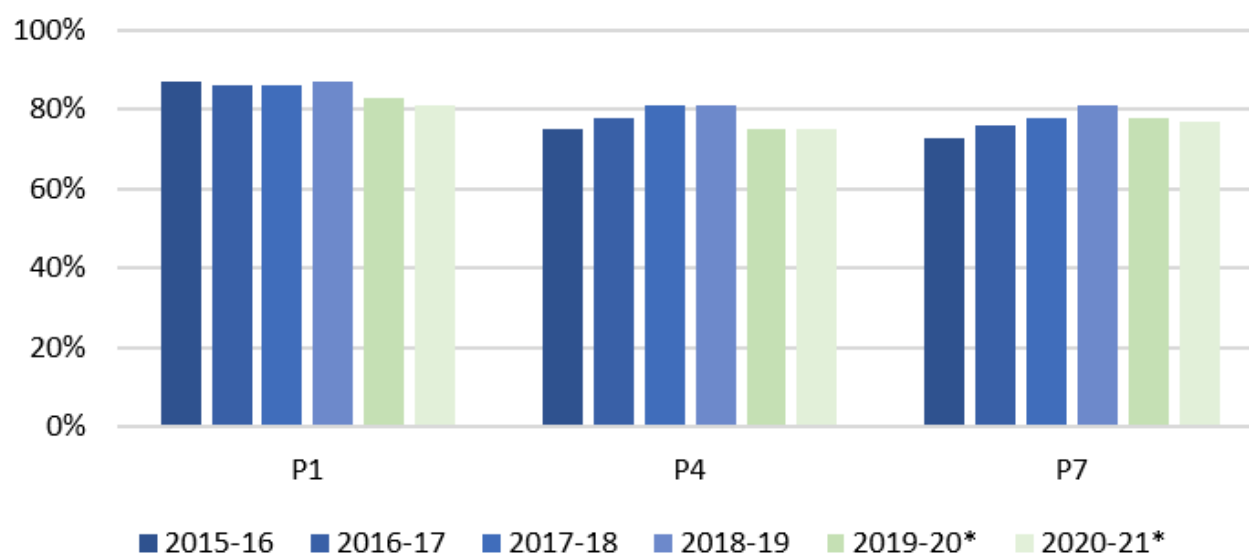
#### **4.6 Tracking and Monitoring of Learners' Engagement (Remote/Blended Learning)**

Guidance issued requires schools to implement a system which tracks the engagement of young people in their learning to ensure continuity and progression. This is in addition to systems in place to track pupils' attainment levels.

#### **4.7 Tracking and Monitoring:- Predicted Attainment of Curriculum for Excellence levels (ACEL)**

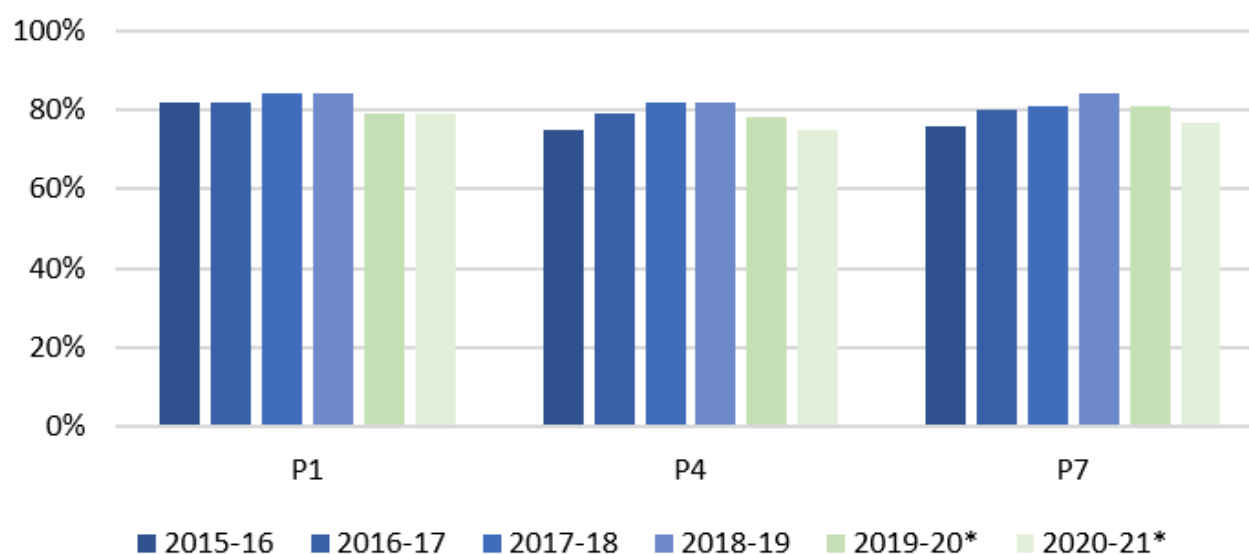
- 4.7.1 Schools were asked to submit predicted levels of attainment for P1, P4, P7 & S3 (Early to Fourth Level) at the end of February and November, 2020 for Literacy (Reading, Writing, Listening & Talking) and Numeracy & Mathematics. This provided schools with a data set they could use to target support to learners to help them achieve expected levels and close identified gaps.
- 4.7.2 At Local Authority level, this data has been used to inform the model of proportionate support provided to priority schools, including targeted professional learning.
- 4.7.3 Examples of good practice (Strategies for Raising Attainment) have been shared through Head Teacher weekly briefings and online.
- 4.7.4 Caution must be exercised when analysing the data for 2019-20 and 2020-21. These were submitted as predictions, not final figures. Also, due to the way in which the data was gathered, these figures have had to be averaged across all schools rather than across all pupils. We are however satisfied that the data are useful for identifying possible areas of concern, in the absence of any other available measures.
- 4.7.5 Again, because of the way in which data was gathered, it is not possible to provide an analysis of attainment by Scottish Index of Multiple Deprivation (SIMD) quintiles, as is our usual practice.

**Chart 1.1 - Numeracy (includes predicted grades 2019-20 and 2020-21)**



Numeracy	2015-16	2016-17	2017-18	2018-19	2019-20*	2020-21*
P1	87%	86%	86%	87%	83%	81%
P4	75%	78%	81%	81%	75%	75%
P7	73%	76%	78%	81%	78%	77%

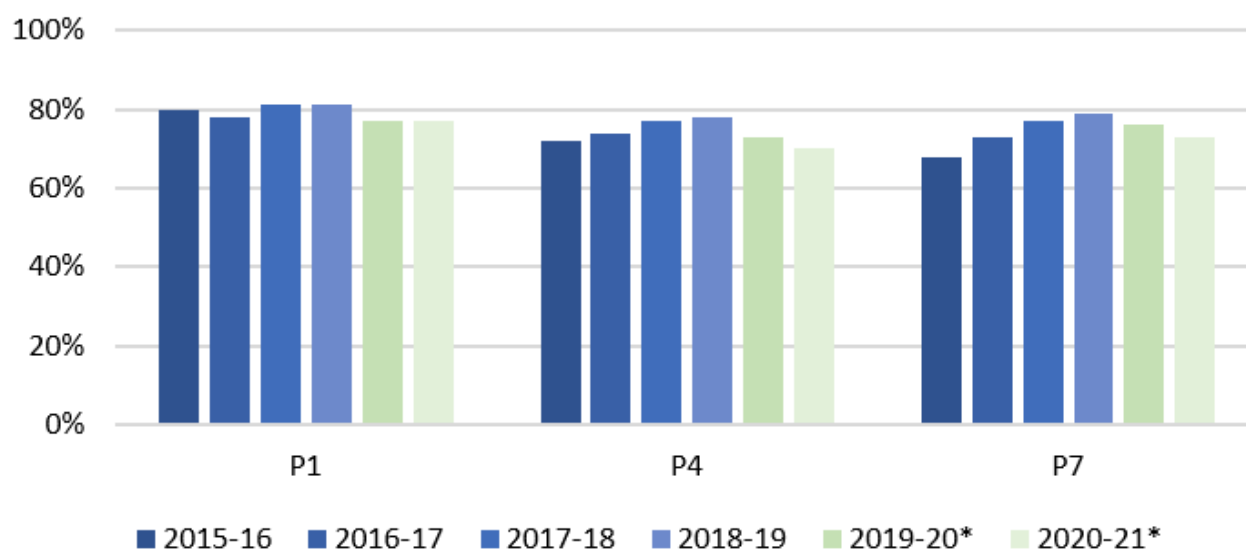
**Chart 1.2 – Literacy: Reading (includes predicted grades 2019-20 and 2020-21)**



Reading	2015-16	2016-17	2017-18	2018-19	2019-20*	2020-21*
P1	82%	82%	84%	84%	79%	79%
P4	75%	79%	82%	82%	78%	75%
P7	76%	80%	81%	84%	81%	77%

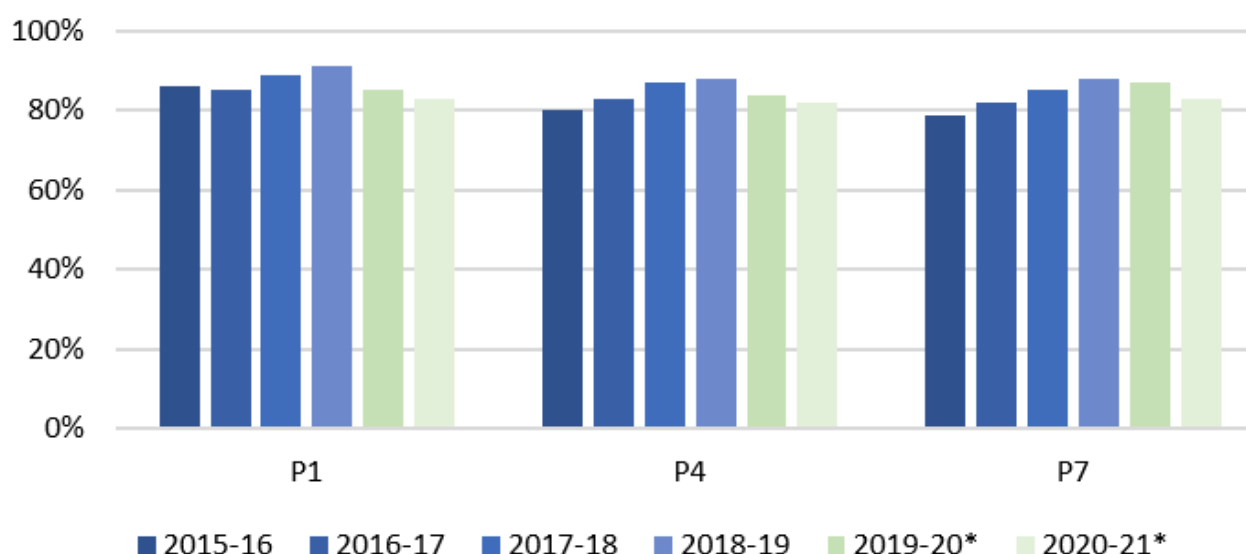


**Chart 1.3 – Literacy: Writing (includes predicted grades 2019-20 and 2020-21)**



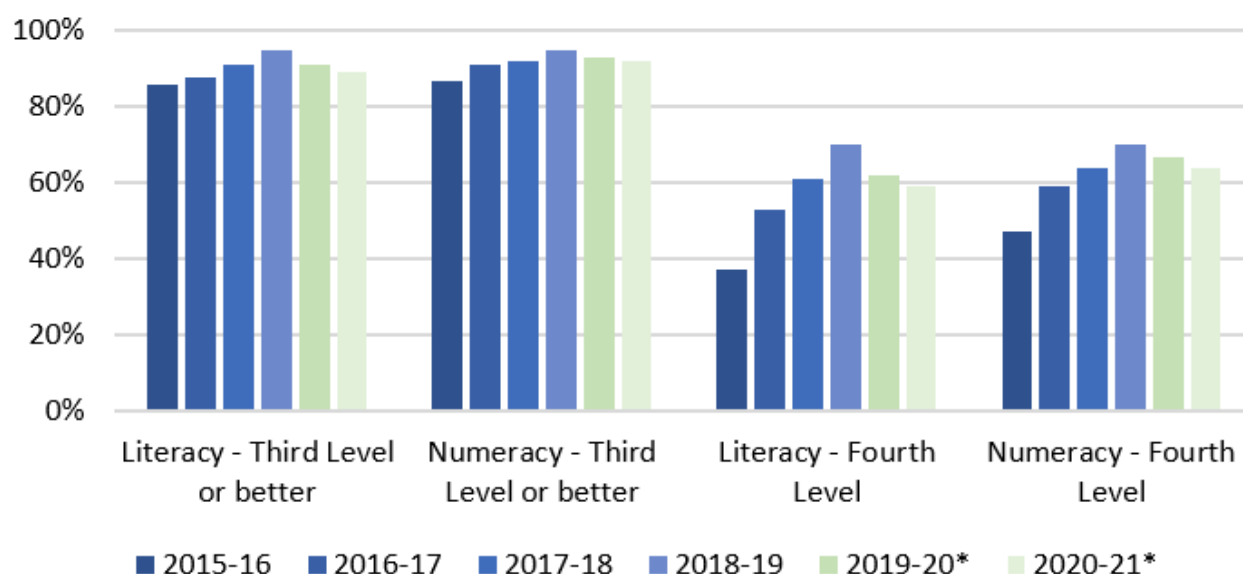
Writing	2015-16	2016-17	2017-18	2018-19	2019-20*	2020-21*
P1	80%	78%	81%	81%	77%	77%
P4	72%	74%	77%	78%	73%	70%
P7	68%	73%	77%	79%	76%	73%

**Chart 1.4 – Literacy: Listening & Talking (includes predicted grades 2019-20 and 2020-21)**



L&T	2015-16	2016-17	2017-18	2018-19	2019-20*	2020-21*
P1	86%	85%	89%	91%	85%	83%
P4	80%	83%	87%	88%	84%	82%
P7	79%	82%	85%	88%	87%	83%

**Chart 1.5 – S3 Numeracy and Literacy (includes predicted grades 2019-20 and 2020-21)**



S3 ACEL	2015-16	2016-17	2017-18	2018-19	2019-20*	2020-21*
Literacy - Third Level or better	86%	88%	91%	95%	91%	89%
Numeracy - Third Level or better	87%	91%	92%	95%	93%	92%
Literacy - Fourth Level	37%	53%	61%	70%	62%	59%
Numeracy - Fourth Level	47%	59%	64%	70%	67%	64%

#### 4.8 A cautious analysis of the data suggests the following:

- 4.8.1 According to the predicted levels in 2019-20 and 2020-21, drops in levels were expected across all levels, typically of around 5 or 6 percentage points.
- 4.8.2 It may be that teachers were reluctant in these initial predictions, to be seen to overpredict levels and so these predictions may have been generally conservative. Teachers may well have felt more confident reporting higher attainment levels when final submissions were made in June. This may also account for lower predictions in November 2020 (i.e. this data comes from earlier in the school year than was the case for the February 2020 figures).
- 4.8.3 However we also have to accept that anticipated progress from February to June 2020 may well not have happened due to school closures from March. The same concern applies to progression for 2020-21, which may now be affected by school closures from January 2021 to time of writing.
- 4.8.4 Head Teachers do report that teachers' confidence levels have decreased during periods of school closure, both in terms of the planning and delivery of remote/blended learning and in the assessment of pupils' progress.
- 4.8.5 At school level, the most significant decreasing trends in primary schools are evident in areas of high deprivation and where schools have a higher number of young people who have English as an additional language.

#### 4.9 Key strengths

- 4.9.1 Staff teams, across CEC schools, have shown great adaptability and an accelerated pace of skills development in order to continue to deliver high quality teaching and learning.
- 4.9.2 In order to support teachers to make valid and reliable assessments of progress through CfE levels, we have reviewed Page 142 for Assessment & Moderation to ensure greater rigour in teachers' judgements about pupils' progress. This has included a

- recorded professional learning offer, delivered by the Edinburgh Learns Teaching and Learning team (*Engagement with the Benchmarks to Support Achievement of a Level*) which can be accessed virtually by teachers on a flexible basis.
- 4.9.3 During Session 2019-20, Assessment and Moderation activity has been extended across the SEIC in Numeracy & Mathematics and more recently extended to include the Senior Phase. This is to support the moderation of pupils' progress in advance of the submission of proposed grades to the SQA.
  - 4.9.4 The Edinburgh Learns Teaching and Learning Team has adapted their professional learning offer, delivering on the 4 key aspects of the "Charter": differentiation; formative assessment; and skills & leadership of learning, so that this can be delivered virtually. This is to retain the focus on the core aspects of high quality learning and teaching to improve the universal offer for all pupils.
  - 4.9.5 The Edinburgh Learns Teaching and Learning Team includes a Development Officer who delivers high quality CLPL in Numeracy. Participation rates are high for this offer, including for more targeted support with Scottish Attainment Challenge Schools.
  - 4.9.6 Throughout 2019-20 there has been an increased uptake in the implementation of the council's EdICT Tracking and Monitoring System. This has enhanced tracking and monitoring and established greater consistency of approach across schools.
  - 4.9.7 The collection of attainment predictions, commencing February 2020, has provided schools with data to continue to track pupils' attainment. These also provided the LA with an overall attainment position, allowing for proportionate support to be extended to priority schools. This has been highly valuable in the absence of CfE levels which would normally be collected by Scottish Government.
  - 4.9.8 The establishment of the Closing the Gap workforce has helped to support the aim of supporting learners with gaps in learning, as a result of school closures/the need to self-isolate. Head Teachers are empowered to deploy these members of staff, where they are needed most across each school (Secondary & Special Schools) and across Clusters (Primary Schools).
  - 4.9.9 During the second period of school closures (January to present time of writing), there has been a greatly increased emphasis, and impact, on approaches to the tracking of learner engagement, to ensure progression in learning.

## 5. Next Steps

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- 5.1 An audit of Digital and Remote/Blended Learning provision will be undertaken by the Edinburgh Learns Quality Improvement Board. This will include the creation of a checklist of effective practice, meeting the Education Scotland document *Learners' Entitlements for Remote Learning* (published 08/01/21). Schools will be provided with support to ensure these entitlements are met.
- 5.2 We will continue to consult with Head Teachers to gather further examples of effective Blended Learning models. These will be quality-assured against the Education Scotland entitlements and shared online and through Head Teachers' peer-to-peer briefings. This will be supplemented by the ongoing development of local, and national, remote learning resources.
- 5.3 The next set of BGE attainment prediction data will be collected as at the end of March 2021. Trends will be analysed by the Quality Improvement Team using November predictions as a baseline. Proportionate support will be provided to priority schools to support their Closing the Gap strategy, including signposting to professional learning provided by the Edinburgh Learns Teaching and Learning Team.
- 5.4 To continue to implement effective strategies to ensure that gaps in learning, as a result of school closure or the need to self-isolate, are reduced.
- 5.5 To share attainment prediction data, at cluster level, to ensure consistent approaches and continuity in learning, including transitions from P7 to S1.

- 5.6 To ensure effective approaches to Assessment and Moderation are in place at all levels to enable staff to make reliable, professional judgements of progress through CfE levels and report these confidently to parents.
- 5.7 To ensure effective arrangements are in place to track and monitor progress through the Broad General Education, This includes the consideration of moving to a universal cloud-based system across all CEC schools in consultation with Head Teachers.
- 5.8 To continue to focus on improving outcomes for the most disadvantaged pupils, in particular Care Experienced Young People and Young Carers.
- 5.9 To support schools to ensure Quality Indicator 3.2 Raising Attainment & Achievement is evaluated (self-evaluation or external scrutiny) as a 4 (Good) or better).
- 5.10 To support schools with medium and long-term planning to ensure that our children and young people are able to achieve to their fullest potential, reversing any adverse effects due to the Covid-19 pandemic. We accept that this will take time and must be done sensitively with a focus on the health and wellbeing of our schools and communities.

## **6. Financial impact**

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- 6.1 There are no financial implications contained in this report.

## **7. Stakeholder/Community Impact**

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- 7.1

## **8. Background reading/external references**

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## **9. Appendices**

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- 9.1 Appendix 1 Edinburgh Learns Assessment Moderation Framework Final March 2020
- 9.2 Appendix 2 Assessing Learners' Progress

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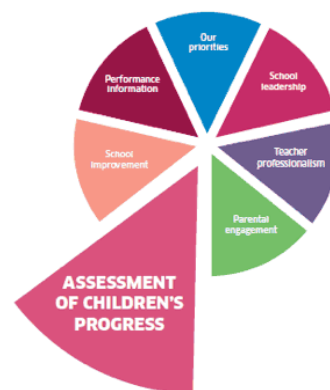
# Edinburgh Learns

## BGE Assessment & Moderation Framework



*Our Goal:-*

*The Best Teaching and Learning for Every Learner*



# Contents

1. Aims & Rationale
2. What are the purposes and principles of assessment?
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4. Reporting on progress and achievement
5. Moderation as a Key Strategic Action
6. Tracking Learners' Progress
7. Proposed Support and Actions

Appendix 1- Guidance on the Administration of SNSAs

Appendix 2- How to set up your Assessment & Moderation Strategy

Appendix 3 – Quality Calendar for Tracking and Monitoring

## Aims & Rationale

Our goal is for all Edinburgh's children to thrive and take their place as highly skilled workers in a world-class city. To achieve this, they must develop excellent skills for learning, life and work, regardless of socio-economic barriers. It is a vision that is both ambitious and inclusive.

The City of Edinburgh Council is committed to the delivery of a high-quality education service for all children and young people, and to working in partnership with parents and communities. A culture of continuous improvement underpins improvement activity and is the responsibility of all staff working within schools and centres, supported by the Quality Improvement Service.

It is the aim of every teacher and early years practitioner to deliver high quality teaching, learning and assessment. It is the single most important feature of the reflective practitioner and the aspect that is kept under constant review as staff strive to improve skills. This includes effective use of assessment, planning, tracking and monitoring of learners' progress.

## Excellence in Learning, Teaching and Assessment

Guidance from Education Scotland (How Good is our School?4, How Good is our Early Learning and Childcare, and How Good is Our School) clearly describes the key features of learning and teaching that should be visible in classes and playrooms.

To establish excellence across City of Edinburgh, the following Quality Indicator and key themes have been used to inform the guidance within the Assessment and Moderation Framework, with particular focus on the themes of **Effective use of Assessment and Planning, Tracking and Monitoring**. You may find the Features of Highly Effective Practice & Challenge Questions helpful in supporting self-evaluation of these aspects of practice.

### Quality Indicator 2.3, Learning, Teaching and Assessment

- Learning and engagement
- Quality of teaching (HGIOS?4) or interactions (HGIOELC)
- **Effective use of assessment**
- **Planning, tracking and monitoring**

## Edinburgh Learns: A Strategy to Raise Attainment for All

This framework is also informed by the Edinburgh Learns Improving Quality in Learning (August 2018) & Teaching and Learning (October 2018) frameworks.

## What Really Matters?

Your analysis and intervention to help every learner make the best possible progress, based on a range of evidence.

## What are the purposes and principles of assessment?

### Why do we assess?

- to involve, engage and support young people in their learning
- to ensure progression in learning is in line with expectations that are appropriate to the learner



- to summarise and share progress with the learner and parent/carer
- to plan appropriate next steps in learning which meet individual learner's needs and identify how to get there
- to ensure learners receive appropriate support and challenge in learning

## What do we assess?

- Ethos and life of the school as a community
- Curriculum areas and subjects
- Interdisciplinary learning and opportunities for personal achievement.

Assessment will focus on the application of standards and expectations of each learner's progress and achievement in:

- Knowledge and understanding
- Skills
- Attributes and capabilities
- The Broad General Education up to, and including, Curriculum for Excellence Fourth Level.

## When should we assess learners' progress?

- As part of ongoing learning and teaching

Effective ongoing assessment is about establishing where young people are in their learning. Teachers do this by observing learners, looking at what they say, write, make and do and by considering how they answer questions. It is important to use this evidence to provide useful feedback, adapting learning and teaching approaches to meet learners' needs.

- Periodically (from time to time)

From time to time, teachers need to take stock of learners' progress in order to be able to plan ahead and to record, and report, on progress. This is vital in ensuring that learners' progress is on track and that action is being taken to address any problems at the earliest point. This relates to broad standards and expectations, for example deciding whether a Curriculum for Excellence level has been achieved and involves evaluating a range of evidence over time. It can be carried out in a number of ways, weighing up all relevant evidence, taking account of breadth, challenge and application of learning, through the creation of high quality assessments.

- At Transitions

Well-planned and effective transition arrangements are fundamental to maintaining young people's progression within Curriculum for Excellence.

## How do we plan for learning, teaching and assessment?

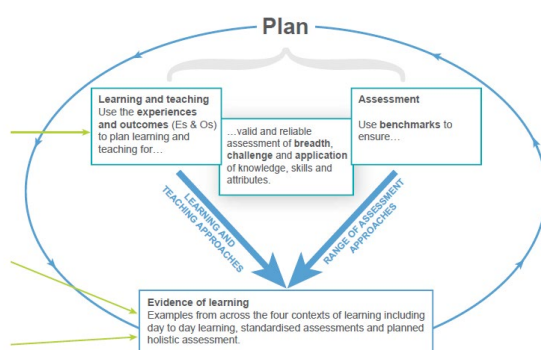
Teachers use two key resources which teachers to plan learning, teaching and assessment:



- Experiences and outcomes (with CEC Progression Pathways to provide detail)
- Benchmarks – to provide guidance on the standard against which to assess

## Ensure:

- Collegiate planning to ensure shared understanding of standards, expectations and pedagogy
- Breadth, challenge and application in planned learning experiences
- Personalisation and choice to meet the needs of individuals
- Challenge
- A range of evidence of approaches and evidence to provide rigour in professional judgements.
- No significant gaps in learning which could impede progress when learners are progressing through a level.



Each school will continue to declare Curriculum for Excellence Levels achieved in Literacy (Reading, Writing, Listening/Talking) and Numeracy. These will be collected centrally and reported to Scottish Government, at the end of each session. In addition, we will gather data predictions for the following:-

- **P1, 4, 7 & S3 (3<sup>rd</sup> level or better, 4<sup>th</sup> level or better) % of Learners On-Track/Not on Track for Reading, Writing, Listening & Talking and Numeracy**

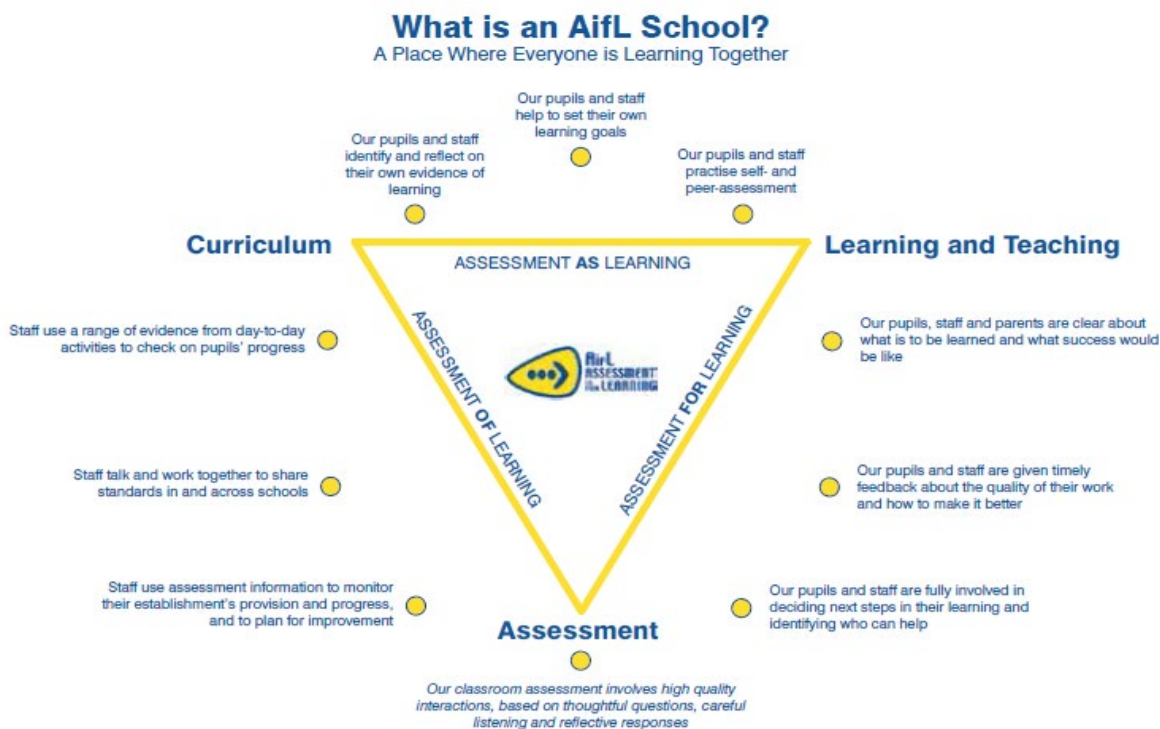
Using either:-

- **The EDICT Export Summary Data function or**
- **By completing an Excel Spreadsheet, which will be provided to schools who are not yet using EDICT.**

Each Session, you will be asked to submit your predictions by the end of :-

- **November and March with finalised levels being entered into Seemis by the end of May**
- **Please ensure that provision for this activity is considered within your Working Time Agreement Negotiations**

**What range of assessment approaches can I use to assess progress and inform next steps?**



### **Formative Assessment for Learning**

Within Schools: clear, agreed expectation of the key features of highly effective practice which should include:

- A positive, supportive ethos, in which the 'story' of each learner, particularly those living in poverty or who are care experienced, is taken into consideration
- Structured, well-paced lessons, which include starter and plenary
- Clear learning intentions and co-constructed success criteria
- Planned opportunities for quality individual, paired and collaborative group work
- Opportunities for children and young people to discuss and evaluate their learning, and 'lead the learning'

- Effective use of formative assessment approaches, particularly skilled use of questioning and feedback; and summative assessment
- Assessment as an integral part of learning and teaching used effectively to plan high quality learning experiences for all children and young people

Within ELC centres: clear, agreed expectation of the key features of highly effective practice which should include:

- An environment where children are actively involved in learning through spontaneous play opportunities, well planned, purposeful play and through relevant real-life experiences
- An environment built on positive, nurturing and appropriately challenging relationships
- Children being listened to and encouraged to talk about their learning and achievements
- Observations that take place naturally during everyday activities and interactions
- Practitioners making sound judgements about children's progress and responding quickly to ensure learning opportunities meet the needs of individuals
- Assessment as an integral part of the learning and teaching and is used effectively to plan high quality learning experiences for all children

Providing high quality learning and teaching supports better outcomes for all children and young people but particularly for those from disadvantaged backgrounds. Formative assessment (or Assessment for Learning) approaches are part of high quality learning and teaching. We also know that high quality feedback supported by quality dialogue helps learners develop an understanding of their learning and what they need to do to progress.

### ***Summative assessment***

Summative assessment is assessment which evidences progress. Say, write, make and do assessment activities can all be forms of summative assessment. Summative assessment is often used to evaluate learning at the end of a topic or unit by comparing performance against a standard or benchmark.

Summative assessment may include:

- Observing learner performance at a defined point in their learning
- Specifically designed assessment tasks
- Tests and examinations
- Assessment of Completion of a project
- Portfolio review
- Demonstration
- Composition
- End of unit/topic assessment
- Standardised assessments

### ***High Quality Holistic assessment***

Holistic assessment is an approach which bundles Experiences and Outcomes together into a well-designed assessment task to support evaluation of learner progress. The selected Experiences and Outcomes should link concepts appropriately. This efficient approach is beginning to be used more

widely in schools and centres. Holistic assessment is an example of a type of summative assessment.

Key features of holistic assessments are that they:

- Require the learner to draw on learning from a range of Experiences and Outcomes across different organisers at the appropriate level (BREADTH)
- Promote higher-order thinking skills such as analysing, creating and evaluating (CHALLENGE)
- Demonstrate application of learning in new and unfamiliar situations (APPLICATION)
- Are efficient and tackle bureaucracy

### **Standardised assessment**

The purposes of standardised assessments are:

- To provide diagnostic information for practitioners to inform the planning of next steps in learning
- To inform practitioners' judgements about a child's progress, strengths and develop needs
- To provide a benchmark of a child's learning against a standardised score
- To produce a snapshot of a learner's achievements at a point in time

Within City of Edinburgh Council, every child in P1, P4, P7 and S3 undertakes national standardised assessments covering aspects of reading, writing and working with numbers. The assessments are designed to measure a portion of the Curriculum for Excellence curriculum in Literacy and Numeracy and are adaptive. Assessments are completed on line and automatically marked by the system, giving practitioners immediate feedback to inform learners' progress. It is essential that the right conditions for engagement are created in order that each learner can engage in a positive and equitable manner.

**Schools can decide when is best for their learners to engage in these assessments, providing they have a sound rationale for doing so. This should be specified in the school's overall Assessment Policy.**

Further information can be found in the Scottish Government document 'Assessing Children's Progress: A Guide for Parents and Carers':

<https://www.education.gov.scot/parentzone/Documents/parent-leaflet-assessing-progress.pdf>

As standardised assessments are a 'one-off' event, careful consideration needs to be given to the extent to which the results reflect the ongoing assessment of a learner's progress. It is essential to remember that aspect of assessment is a small piece of a much larger range of evidence upon which practitioners will make professional judgements.

Once data is gathered, staff should consider the following:

- What are the reasons for the performance?
- How closely do the results reflect expectation based on classwork and formative assessment?
- Have some learners exceeded expectation? Does pace/level of challenge need to be increased for this group of learners?
- Have some learners performed less well than expected? What action needs to be taken? Is further support required?
- Have any patterns emerged across the cohort which may support planning for next steps for larger groups or individuals?

- Schools may also choose to use standardised assessments at other stages to allow them to track learners' progress, plan and measure the impact of interventions, etc.

**Operational Guidance on Administering the SNSAs can be found at Appendix 2 of this document.**

### **Think about ...**

- To what extent is there a balance in the types of assessment being used to support learning?
- What evidence have you gathered that may be considered Formative assessment? Summative assessment?
- Have you created and used any holistic assessment tasks with your learners? What evidence did they provide?
- How will you use standardised assessment data to inform teacher professional judgement?
- What range of assessment is being used to gather evidence of progress? How will you use gathered assessment evidence to plan a learner's next steps?

### **Reporting on progress and achievement**

Reporting has two main purposes: it should provide clear, positive and constructive feedback about young people's learning and progress looking back on what has been achieved against standards and expectations; it creates an agenda for discussions between learners and those teaching and supporting them about their next steps in learning. Learners should be encouraged and supported to be involved in deciding what evidence may be drawn upon to inform reporting, irrespective of where the learning takes place.

### **What language should be used to report on progress within a level? (Primary)**

- W Working within the level:** a few of the experiences and outcomes achieved
- P Progressing within the Level:** around half of the appropriate range of experiences and outcomes achieved
- A Achieving the Level:** a significant number of experiences and outcomes achieved within the working level

**Within Secondary Schools, schools who have implemented EDICT are using only:-**

- W Working in the level:** a few of the experiences and outcomes achieved
- P Progressing in the Level:** around half of the appropriate range of experiences and outcomes achieved

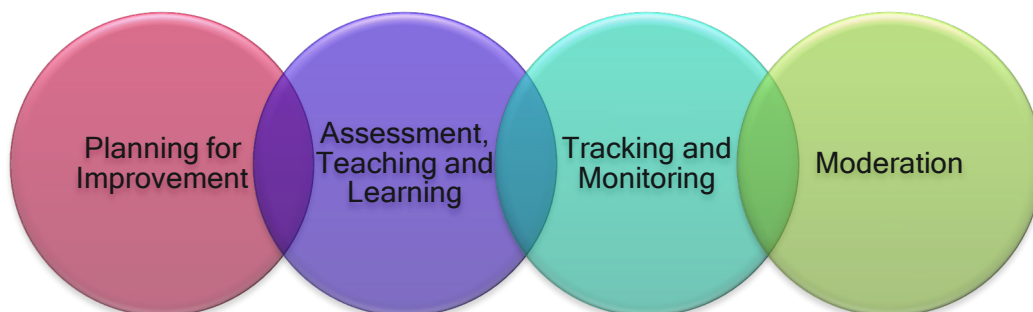
## How do our schools track progress?

We need to track the progress of our learners to:

- support our teacher judgement decision for achievement of a level
- inform next steps (particularly at key points of transition)
- help us report to parents & carers
- know whether learners are on track (particularly with literacy and numeracy)
- identify those who are not on track and plan interventions to support their progress
- specifically consider learners through equity (eg SIMD 1 and 2, FMR, care-experienced, ethnicity, disability, young carers, EAL), removing potential barriers to learning, including this which are poverty-related.
- Ensure that we can evidence the attainment of individual learners, cohorts of learners over time, at a glance. This should also support analysis of whole-school attainment trends over time.

City of Edinburgh have developed an electronic tracking system (EDICT) for Primary and Secondary sectors to ensure rigorous approaches to tracking and monitoring of pupils' progress and attainment trends over time.

## Key Strategic Actions



## Moderation as a key strategic action

**Moderation takes place at local, regional and national levels, including:**

- Teachers and practitioners at the same curriculum level
- Across a school or setting
- Across a group of schools/settings
- Within local authorities
- Through regional groups
- Via national groups

**Moderation is most effective when:**

- It is built on a culture of professional dialogue, support and risk-taking

- The process is planned, resourced and reviewed
- Learning about the process is recorded for wider application across the school
- There is a facilitator or co-ordinator
- It is fully supported by school leadership teams

### **Moderation consists of six phases:**

1. Planning for moderation
2. Clarifying and extending practitioner knowledge of curriculum content; learning, teaching and assessment processes
3. Collecting evidence of learning
4. Analysing the evidence
5. Interpreting and sharing evidence
6. Continuing and reviewing moderation processes

In City of Edinburgh, QAMSOs will support the local authority Assessment Coordinator and Learning, Teaching and Assessment Leads in professional learning focused on Moderation practice. This can be at schools, centres, cluster, locality or practitioner levels. The local authority will also provide advice on, and professional learning, how best to engage with the Curriculum for Excellence Benchmarks, on types of moderation activity to fit different learning needs and contexts and continue to provide support for Moderation using trained staff.

Assessment approaches should be fit for purpose. Your school's assessment strategy should ensure approaches are valid, reliable and proportionate. (See Appendix 5 for Example Template)

Professional judgements about the progress of learners should be based on a variety of approaches considering a range of evidence. In designing learning discussions, tasks and activities consider the following questions:

- Is the assessment experience directly linked to the experiences & outcomes and benchmarks?
- What sources of evidence will we use?
- How will we remove barriers to learning and achievement? Do the conditions for engagement and resources remove poverty-related barriers and ensure equity for all learners?
- Are learners clear about what they need to do?
- How will we share, discuss and agree expectations with learners?
- How will we share expectations with colleagues and others involved in assessment?

### **Roles & Responsibilities**

The following states the core responsibilities of practitioners within schools, and the Education Authority towards ensuring effective assessment and moderation:

The Local Authority will:



- Provide guidance to schools in line with National Policy and research.
- Provide an electronic tracking system for each school.
- Provide professional learning for QAMSOs and ensure links with professional associations.
- Provide a suite of resources to support cluster, school and faculty moderation activities stored on Sharepoint.
- Regularly review the CEC Assessment and Moderation Framework document (BGE).
- Provide professional learning for Senior Leaders, identified Cluster Assessment, Literacy and Numeracy Coordinators, and other interested practitioners, on how to support and facilitate the delivery of high quality professional learning on moderation, working collaboratively with the Edinburgh Learns Teaching and Learning Team (three inputs per school session).

Schools will:

- Ensure two cluster CAT sessions in the year are opportunities for staff (primary and secondary) to engage in activities to support the moderation of Literacy and Numeracy and that this is fully considered in discussions around working time agreements.
- Ensure provision is considered for identified practitioners to attend the Local Authority professional learning sessions on Moderation, in discussions around working time agreements.
- Be able to seek and obtain support from trained staff for their Cluster CAT moderation sessions as necessary.
- Encourage and enable all staff to increase their engagement with the Benchmarks to support planning of learning, teaching and assessment and support their own professional judgements on achievement of a level.
- Encourage all staff to increase their engagement with the Benchmarks to achieve a shared understanding of national standards.
- Provide time for professional dialogue and collegiate working to plan for learning, teaching and assessment, as appropriate.
- Ensure appropriate arrangements are in place to support the delivery of SNSAs
- Discuss arrangements for the delivery of SNSAs with Parent Councils.
- All parents and carers should be provided with information about the planned arrangements for SNSAs within their child's school. School websites and handbooks should be updated to include this information.
- Maintain an electronic tracking system to track and monitor pupils' progress and attainment trends over time.
- Report to parents & carers about their children's progress using plain language, clearly understood by all stakeholders.

Teachers will:

- Use Curriculum for Excellence Experiences & Outcomes when planning teaching, learning experiences. Assessment experiences for pupils should also be planned at this point supported through engagement with the Benchmarks.
- Use a range of approaches to assessment:- formative, summative, holistic, standardised.
- Ensure a focus on breadth, challenge and application.



- Use assessment information to inform next steps in learning and teaching to ensure appropriate support and challenge for learners.
- Gather evidence of learners' progress from a range of sources across the four contexts for learning:- the ethos and life of the school as a community, curriculum areas and subjects, interdisciplinary learning, opportunities for personal achievement.
- Engage learners in the assessment process, including involving them in choosing and developing assessment approaches.
- Maintain records of pupils' assessment information in line with the schools Assessment & Moderation Strategy.
- Engage in Moderation activities/professional learning with consideration given to Working Time Agreements.

# Appendices

## Appendix 1

### Guidelines for the Administration of SNSAs.

#### 1. PURPOSE

The aim of this guide is to give advice and support to City of Edinburgh schools on implementing Scottish National Standardised Assessments (SNSAs). It should be read in conjunction with current Scottish Government SNSA Guidance and City of Edinburgh BGE Assessment and Moderation Framework.

#### 2. SCOPE

The information in these guidelines is for City of Edinburgh schools, partner services and agencies who are involved with assessment arrangements:-

- Head Teachers
- Lead practitioners for assessment arrangements
- Curriculum Leaders, class or subject teachers
- Support for Learning teachers / Additional Support for Learning Team members
- Psychological services

It provides guidance for staff in supporting assessment arrangements in Scottish National Standardised Assessments.

#### 3. DEFINITIONS

SNSA – Scottish National Standardised Assessments

SLT – Senior Leadership Team

CfE – Curriculum for Excellence

BGE – Broad General Education

The Orb – City of Edinburgh Intranet

IT – Information Technology

ASN – Additional Support Needs

#### 4. ACTIONS

Head teachers should ensure that:

- All staff are familiar with aims and rationale for their school's assessment strategy, including engagement with SNSAs.
- SNSAs should be considered within the wider context of assessment for learning.

- Appropriate time for planning, analysis and professional action is included within the Working Time Agreement and reviewed each session.
- Operational guidance including timing, use of IT and arrangements for supporting learners with ASN and EAL is reviewed regularly.
- Ensure arrangements for the delivery of SNSAs is discussed with Parent Council.

## 5. BACKGROUND

### Formative, Summative and Standardised methods of assessment

Schools should use all available assessment information, including formative and summative, to track children's progress. Please see the Edinburgh Learns BGE Assessment & Moderation Framework for exemplification of these terms.

The information gathered through standardised assessments should be used as part of a suite of information, regarding learners' progress to inform learning and teaching. Standardised assessments can provide a detailed breakdown of a child's ability in Literacy and Numeracy. Together with assessments from day to day learning, and other assessment tasks or activities, standardised assessments can provide a detailed picture of learners' progress.

### Scottish National Standardised Assessments (SNSA)

The aims of national standardised assessments are to:

- Assess progress in skills and knowledge in reading, writing and numeracy.
- Assess pupils in P1, P4, P7 and S3 in line with nationally developed, and understood, expectations.
- Provide individual, diagnostic reports on each child's and young person's progress, based on an on-line and adaptive assessment.
- Contribute to, and support, teachers' professional judgment.
- Provide standardised scores - consistent national reference points
- Promote Equity and Inclusion by allowing all pupils to be fairly assessed, no matter their background, experience, additional support needs or level of ability.
- Be administered at a time of the teacher and school's own choosing in line with guidance from the Local Authority and the school's Assessment Strategy.

Within City of Edinburgh schools, all children in Primary 1, Primary 4, Primary 7 and S3 will participate in Scottish National Standardised Assessments in literacy and numeracy.

Scottish National Standardised Assessments are not designed to be used as an assessment for achievement of a level. They must be seen as one piece of assessment information and used with other assessment data to track children's progress and inform the next steps in learning.

The main aim of standardised assessments is to inform learning and teaching. The overall data will be used as part of corporate performance reporting, together with a range of other performance information provided by schools.

SNSAs are online, adaptive assessments using a cloud-based platform. The adaptive element means that questions are assessed in groups of ten resulting in the following questions being adapted to suit the ability of the child.

## **Administering SNSAs**

All assessment should inform planning for next steps in learning.

Senior Leadership Teams must ensure that teacher workload is not affected by carefully timetabling their implementation as part of the Working Time Agreement and School Quality Assurance Calendar. All training associated with the implementation and interpretation of SNSAs must be carried out within the parameters of the 35-hour week.

Schools should ensure IT equipment is at full capacity and that support is available should problems occur. Support staff should be timetabled to work with individual pupils if required.

A positive and supportive ethos should be established to ensure each child can give their best possible responses. This may include withdrawing small groups who benefit from support rather than testing in whole class situations.

Assessments are not time-barred, however are expected to last approximately 45 minutes. Teachers should ensure that children are encouraged to try to answer questions to the best of their ability without missing any. Where questions are missed out, this is indicated in the analysis section.

SNSAs are designed to be inclusive so that all children can access them. Children with additional support needs should be provided with their normal classroom support in order to take part in the assessments. Support should not create an unfair advantage.

## **Communication with Parents, Carers and children**

All parents and carers should be provided with information about the planned arrangements for SNSAs within their child's school. School websites and handbooks should be updated to include this information.

When communicating the results of SNSAs with children and parents, the information should be used to discuss strengths and next steps and there should not be an emphasis on the numerical score. Parents should be made aware that standardised assessments are part of assessment information; however no more weight should be given to this than any other assessment.

## **Measaidhean Coitcheann Nàiseanta airson Foghlam tron Ghàidhlig (MCNG)**

These assessments were made available in December, 2018. Further releases of assessment content planned for March and July 2019 will optimise assessment adaptation and provide an opportunity to make any further improvements to the

system, identified through ongoing user research and liaison with the Gaelic Medium Education sector. Teachers are encouraged to provide feedback as they become familiar with the system over the coming months.

## Reporting on Achievement of a Level

Although SNSAs are only one part of a suite of assessments, teachers are required to make decisions about progress through Curriculum for Excellence levels at various points for all learners, using the full range of assessment material available.

To ensure consistency across all schools and centres, the following definitions should be used:

### Primary

- W Working in the level:** a few of the experiences and outcomes achieved
- P Progressing in the Level:** around half of the appropriate range of experiences and outcomes achieved
- A Achieving the Level:** a significant number of experiences and outcomes achieved within the working level

### Secondary (using Edict)

- W Working in the level:** a few of the experiences and outcomes achieved
- P Progressing in the Level:** around half of the appropriate range of experiences and outcomes achieved

All 'Achievement of a Level' judgements should be based on the national guidelines and the range and depth of experiences offered to learners.

The broad expectations about progression through curriculum levels are shown below but must be tempered with other factors, such as additional support needs:

- the early curriculum level in the pre-school years and P1
- first curriculum level-to the end of P4
- second curriculum level-to the end of P7
- third and fourth curriculum levels-S1 to S3 (fourth curriculum level broadly aligns to SCQF level 4)
- the senior phase-S4 to S6, and college or other means of study

## Additional Support for Learning (ASL Act) and Equality Act 2010

Learners are covered by the Equality Act 2010: schools have a responsibility to be aware of their legal duties under the legislation to identify and deliver reasonable adjustments for

disabled candidates. Advice about disability can be downloaded from <https://orb.edinburgh.gov.uk/directory/22/atoz/d>

Disability Head teachers' guidelines - making reasonable adjustments for disabled learners in all Educational Establishments.

For example, schools should

- assume that they will have learners with a disability and plan accordingly.
- have in place procedures that identify disability and /or additional support needs.
- have evidence of the impact of the disability or additional support need in assessments
- reasonably support assessment arrangements to promote equality of opportunity between disabled and non-disabled candidates.

## **6. RESPONSIBILITIES**

Jackie Reid

Strategic Lead Assessment & Moderation

Quality Improvement Education Manager

Communities and Families Department

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Edinburgh

EH8 8BG

## Appendix 2

### To set up your new Assessment and Moderation Strategy:

- Discuss with stakeholders (parents/carers, pupils, partners) and agree timeline
- Audit current approaches to assessment and moderation, including consistency of AFL skills
- Consult Authority Guidance Framework
- Use template to draft strategy
- Consult again with stakeholders as above
- Publish on website
- Maintain and review regularly

## Example Template

### School Vision, Values and Aims

*Insert own Vision and Values statements*

### Overall aim of Strategy (What we are trying to do)

#### **Establishing A Culture for Effective Assessment and Moderation**

We know from current pedagogy and prior experience that positive relationships, clear vision and embedded values lead to effective learning and achievement. Values in our school are embedded and built upon, visible and talked about by pupils. **In all aspects of learning** staff strive for very positive relationships, that are nurturing and inclusive, with learners and colleagues. We know that these relationships will promote higher engagement in learning and will lead to a culture whereby pupils can be supportive of one another and be motivated to learn.

In addressing the poverty related attainment gap and promoting achievement for all, our ethos and culture underpins our approach to learning, teaching and assessment. We:-

- Demonstrate the school's Vision and Values statements through all professional actions, including the design of a contextualised curriculum
- Lead and promote of a model of collective responsibility in meeting learning needs.
- Ensuring all staff are aware of the professional responsibilities associated Assessment and Moderation
- Continue to value the importance of positive relationships/attitudes towards inclusion of all pupils regardless of their individual needs, or socio-economic status.
- Ensure our Equity statement which governs equal access to education, and fair treatment for all pupils, and their families, is shared widely across the school community.
- Continue to develop strategies to support learners with social communication needs.

- Have robust tracking and monitoring systems which seek to ensure that individual pupil progress, is carefully monitored, with well-considered interventions made where pupils are considered to be “off track” from expected levels of attainment. Assessment practices ensure approaches are manageable and purposeful, ensuing learners are fully involved. Our strategy ensures high expectations and attainment for all pupils, including those experiencing barriers to learning. This is to ensure Equity for all learners, including those affected by poverty and care-experienced pupils.

## Key Research Informing Practice

### (Insert relevant to own school)

*Relevant aspects from Local and National Priorities, BTC 5, How Good is Our School? 4, Info from SIF reports*

## Key Themes/Actions (How will we do it)

- Why do we assess?  
Our assessment procedures are key to allowing all learners to know and understand their progress at various stages throughout the session. Using the feedback from assessments, learners will know what their next steps in learning are so that further progress and achievement can be planned for and fulfilled. Practitioners use assessment data to build a picture of each learner so that informed judgements on learner progress can be made then shared and moderated with other practitioners. Practitioners’ planning is informed by assessment data. This planning is shared with stakeholders at agreed points in the year so that interventions and actions can be put in place to ensure good progress is made for all learners. Our assessment strategy forms part of our whole school self evaluation approach and supports our practice in ensuring achievement and good progress for all learners.
- What do we assess?  
We engage in a range of Formative, Holistic and Summative assessment procedures. Our assessment procedures are planned to assess progress in:-
  - Literacy and English
  - Maths and Numeracy
  - Health and Wellbeing
  - Other curricular areas using an holistic approach to assessment.
  - Planned interventions for pupils receiving additional support through PEF and Support for Learning interventions.
- When do we assess?  
Our Assessment calendar is reviewed each year and can be flexible to meet the needs of all learners. Summative assessment should take place at the most relevant point in a teaching block to maximise the potential for informing next steps and supporting greater progress. Standardised Assessment will take place in the following stages:- (specify for your school). Practitioners should take account of timings so that the “added value” in learning can be measured robustly.



- How do we assess? (Types of assessment:- Formative, Summative, Holistic, Standardised)  
List approaches specific to your school (Formative, Holistic)  
Summative- Standardised assessments other than SNSAs  
SNSAs at P1, 4, and 7
- How do we plan for assessment as part of learning and teaching?  
Our staff team engage with data analysis to track pupils' attainment at pupil, class and school level. Staff are regularly involved in dialogue to gather this information to determine current, and expected, levels of pupil attainment at individual pupil level. This informs next steps in learning and well-considered interventions to support pupils who are potentially under-attaining. (See Self-Evaluation Policy)
- There is a particular focus on providing additional interventions, using Pupil Equity Funding (insert PEF allocation), in order to close the poverty-related attainment gaps for pupils with FME and/or who live within areas within the lower SIMD deciles.
- A member of Senior Leadership Team (this will vary in each school) will have specific responsibility for tracking pupils who are currently affected by the Poverty-related attainment gap.

## Additional Features

### How do we engage the learners in assessment?

Pupils involved in planning of learning experiences.

Learning conversations to review progress and set targets for next steps in learning.

Sharing of learning with peers, including peer assessment approaches.

Sharing of learning with parents & carers, led by pupils.

Pupil leadership opportunities.

Pupils consulted re approaches to assessment and reporting to parents & carers

### How do we engage parents/carers and partners in assessment?

We share intended learning and assessment approaches.

We use plain language to report on pupils' progress.

We make sure everyone understands the language we use to share assessment information.

We celebrate pupils' successes.

Parents, Carers and partners are involved in working with pupils to agree learning targets.

## Roles, Remits, Responsibilities

Senior leaders, Staff, learners, parents/carers, partners- personalise to individual school.

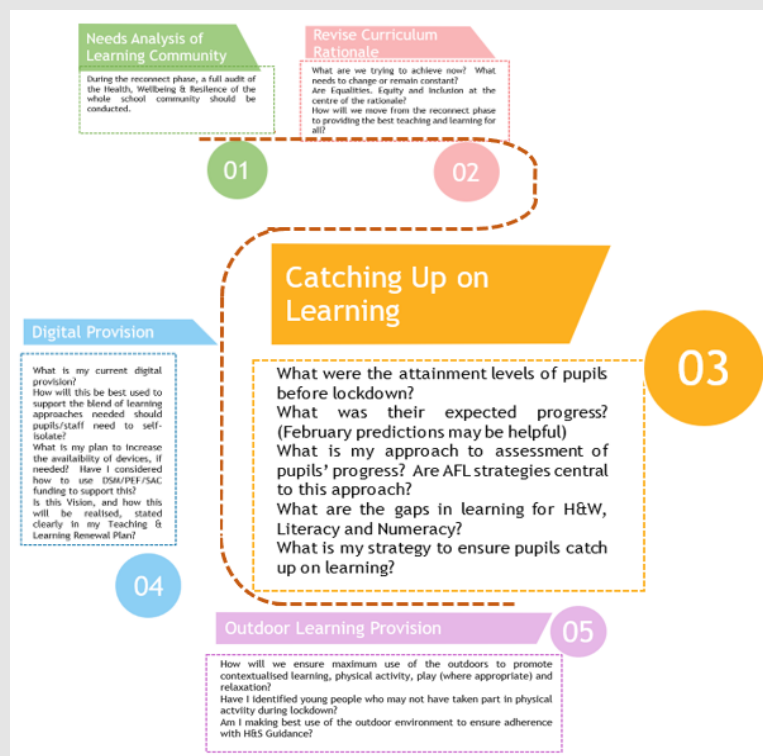
## **Arrangements for Quality Assurance and Review (How will we know we have been successful?)**

### **These are examples**

- Planning/Milestones Dialogue Sessions.
- Tracking of all curricular areas using EDICT tracking system and ensuring full engagement with new Education Scotland Benchmarks.
- All staff engage with Attainment data.
- Sharing Classroom Practice, including peer assessment approaches (trio planning and delivery)
- Learning & Teaching Toolkit
- Autism Toolkit
- Education Endowment Toolkit
- CIRCLE Document
- Practical Enquiry approach to teaching and learning developments.
- Approaches as suggested by Educational Psychology e.g. Boxall Profile.
- Education Scotland Nurture Toolkit
- Individual Pupil Profiles maintained by Family Engagement Practitioner & Nurture Lead practitioner.

## **Appendix 3**

## Assessing Learners' Progress



### The Purpose of this Guidance

"Assessment is an integral part of learning and teaching. It helps to provide a picture of a child's or young person's progress and achievements and to identify next steps in learning."

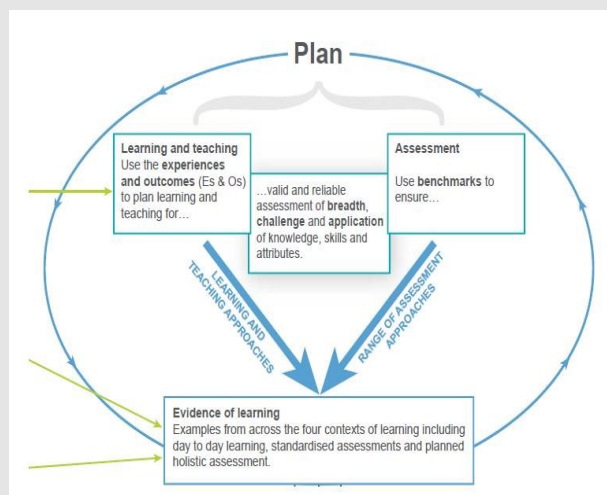
Building the Curriculum 5

This guidance aims to support schools and practitioners with how to plan and deliver high-quality assessment to inform learners' next steps within our focus of catch up on learning. It is informed by [What Edinburgh Learns: Curriculum Guidance \(CEC, August 2020\)](#), [Assessment in the BGE 2020/21 \(Education Scotland\)](#) and Edinburgh Learns Assessment and Moderation Framework.

### How do we plan for learning, teaching and assessment? (from Edinburgh Learns Assessment and Moderation Framework)

Teachers use two key resources which teachers to plan learning, teaching and assessment:

- Experiences and outcomes (with CEC Progression Pathways in [literacy](#) and [numeracy](#) to provide detail)
- [Benchmarks](#) – to provide guidance on the standard against which to assess.



### A Focus on Literacy and Numeracy (from What Edinburgh Learns: Curriculum Guidance (CEC, August 2020))

As part of planning, teachers should use their knowledge of young people through their assessment and tracking prior to lockdown, including attainment predictions gathered in February, to identify gaps in learning. They should plan school-based programmes with associated in-home learning activities to recover any ground lost.

Based on a nurturing approach, and mindful of the stress levels of our children, this analysis of learning gaps should not be carried out purely on the basis of a range of standardised tests. High-quality assessment opportunities should be planned, using a blend of formative and summative approaches, to provide a wide range of evidence of pupils' current levels of attainment.

### Identifying the Gap (taken from Closing the Gap Teachers Rationale)

Individuals and groups of young people who are in need of additional support with learning, as a result of school closures should be identified as soon as possible. This needs analysis can be carried out in a range of ways, including standardised tests and high-quality assessment opportunities using a blend of formative and summative approaches. This will provide a wide range of evidence of pupils' current levels of attainment. Teachers should use their knowledge of young people, gained through assessment and tracking prior to school closures, including attainment predictions gathered in February, together with recent assessment information gained. They should plan school-based programmes, with associated in-home learning activities, to recover any ground lost.

## Assessing Learners' Progress

### DECIDING WHAT TO ASSESS

- ◆ Assessment will help identify a baseline from which to teach.
- ◆ Choose the area/organisier(s) you want to focus on.
- ◆ Use any data that you have e.g. February predictions, evidence of learner progress during remote learning, transition information.
- ◆ Use your knowledge of the expected learner journey at the relevant stage and [threshold concepts](#).

### IDENTIFYING WHAT LEARNERS CAN DO AND WHAT THEIR NEXT STEPS WILL BE

- ◆ A range of approaches, including [peer and self-assessment](#) or digital can be used to identify what learners can do and what their next steps in learning are.
- ◆ Individual or small group work with learners can be effective in enabling you to assess levels of understanding.
- ◆ [Questioning](#) is a key part of good dialogue between practitioner and learner. The range and style of questions you use will need careful planning.
- ◆ Use [hinge questions](#) linked to previous learning to promote dialogue and support deeper thinking.
- ◆ Spend time listening to children and young people discuss and explain their thinking.

1



Click on the hyperlinks to access bitesize professional learning videos or relevant documents.

2

### PLANNING FOR ASSESSMENT

- ◆ Liaise with colleagues to plan assessments, as appropriate.
- ◆ Think about the key concepts and knowledge, understanding and skills you want to assess to achieve a baseline.
- ◆ Make assessments manageable (what are you trying to assess and why?) and provide supports as appropriate (e.g. concrete materials, writing rubric).
- ◆ Use two key resources to support planning for learning, teaching and assessment:
  - Experiences and outcomes (with CEC Progression Pathways in [literacy](#) and [numeracy](#) to provide detail)
  - [Benchmarks](#) to provide guidance on the standard against which to assess.

4

### PLANNING NEXT STEPS

- ◆ From your discussions with learners you will have a good idea of what they can do and which areas need reinforcement.
- ◆ Next steps may be different for each child or young person depending on their experiences of learning since schools closed in March.
- ◆ A bespoke programme of work may be beneficial for a short period of time to reinforce different areas of learning for some learners.
- ◆ Learners should be at the heart of planning learning, teaching and assessment. For example, [learning intentions](#) should be shared with learners and they should be involved in the co-creation of success criteria.
- ◆ Engage in professional dialogue with colleagues to moderate and plan collegiately at all stages of the [moderation cycle](#).

# Education, Children and Families Committee

10am, Tuesday, 2 March 2021

## Child Protection – Response to Motion

Executive/routine  
Wards  
Council Commitments

### 1. Recommendations

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- 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 positive contribution of services across the City in keeping children safe.
  - 1.1.3 Note the plan for an Internal Audit regarding whistleblowing outcomes, including those relating to child protection issues.
  - 1.1.4 Note that this report will also go to Full Council for information on 29 April 2021.

**Andrew Kerr**

Chief Executive

Contact: Jackie Irvine, Head of Safer and Stronger Communities and Chief Social Work Officer

E-mail: [Jackie.Irvine@edinburgh.gov.uk](mailto:Jackie.Irvine@edinburgh.gov.uk)

# Report

## Child Protection – response to motion

### 2. Executive Summary

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- 2.1 This report follows submission of the Edinburgh Child Protection Committee Annual Report 2019/20 which was submitted to the Education, Children and Families Committee and Full Council.
- 2.2 Relevant child protection information is provided in response to a motion relating to child protection in the City of Edinburgh. It provides detail and context around a number of topics including; child protection referrals, interagency training, public information campaigns and matters in relation to whistleblowing.

### 3. Background

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- 3.1 Following a motion put forward by Councillor Dickie at Full Council on 15 October 2020.

*“Council therefore requests*

*The Chief Social Worker and Head of Safer and Stronger Communities (and Chair of Edinburgh’s Child Protection Committee) reports to Education, Children and Families Committee in two cycles, referred onto full Council, on any increase in child protection issues that have been reported since the return to school in August.*

*Recognising that appropriate information for elected members acting on behalf of constituents is essential in child protection case which may relate to whistleblowing reports, asks that a review of the present arrangements be undertaken in order to suggests ways in which it can be improved.*

*The report to include action that can further promote public awareness of child protection issues and support for young people to speak out.*

*A review of the training given to all staff working with children and all councillors be undertaken to suggest how this can be improved including information and guidance about elected members assurance in relation to individual child protection cases.*

*That consideration be given to extending the whistleblowing audit and review to include,*

*The recommendations of all whistleblowing reports relating to child protection over the past 10 years, reporting the outcomes to the Governance, Risk and Best Value and Education, Children and Families Committees, and those committees consider any ward callings, or callings to any other elected members as appropriate.*

*A recommendation that all current and forward whistleblowing reports relating to child protection issues go appropriately to the Governance, Risk and Best Value and Education, Children and Families Committees, and those committees consider any ward callings, or callings to any other elected members as appropriate*

- 3.2 These issues are addressed in turn in the main report below.

## **4. Main report**

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### **Child Protection Issues Since August 2020**

- 4.1 A range of data is collated and analysed by the Child Protection Committee and the Chief Officers' Group. The two main forums for data collection and analysis are noted below. Between these two datasets, we can detect emerging issues and see long-term trends.
- 4.2 SOLACE data returns to the Scottish Government reported by all local authority areas each Thursday since April 2020.
- 4.3 This data is summarised into a monthly report which is provided to the Chief Officers' Group and elected members of the Education, Children and Families Committee. This dataset includes child protection information alongside adult protection, offender management and homelessness data.
- 4.4 There is no evidence of any sustained rise in child protection concerns reported since August 2020. Weekly SOLACE data shows that over the 20 weeks to 5 February 2021, the average number of children whose names were added to the Child Protection Register was less than two per week. This varies between a high of seven children in one week, and five weeks throughout this period where no children's names were added. There is also no evidence of an increase in emergency legal measures, such as Child Protection Orders (CPOs), being used to protect children – only three such Orders were granted in the 20 weeks to 5 February 2021. It should be noted that there are other means by which we can safeguard children out with applying for a CPO.
- 4.5 National Minimum Dataset for Child Protection Committees in Scotland, which collates rolling three-year trend data on a range of indicators.

- 4.6 This report includes quarterly trend data which requires to be collated from a range of sources and analysed; by its nature, such reporting is not absolutely current but does perform an important function in allowing us to see long term trends as opposed to the many common cause variations which can appear in weekly data.
- 4.7 The most recent version, included at Appendix 1, considers data to end of October 2020 and shows that the very small overall increase in the number of children subject to Child Protection Registration has not been due to an increase in concerns, but rather a reduction in the number of children being removed from the Register. This may reflect professionals being more reluctant to remove children's names from the Register during the pandemic, which ensures that the additional level of safeguarding provided by a Child Protection Plan remains in place for these children.
- 4.8 The National Minimum Dataset also includes the number of Child Welfare Concerns (CWCs) received by Social Care Direct; referrals to Social Work regarding children who may be at risk of harm. Worth noting is that the lowest level of CWCs over the three-year period occurred between November 2019 and January 2020, prior to the pandemic. Since then, we have seen a rise in CWCs to around the same level as previous years, suggesting that the pandemic has not led to fewer concerns being reported but instead that these are being reported at broadly the same level as previously.
- 4.9 Regular contact is being maintained with children whose names are on the Child Protection Register, with an average of 91% being seen each week over the 20 weeks to 5 February 2021. It should be noted that this data includes unborn children, which contributes to some extent to the figure being less than 100%, as whilst regular contact is maintained with pregnant women whose unborn children are subject to Child Protection Registration, weekly contact is not usually proportionate. In addition, an average of 91% of children subject to Multi-Agency Plans have been seen on a weekly basis over this 20-week period. This reflects the huge efforts to maintain contact with over 5000 children during the period of the pandemic.
- 4.10 Schools across the city are a key point of contact for children who are both already known to support services or who may require support. Prior to COVID restrictions, there was a 100% uptake of the NSPCC "Speak Up Stay Safe" programme across Edinburgh's primary schools. This programme provides age appropriate information to children regarding how to speak up if they are worried about themselves or another person. Ongoing dialogue is taking place between senior managers in Education and NSPCC to recommence this programme via virtual methods as soon as possible. In addition, all children receive input via PSE about the importance of speaking up to a trusted adult.



## Public Information and Awareness

- 4.11 As noted in the Child Protection Committee Annual Report 2019-20, one crucial function of a Child Protection Committee is public messaging. The 'All of Us' campaign launched in January 2020 and is scheduled to run until Spring 2021. This is a joint campaign with NSPCC Scotland, the first of its kind in the country, and seeks to address child neglect by ensuring that we all know where to turn to for support, and how to report concerns. The simple premise of the campaign is that it takes all of us to raise happy and healthy children, and we all need support from time to time. We have deliberately sought to take a non-stigmatising approach in our messaging which focusses on supporting others as opposed to reporting them to social work. This is in recognition that neglect is cumulative and providing early support is more effective than addressing issues once they have become entrenched. The messaging has taken on additional relevance over the period of the pandemic, with the campaign plan having to adapt to being primarily online. The campaign website is hosted at [www.edinburgh.gov.uk/allofus](http://www.edinburgh.gov.uk/allofus)
- 4.12 A full evaluation will be provided after the end of the campaign by NSPCC Scotland and will be provided to the convenors of the Education, Children and Families Convenors. This will include consideration of the impact of the campaign on directing families towards early support, as well as considering whether there is any evidence of an increase in referrals to social work which can be linked to the campaign messaging. An update on the progress of the campaign to date includes:
- 4.12.1 Hundreds of people attended four launch events in January and February 2020. These were aimed at local families and included information and activities from support organisations which operated in the local area.
- 4.12.2 Since April 2020, tens of thousands of hits on the campaign website have been recorded. Google analytics reports provide this data for each calendar month – the total of all unique page views since April 2020 is 43,230; the highest monthly total occurred in May 2020 (12,711 unique page views), with similar figures recorded for December 2020 (11,477) and January 2021 (9,971). The highest figures have been recorded following targeted social media advertising, indicating that this is working in driving people to information around support. The campaign messaging has also been adapted to ensure that this is of relevance to the challenges facing families over lockdown, in particular during periods such as Christmas and school holidays.
- 4.12.3 In addition to public facing information, a range of methods have been successful in raising awareness amongst multiagency professionals. This has included monthly "lunchtime learning" sessions themed around specific topics of relevance to the campaign and a virtual conference attended by almost 100 people and including keynote speakers from Royal Holloway University of London, Edinburgh University and local practitioners. Both have been highly evaluated by participant feedback.

- 4.12.4 The model of the campaign, developed completely by local workers and families in Edinburgh, is now being adapted by NSPCC for use in other local areas, and considered for adoption as a national campaign toolkit by Child Protection Committees Scotland.

## Learning and Development

- 4.13 The Learning and Development Subcommittee of the Child Protection Committee meets monthly, and carries out ongoing review of the relevance, impact and delivery of interagency child protection training as a core element of its work.
- 4.14 Since April 2020, the Subcommittee has developed a suite of e-learning options which are accessible to all colleagues across the City via their own agency's platforms. The table below illustrates the positive uptake of each course.

Course name	Number of staff accessing	Number of staff completing
Child Protection: Keeping Children Safe Online	1422	597
Child Protection: Assessment Outcomes and the Language of Child Protection	313	179
Child Protection: An Introduction to Children's Hearings	215	169
Child Protection: Child Development, Trauma and Infant Mental Health	348	162
Child Protection: Children with Disabilities	232	171
Child Protection: Communicating with Children	316	237
Child Protection: Domestic Abuse	405	256
Child Protection: Foetal Alcohol Spectrum Disorder (FASD)	382	279
Child Protection: Neglect	912	641
Child Protection: The Vulnerability of Babies	193	156
Child Protection: Case Note Recording	177	104

- 4.15 In addition, virtual training sessions are now well established. The training calendar to June 2021 is available on the Child Protection Committee website [child protection training](#). Each training course generates participant feedback which informs the delivery and content going forward. The Child Protection Committee commissioned an external review of two courses by Dr Duncan Helm, which was presented to the Subcommittee in January 2020 and is included as Appendix 2. This illustrates the positive impact which these courses have had, as well as suggesting areas for improvement which have been taken forward.
- 4.16 Council colleagues, including elected members can access public protection training through Cecil e-learning. Recommended e-learning courses are
- 4.16.1 **Public Protection** – this course provides an overview of key child and adult protection legislation and policy

- 4.16.2 **Key Messages for Child Protection: COVID 19** – this course provides an introduction to local referral processes if you are concerned about a child who may be at risk of harm.
- 4.16.3 **Assessment, Outcomes and Language of Child Protection** – this course offers an introductory look at the processes of assessment, as well as considering recommendations made in significant case reviews.
- 4.17 There are several other courses which cover specific topics which may be of interest, including neglect, domestic abuse and online safety.

### **Whistleblowing**

- 4.18 The 2021/22 Internal Audit draft plan includes an audit on Implementation of Historic Whistleblowing Recommendations. This will involve review of a sample of outcomes from concluded whistleblowing recommendations to confirm that they have been effectively implemented and sustained and will include the full population of child protection whistleblowing recommendations.
- 4.19 Any potential findings and recommendations raised in the external whistleblowing review will be reviewed by Internal Audit in future plan years to confirm that they have been effectively implemented and sustained.
- 4.20 The outcomes of both audits will be presented to the Governance Risk and Best Value Committee and then referred to Education, Children and Families Committee. These committees can consider any ward callings, or callings to any other elected members as appropriate.

## **5. Next Steps**

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- 5.1 This report is provided for information and reflects the ongoing work across the city to ensure robust multi-agency child protection procedures are in place. The Child Protection Committee and Chief Officers' Group continue to have oversight and monitor closely any changes in patterns or developments through robust reporting arrangements.
- 5.2 We can confirm that Whistleblowing outcomes regarding any matters relating to child protection will go to Governance Risk and Best Value Committee as normal and then onto the Education Children and Families Committee.

## **6. Financial impact**

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- 6.1 The Child Protection Committee is funded by an inter-agency tripartite budget, with contributions from the City of Edinburgh Council, Police Scotland and NHS Lothian. All work referred to above and in Appendix 2 is resourced from within this budget. As such there is no additional financial impact identified.

## **7. Stakeholder/Community Impact**

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- 7.1 The work of the Child Protection Committee is closely aligned with the Edinburgh Children's Partnership via the priorities within the Children's Services Plan. This ensures there is connectivity between the aspirations for children, young people and their families across these strategic forums.
- 7.2 The views of children, young people and their families are central to the continuous improvement of child protection services. Participation and Engagement, including with stakeholders, is one of the themes within the Child Protection Improvement Plan. The Child Protection Committee will continue to actively consult with stakeholders going forward.
- 7.3 Relevant documents regarding the Child Protection Committee, including the Annual Report and the interagency training calendar, are available on the Council website which is accessible by any member of the public.
- 7.4 There are no health and safety, governance, compliance, or regulatory implications.

## **8. Background reading/external references**

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- 8.1 [Edinburgh Child Protection Annual Report](#)

## **9. Appendices**

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- 9.1 Appendix 1 – Minimum Child Protection Dataset Report to Quarter 1 2020/21
- 9.2 Appendix 2 - Evaluation of the Impact of Edinburgh Child Protection Committee Training

# Minimum Child Protection Dataset Report to

Quarter 1 2020/21

(end of October 2020)



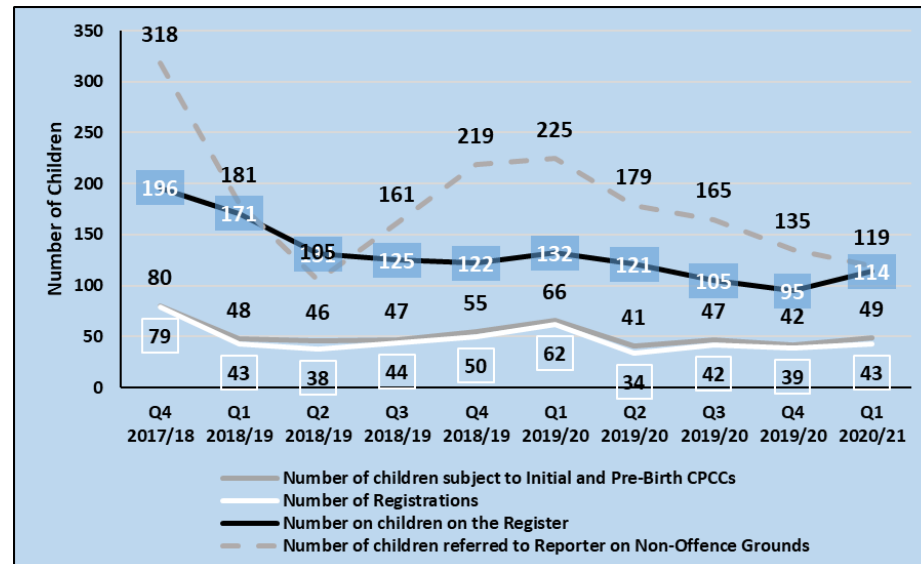
## Edinburgh Child Protection Committee CHILD PROTECTION INDICATORS

### INTRODUCTION

This report contains charts, tables and scrutiny questions to support analysis of the **Minimum Dataset for Child Protection Committees**. Some further local indicators have been included to enhance this set, such as the number of Child Welfare Concerns and the number of eIRDs.

### HEADLINE SUMMARY OF ACTIVITY LEVELS

The selected indicators below (number of children subject to initial/pre-birth Child Protection Case Conferences, newly registered, on the Register, and referred on non-offence grounds) provide an overview of activity levels.



## QUARTERLY REPORT: covering the period Q4 2017/18 to Q1 2020/21

This is the third report produced and covers the period from August 2017 to October 2020.

### HEADLINE MESSAGES

The Committee is aware of the sustained downward trend regarding numbers of children whose names are placed on the Child Protection Register. Nationally, Edinburgh sits below the national average for the rate of children per 1,000 subject to Child Protection Registration. Previous analysis considered by the Child Protection Committee has highlighted that formal child protection processes – for example Case Conferences – are working well to manage and reduce risk. Ongoing engagement with education staff is being carried out to enhance our understanding of trends identified in the previous report.

Over the last two quarters, there have been increased numbers of IRDs, with Child Welfare Concerns stabilising at a higher level than previous years. Further detail is provided on page 2.

It should also be noted that a small increase in Child Protection Register figures is due to a decrease in deregistrations, rather than an increase in registrations. Further detail is provided on page 4.

## CHILD WELFARE CONCERNS AND INTER-AGENCY REFERRAL DISCUSSIONS

### *Number of Child Welfare Concerns received by Social Care Direct and eIRDs initiated for children*

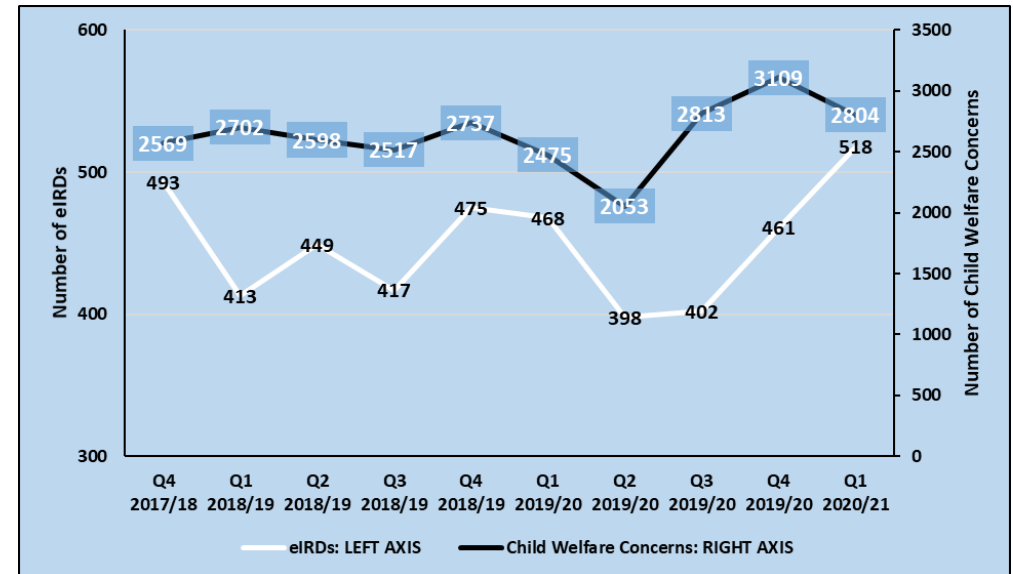
#### Analysis and Commentary

There has been a general reduction in both Child Welfare Concerns (CWCs) and eIRDs across 2017/18 with levels being more stable across 2018/19 to Q1 2019/20. Over the period of the coronavirus pandemic (Q3 2019/20 – Q1 2020/21) we see an increased level of CWCs, which is in line with levels prior to the reporting period.

We previously noted the number of IRDs in Q2 & Q3 2019/20 were at their lowest levels to date. However these figures have since increased, mirroring the increase in CWCs. Any divergence between the levels of CWCs and IRDs has narrowed significantly in the most recent quarter.

#### Implications for the Child Protection Committee

It is requested that the CPC continues to monitor these indicators. The data provided gives some reassurance that, despite the pandemic, there remains a high level of child protection activity in line with numbers of CWC and IRD prior to the reporting period.



Source: Social Work IT System & eIRD multi-agency system

#### Scrutiny questions to support analysis of the data:

- How do the numbers for these two indicators relate?
- Are there any differences in the changes over time between the two indicators?
- What impact could changes in the levels here have on later stages in the Child Protection process?

## INITIAL AND PRE-BIRTH CHILD PROTECTION CASE CONFERENCES

### *Number of Children Subject to Initial and Pre-Birth Child Protection Case Conference, and Conversion Rate of Children to Registration*

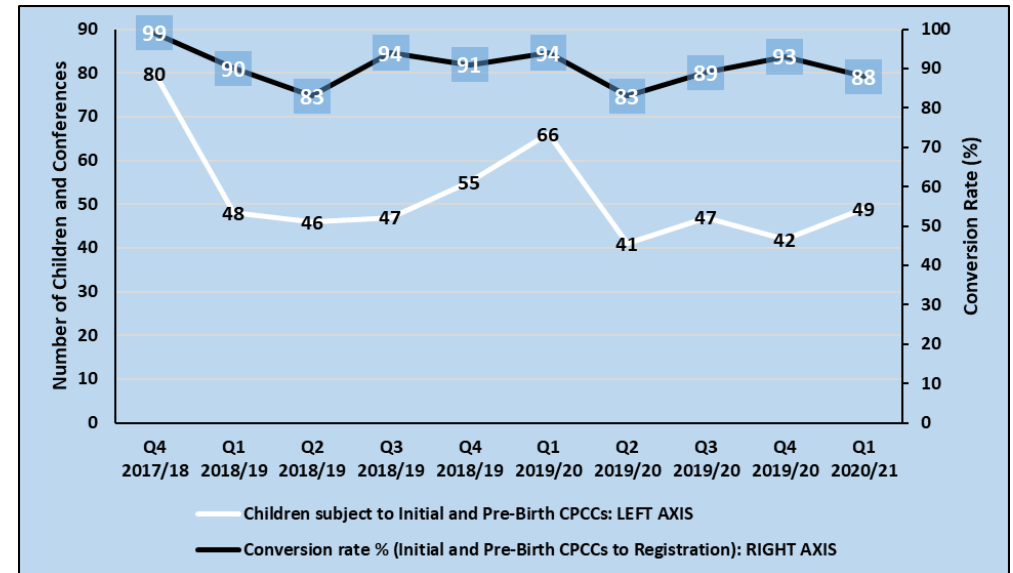
#### Analysis and Commentary

There has been a reduction in the number of children subject to an Initial or Pre-Birth CPCC through 2018/19 and 2019/20. These have settled in the most recent four quarters at a lower level than previous. The fact that the lowest figure of 41 children subject to CPCC predates the coronavirus pandemic suggests that these trends are not related to any impact of restrictions and rather reflect a continuation of the previously established pattern.

The reasonably high and stable conversion rate from CPCC to Registration was previously noted and is maintained. However, with reference to the previous page, where we have seen an increase in IRDs over the previous two quarters, this has not translated into more CPCCs.

#### Implications for the Child Protection Committee

It is requested that the CPC notes the data above and agrees to continue monitoring of these indicators. The CPC should be alert to any change in the conversion rate from number of IRDs to CPCC in the coming months, which may thereafter merit further scrutiny if a trend is evident.



Source: Social Work IT System

#### Scrutiny questions to support analysis of the data:

- How do the number of children subject to conference compare to the number of children subject to earlier stages of the Child Protection process (e.g. number of children subject to concerns received by Social Work, number of children subject to eIRD)?
- What is the conversion rate from Conference to Registration telling us – e.g. about thresholds?
- What are the reasons when children subject to conference are not registered; and are the needs of these children being met?



## CHILD PROTECTION REGISTER, REGISTRATIONS, DE-REGISTRATIONS AND RE-REGISTRATIONS

**Number of Children (including Pre-Birth) on the Child Protection Register, New Registrations, De-Registrations, and (see table) Re-Registrations within 18 months of de-registration**

### Analysis and Commentary

The steady reduction in numbers on the Register reached a low of 95 in Q2 2019/20 before increasing to 114 in Q1 2020/21. This is not due to more registrations but rather a decrease in de-registrations.

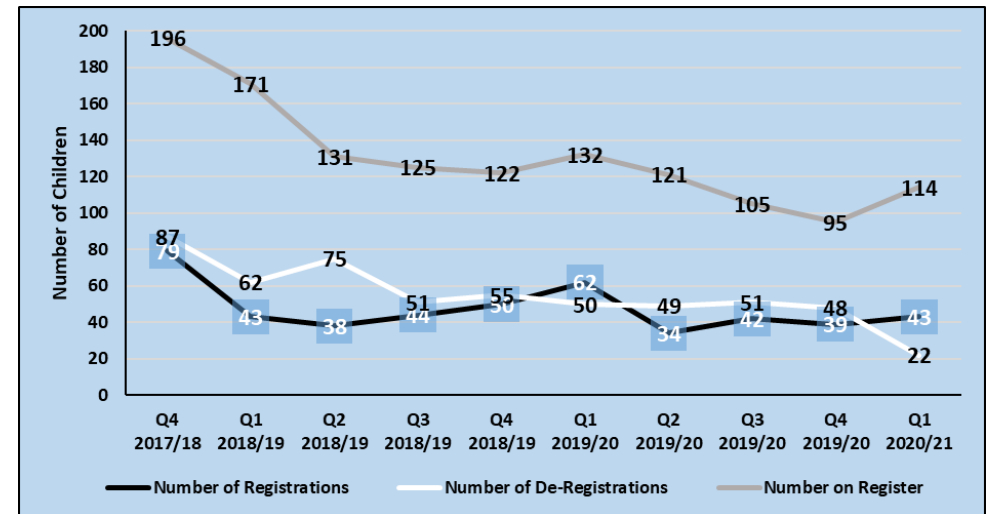
The Quality Assurance Subcommittee have noted that this may reflect a reluctance to remove children's names from the Child Protection Register over the pandemic. Further input and comment have been sought around this point from the Children and Young People's Review Team who chair CPCCs.

The number of re-registrations is small and so should be treated with some caution and no trend is evident.

Those children whose names are on the Child Protection Register are monitored and reported at the 18-month point. This is subject to separate reporting, but it should be noted that very few children reach this threshold.

### Implications for the Child Protection Committee

It is requested that the CPC notes the data above and agrees to continue monitoring of these indicators, with particular focus on the level of de-registrations.



Source: Social Work IT System

Re-Registrations	2017/18	2018/19				2019/20				2020/21
	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1
18 months	5	4	7	6	4	11	9	2	8	11

Source: Social Work IT System (rolling six-month figure to quarter end)

Scrutiny questions to support analysis of the data:

- What are the characteristics of the children newly, re- and de-registered – and are they changing over time?
- For re-registrations, what has changed in their lives since de-registration, and what support(s) did they receive following de-registration?
- For children currently on the Child Protection Register, how long have they been on the Register?

## CHARACTERISTICS OF OUR VULNERABLE CHILDREN AND YOUNG PEOPLE

### *Age of Children and Young People at Registration*

#### Analysis and Commentary

The low numbers involved in this chart can show fluctuations so should be borne in mind when analysing.

Q1 2020/21 shows a notable low of seven unborn children registered. One possible factor for this may be a reduction in home visits during the pandemic, resulting in less identification of risk in pregnancy.

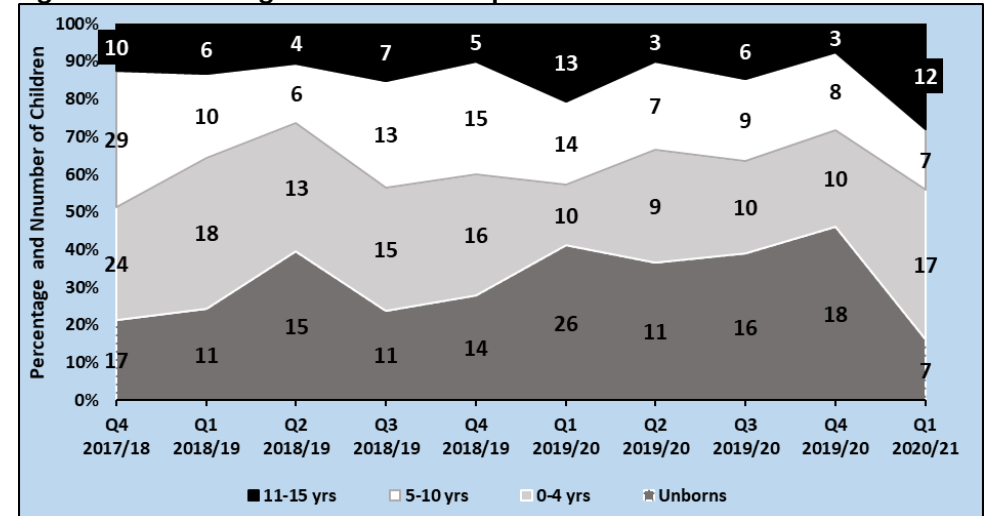
An increase in 11–15 year olds is evident. This may be due to some children in this age group being referred to Royal Hospital for Children and Young People for alcohol related issues where previously they would have been managed via adult hospital services.

Both of these figures only relate to one quarter and thus should not be treated of evidence of an emerging trend as yet.

#### Implications for the Child Protection Committee

It is requested that the CPC notes the data above and agrees to continue monitoring of these indicators.

Age of children registered in each quarter



Source: Social Work IT System (16-17 year olds not presented)

Scrutiny questions to support analysis of the data:

- What factors explain any change(s) in the age profile? For example, improved awareness and identification of concerns among age-specific workforces; impact of a recent Significant Case Review; impact of wider social, economic or service-related factors; etc.?
- Does local service provision reflect the age profile (and development stage needs) of newly registered children?

### ***Concerns recorded for Children and Young People at Registration***

#### **Analysis and Commentary**

The number of concerns recorded per child and the selection of specific concerns varies across Scotland.

Concerns recorded for domestic abuse have decreased in the last two quarters. In addition, the average level of parental mental health concerns are much lower this year as compared to the average previously.

#### **Implications for the Child Protection Committee**

It is requested that the CPC notes the data above and agrees to continue monitoring of these indicators. The Reviewing Officers, who are responsible for the recording of concerns, have been consulted on this point and are satisfied that internal processes for feedback and discussion are in place to support consistent decision making.

	2017/18		2018/19		Edinburgh		
	Edin.	Scotland	Edin.	Scotland	Q3 2019/20	Q4 2019/20	Q1 2020/21
<b>Child Placing Themselves at Risk</b>	1%	2%	2%	5%	2%	0%	0%
<b>CSE</b>	2%	1%	2%	4%	0%	0%	0%
<b>Domestic Abuse</b>	50%	37%	40%	41%	45%	31%	35%
<b>Emotional Abuse</b>	30%	39%	26%	40%	5%	31%	14%
<b>Neglect</b>	26%	39%	44%	41%	33%	26%	33%
<b>Non-Engaging Family</b>	7%	25%	8%	27%	7%	8%	9%
<b>Parental Alcohol Misuse</b>	7%	19%	18%	23%	7%	18%	5%
<b>Parental Drug Misuse</b>	28%	26%	27%	28%	14%	23%	23%
<b>Parental Mental Health Problems</b>	26%	33%	45%	34%	12%	28%	28%
<b>Physical Abuse</b>	32%	21%	29%	25%	31%	18%	30%
<b>Sexual Abuse</b>	3%	7%	1%	9%	0%	26%	0%
<b>Other (including Trafficking)</b>	4%	15%	5%	17%	2%	5%	5%
<b>Total <u>Number</u> of Registrations</b>	<b>285</b>		<b>180</b>		<b>42</b>	<b>39</b>	<b>43</b>

Scrutiny questions to support analysis of the data:

- What factors explain any change(s) in the concerns profile? For example, genuine emergent concerns, training on specific concern(s) leading to increased identification, changes in how concerns are recorded, or impact of a recent Significant Case Review?
- Does local service provision reflect the most prevalent concerns identified?
- To what extent are parental concerns (e.g. domestic abuse; parental drug or alcohol misuse) shared with other Public Protection groupings to inform wider service planning?

## SCOTTISH CHILDREN'S REPORTER ADMINISTRATION DATA

### *Children and Young People in the Children's Hearing System – Referrals and (see table) Child Protection Orders Granted*

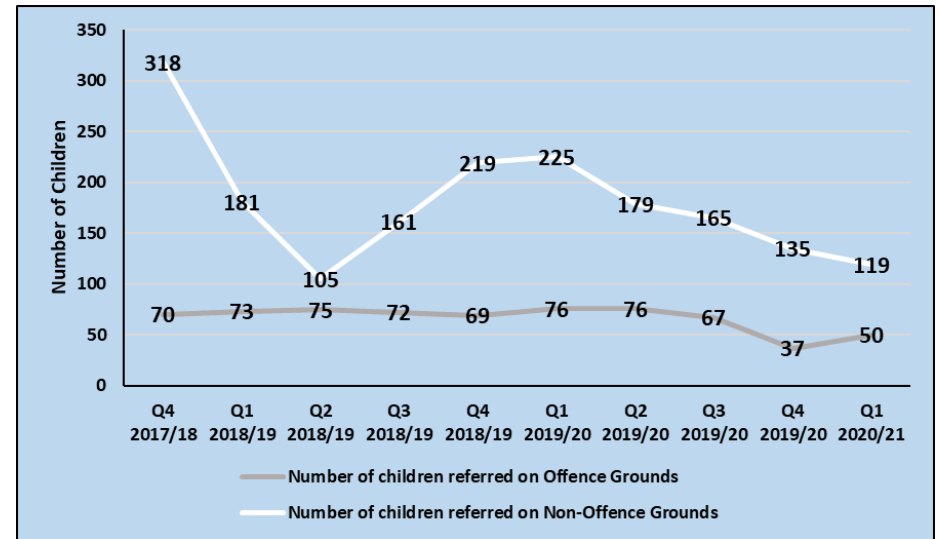
#### Analysis and Commentary

The number of children referred on non-offence grounds has reduced significantly across the reporting period. Offence referrals are relatively stable aside from a reduction in the last two quarters. Edinburgh is in line with national trends.

Referral rates have reduced further in the last two quarters and the impact of COVID19 skews these figures making it hard to identify any trends. Only urgent work was processed by SCRA during this period with non-urgent referrals, that may have led to a hearing, not being progressed. In addition SCRA have recently launched a new IT system which may further contribute to any changes in the figures.

#### Implications for the Child Protection Committee

It is requested that the CPC notes the data above and agrees to continue monitoring of these indicators. Should a further sustained trend be evidenced, the Committee is asked to endorse further evaluation and assurance activity.



Source: SCRA

CPOs	2017/18	2018/19				2019/20				2020/21
	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1
Granted	9	14	1	7	11	9	10	12	9	15

Source: SCRA

Scrutiny questions to support analysis of the data:

- What are the sources of the referrals to the Reporter (including whether from Child Protection Case Conference)?
- What are the detailed grounds for the referrals?
- How many and/or what proportion of Child Protection Orders were applied for but not granted? What were the reasons for them not being granted?

## CHILD PROTECTION PROCESSES TIMESCALES IN THE NATIONAL GUIDANCE FOR CHILD PROTECTION IN SCOTLAND

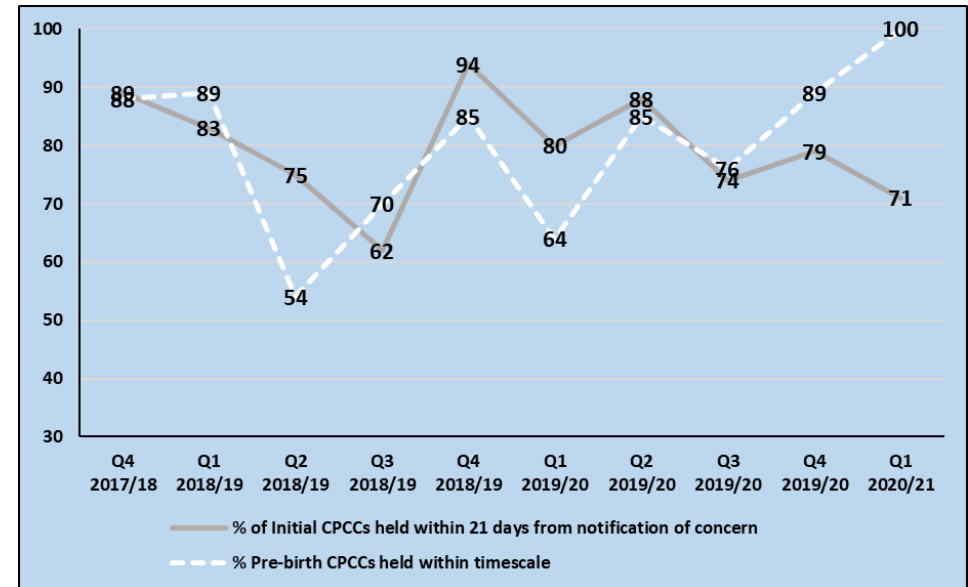
### Analysis and Commentary

There is variance across the reporting period in relation to the percentage of ICPCCs held within timescale. ICPCCs held within timescales have been under 80% for the last three quarters. The CYPRT have been approached for comment and to identify any barriers to achieving this timescale.

Smaller numbers are involved for Pre-birth CPCCs (approximately 50 per year compared to 100 for Initial) and so the percentage can be more variable. Over the last two quarters, timescales for PBCPCC have been achieved at a higher level.

### Implications for the Child Protection Committee

It is requested that the CPC notes the data above and agrees to continue monitoring of these indicators, particularly if there is any decrease in timescales being achieved.



Source: Social Work IT System

Scrutiny questions to support analysis of the data:

- Where timescales are being met and/or are improving, what factors are contributing to this?
- Where timescales are not being met, what are the reasons for this? For example, are they due to delays that are in the child's interests, or due to the availability of resources?
- When are subsequent Core Group meetings and Review Conferences scheduled, and are these being held as planned?
- What is the quality, and impact, of the Child's Plans developed at these meetings?

## REPORTER DECISIONS WITHIN 50 WORKING DAYS OF REFERRAL RECEIPT

### Analysis and Commentary

There was generally a lower level of performance through 2018/19 and 2019/20 compared to 2017/18 where figures were above 90%.

Recent lower figures are impacted by COVID-19 as SCRA moved to business continuity and only urgent working was being progressed during March. This is expected again from January 2021 and so the improvement in Q1 2020/21 is not anticipated to be maintained.

The delayed cases are now being monitored through weekly data reports and are being targeted to reduce any further delay.

### Implications for the Child Protection Committee

It is requested that the CPC notes the data above and agrees to continue monitoring of these indicators.

50 days Reporter Decision	2017/18	2018/19				2019/20				2020/21
	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1
	89	82	78	72	76	83	74	72	66	83

Source: SCRA (percentage of decisions within 50 working days of referral)

Scrutiny questions to support analysis of the data:

- Given the national target that 78% of decisions are made by the Reporter within 50 working days of referral receipt, how do timescales locally compare?
- Where the target is being met and/or is improving, what factors are contributing to this?
- Where the target is not being met, what are the reasons for this? For example, are they due to delays that are in the child's interests, or due to the availability of resources?

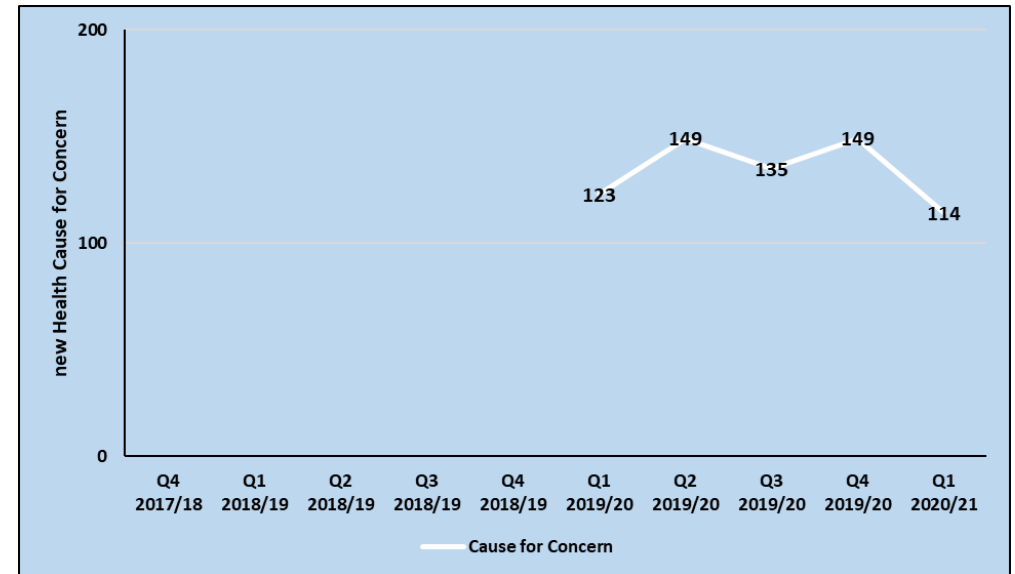
## CAUSE FOR CONCERN RECORDS OPENED – NHS LoTHIAN

### Analysis and Commentary

This is a new element of the dataset – an outline of this process is provided as Appendix 3. Following previous reports of the dataset, we have commenced collation of NHS cause for concern records. This is an attempt to gather additional data around activity which precedes formal child protection processes for pre-school aged children.

### Implications for the Child Protection Committee

The Committee is asked to note the inclusion of this new data and agree to further monitoring.



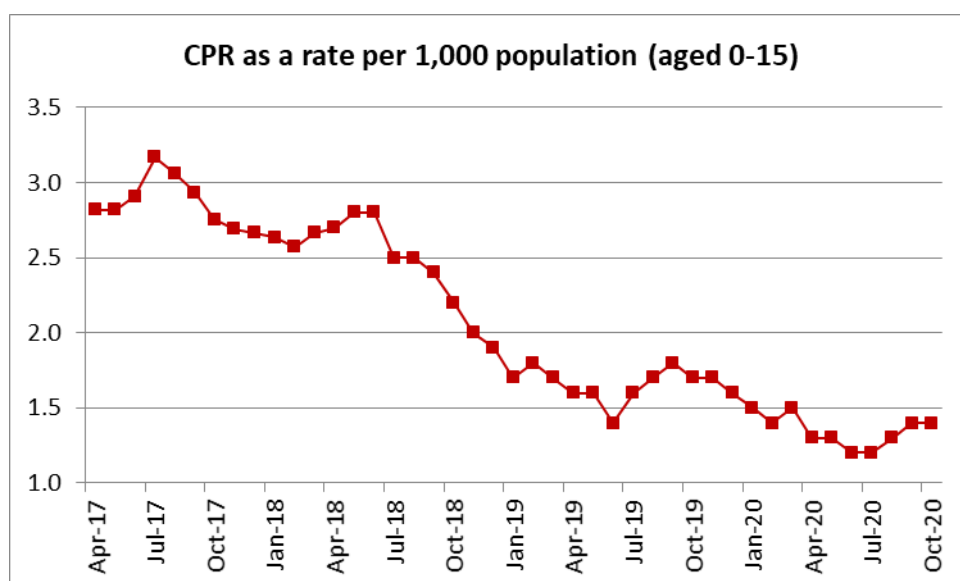
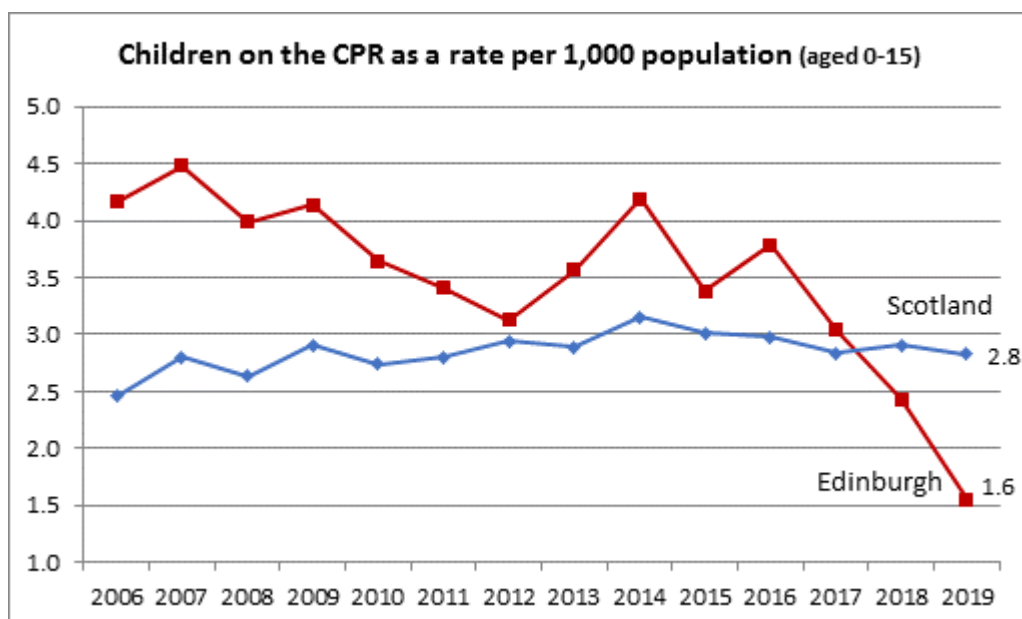
Source: NHS Lothian

Scrutiny questions to support analysis of the data:

- How does the rate of Cause for Concerns relate to IRDs, CP registrations etc?
- What can this data tell us about children's wellbeing prior to formal child protection procedures?

## APPENDIX 1: CHILD PROTECTION RATE

The charts below show the number on the Child Protection Register as a rate per 1000 children aged 0-15.





## APPENDIX 2: CHILD PROTECTION PROCESS

The diagram below shows the children protection process, noting that many of the Minimum Dataset indicators report on key stages of this process.



### APPENDIX 3: Summary of CFC record process in NHS Lothian

A Cause for Concern (CFC) record for a child in NHS Lothian is a system that identifies pre-school children, including unborn babies, who have been assessed as being at risk. A CFC record should be opened for a child if certain criteria are met or after assessment, one or more factors are impacting on the safety, health or/and development of the child. These could be parental and/or environmental factors. The primary professionals using this system are Health Visitors (HV) and Family Nurses (FN).

All HVs and FNs will undertake case supervision for each child with an open CFC record with a Child Protection Advisor on a minimum of a 6 monthly basis as set out by the NHS Lothian Child Protection Case Supervision Policy.

For example, all pre-school children who are on the CPR, are Looked After, have been to CPCC irrespective of outcome will all have an open CFC record. The majority of children with an open CFC record do not have current child protection processes in place. There are between 2000 and 2400 children in NHS Lothian who have an open CFC record, relating to the time of year. When a child moves onto school, the CFC record is closed automatically even where risk remains as the child is attending school and the balance of care shifts to education as the universal service. Those children will be highlighted to the School Nurses and Education Staff although most will be known to education through ongoing children's plans.

Otherwise, CFC records are closed when risks are removed or mitigated and the child is safe with their needs being met. Supports may still be in place. CFC records are often open before and after a child experiences child protection processes.

HVs will usually have increased contact with the identified child(ren) and their families to offer supports and interventions to reduce risk. Home visiting frequency and patterns will be dependent on need. The health professionals work collaboratively with any other involved health, social, educational and/or 3<sup>rd</sup> sector professionals.

On TRAK, the universal electronic recording system in NHS Lothian, an open CFC record is depicted by an icon that is visible to all TRAK users. This is helpful for example if a child is attending hospital or other appointments. (There is also icon denoting that a child is Looked After and an alert if they are on the Child Protection Register).

# **Evaluation of the impact of Edinburgh Child Protection Committee training**

## **Summary**

This research was commissioned by the Edinburgh Child Protection Committee (ECPC). The Committee is a partnership of organisations including:

- The City of Edinburgh Council
- NHS Lothian
- Police Scotland
- Voluntary sector and partner agencies

The need for child protection training (both at single agency level and inter-agency level) is recognised by ECPC (ECPC 2018). The ECPC Learning and Development Sub-committee has responsibility for commissioning and assuring the quality and delivery of interagency training and, as part of their annual report (ECPC 2018) the Committee noted its plans to commission an independent evaluation of inter-agency child protection training to help provide insight into the impact and effectiveness of that training on practice.

This is the report of the evaluation of two Edinburgh Child Protection Committee training courses delivered between September 2018 and June 2019:

### **Course 1: Interagency Risk Assessment and Child Protection Processes**

### **Course 2: Child Sexual Exploitation Awareness Raising**

The study was carried out by an independent researcher from the University of Stirling between July and December 2019. The key question which the research sought to answer was "What is the impact of these child protection courses on practice?" To address the question, data were collected from participants through individual course evaluation forms and through semi-structured interviews with a representative sample of attendees. Through completion of an online survey, data were also gathered from managers whose staff attend these courses. Thematic analysis of the data was carried out to identify common themes and patterns with regard to the impact of the courses. Findings were reviewed using an adaptation (Carpenter 2005) of Kirkpatrick's (1967) framework for the evaluation of professional education.

### **Key findings are as follows:**

Participants' reactions to both courses were overwhelmingly positive and they found the courses to be interesting and informative. Delivery was very effective and content was felt to be appropriate to most. Some data suggested that the Interagency Risk Assessment and Child Protection Processes Course could be developed further to meet the learning needs of professionals working in the third sector even more effectively.

The courses were designed to support critical reflection on practice and participants reported development in their understanding of children, young people and adults who had experienced adversity and maltreatment. The stated learning outcomes of the courses may

benefit from revision to more accurately reflect the strengths apparent in supporting integration of knowledge in practice.

Participants and managers of those who had attended the courses felt that both courses have had a positive impact on practice. A common theme was that participants felt more confident in engaging in child welfare and protection processes as a result of their learning. Participants are likely to have enhanced awareness of the context for practice, and fuller understanding of child welfare and protection systems and processes. Accounts of the benefits included the acquisition of new subject knowledge and additional benefits of meeting colleagues from different agencies and geographic areas as a consequence of the inter-agency mix of participants. The courses may impact positively on practice through more confident and assertive reporting of concerns and improved communication between professionals and with service users.

Limitations in the data available and the scope of the research design mean that it is not possible to say with any level of confidence what impact either course has had directly on outcomes for service users. Although practitioners were able to report on course content and recall of key learning, further research will be required to establish the ultimate value of the courses in terms of their capacity to improve the lives of children and families affected by adversity.

Recommendations are tentative, given the limitations of the study, but suggest that both courses continue in their current formats with consideration given to:

- pre-course selection and preparation systems to ensure that attendees benefit from learning opportunities at an appropriate time for their professional development
- reviewing the stated learning outcomes for both courses to ensure that they are effectively focused on the skills required to put knowledge into practice
- suggested developments in pedagogy in the Interagency Risk Assessment and Child Protection Processes course
- strengthening learning opportunities for participants from the voluntary sector
- further developing mechanisms to support the embedding and ongoing review of learning in practice
- reviewing course evaluation sheets to gather optimal data course developments and future evaluations

## **Main Report**

### **Introduction**

In 2018 Edinburgh Child Protection Committee (ECPC) commissioned the University of Stirling to carry out an evaluation of two of its training programmes. Dr Duncan Helm of the University's Faculty of Social Sciences carried out this research in 2019 with support from the ECPC Lead Officer and administrative colleagues. The two courses being evaluated are delivered to a range of professionals working with children, young people and their families who may be subject to concerns for child wellbeing and protection. They are:

- **Interagency Risk Assessment and Child Protection Processes**
- **Child Sexual Exploitation Awareness Raising**

The **Interagency Risk Assessment and Child Protection Processes** course has been provided across the City of Edinburgh since 2005. It is a Level 2 course designed to meet the needs of professionals who have regular, direct involvement with children, young people and their families and who are likely to be contributing to assessment of needs and risk, child's planning meetings, child protection case conferences and core groups. The aim of the course is to promote a clearer understanding of agency roles and responsibilities within the context of child protection. It is delivered locally over two days by tutors from a range of settings:

- Employee Development Officer - Child Protection, Children & Families Service
- Child Protection Learning & Development Lead, NHS Lothian
- Police Officer, Edinburgh Public Protection Unit
- Reviewing Officer, Children & Young Persons Reviewing Team, Children & Families Service

Learning outcomes are statements that describe the knowledge and skills that a 'typical' student should acquire through participation in a course. They should make it clear what a person will be able to know and do on completion of the course. The learning outcomes published for the Interagency Risk Assessment and Child Protection Processes course are as follows:

- Define national and local context for child protection
- Describe roles of agencies involved in child protection
- Know the child protection processes and procedures
- Explain concepts of risk assessment and implications for planning
- Apply key principles for the appropriate sharing of information.

The Interagency Risk Assessment and Child Protection Processes course was last evaluated in 2010. The 2010 evaluation was carried out by members of the ECPC Training sub-committee and an independent consultant with a remit to,

“evaluate the learning outcomes of the training and to investigate the extent the training is put into practice by participants” (City of Edinburgh CPC 2010, p3).

The 2010 evaluation included a literature review and data from interviews with workers who attended the training and a focus group of managers whose staff members had attended the training. The main recommendation of the report was

“...that the inter-agency training continues in its present format and that consideration is given to further and more in-depth analysis of the benefits for practitioners and the impact on outcomes for children.” (ECPCP 2010 p14).

The **Child Sexual Exploitation Awareness Raising** course is delivered over 1 day by trainers from Barnardos and NHS Learning and Development. It is a level 1 (awareness raising) course and has been delivered in Edinburgh since 2016 and has not previously been subject to formal external evaluation. Learning outcomes for this course are stated as follows:

- Explain the key terminology and definitions in relation to CSE
- Identify and describe the key vulnerability factors, risk indicators and spectrum of experiences in relation to CSE
- Recognise the importance of information sharing and multi-agency partnership in responding to children and young people

### **Research question**

Previous evaluations and reviews of both courses had indicated that content and delivery were appropriate and satisfactory. What remained unknown was what effect the courses would have on the practice behaviour of participants as a consequence of their learning. Do these courses result in participants having higher levels of skills and knowledge, and do participants practice differently as a consequence? Therefore, the key question which this current evaluation sought to answer was:

“What is the impact of these two courses on the practice of participants?”

To help address the overall research question, sub-questions were developed:

- what do participants remember and value most from the courses?
- To what extent do participants think that they have achieved the stated course learning objectives?
- What evidence can be found that may indicate the impact of the courses on practice behaviour?
- What evidence can be found that may indicate the impact of the courses on outcomes for service users?

A research project was therefore designed to gather data so that relevant evidence of impact could be examined in answer to these questions. Full details of the methods, findings and conclusions are presented in the body of the report.

## **Structure of Report**

This report is presented in three sections.

**Part 1** provides details of the research design, including methods used for data collection, coding, data analysis and strengths and limitations of the chosen design.

**Part 2** considers the course-specific findings for each course separately, identifying key themes and messages emerging from the data in relation to the unique learning objectives and learner experiences on each course.

**Part 3** of the report identifies cross-cutting themes before offering an analysis of the overall findings and their implications for Edinburgh Child Protection Committee and future course development and provision

## Part 1 - Research Design

The aim of this research was to evaluate the effectiveness of two courses of professional education and impact of learning on participants and on their practice. A range of different research designs may be employed to evaluate the impact of professional education and all have different strengths and weaknesses. The key designs and their relative merits and drawbacks are summarised below:

Design	Strengths and Weaknesses
Follow-up (post test): single group	Useful as formative feedback to the trainers but cannot inform outcomes
'Before and after': single group	Quite commonly used but outcomes cannot be ascribed exclusively to the training intervention
Post-test: two groups	Requires random allocation of students to different conditions.
Pre-test, post-test: two groups	Natural comparison groups can be used. Random allocation preferable.
Repeated measures, two groups	Students can be randomly assigned to two groups, both of which get the intervention at different times. But requires three measurements.
Times series: one group	Requires multiple, unobtrusive observations rather than formal tests.
Single-subject experiments	Requires repeated measures of the same person before, during and after the intervention. Small samples.

*Adapted from Carpenter 2005*

The most common way to evaluate training is through the single group follow-up design; usually through completion of an individual participant's evaluation sheet. While it can help to inform course developments, it is very limited as a tool to evaluate the impact of courses as there is no information available about the level of participants' skills and knowledge prior to the course and it does not provide direct evidence of the outcomes of learning. More robust designs, such as those using two test groups to afford comparison, or those measuring levels of skills and knowledge before and after training, are recommended but also require more planning and are more resource-intensive for research.

More strongly experimental designs, including single-group tests and multi-group tests, were not feasible in this evaluation, both in terms of the resource implications and available



sources of data. As the main aim of the research was to evaluate the impact of the courses on practice, additional data was sought which could establish what difference, if any, the courses made to professional practice. Kirkpatrick's initial work (1967) and subsequent studies (e.g. Barr 2000, Freeth *et al.* 2002, Carpenter 2005) have informed a taxonomy of outcomes of educational programmes which helps to clarify what kind of outcomes are to be measured in evaluation:

Level 1: <b>Learners' Reaction</b> – These outcomes relate to the participants' views of their learning experience and satisfaction with the training.
Level 2a: <b>Modification in Attitudes and Perceptions</b> –  Outcomes here relate to changes in attitudes or perceptions towards service users and carers, their problems and needs, circumstances, care and treatment.
Level 2b: <b>Acquisition of Knowledge and Skills</b> – This relates to the concepts, procedures and principles of working with service users and carers. For skills this relates to the acquisition of thinking/problem solving, assessment and intervention skills.
Level 3: <b>Changes in Behaviour</b> - This level covers the implementation of learning from an educational programme in the workplace, prompted by modifications in attitudes or perceptions, or the application of newly acquired knowledge and skills
Level 4a: <b>Changes in Organisational Practice</b> – This relates to wider changes in the organisation/delivery of care, attributable to an education programme.
Level 4b: <b>Benefits to Users and Carers</b> – This final level covers any improvements in the well-being and quality of life of people who are using services, and their carers, which may be attributed to an education programme.

The approach taken in this evaluation was, by necessity, limited to a post-test only design and this, in turn, limits the extent to which higher-level learning outcomes (such as changes in practice behaviour) can be assessed. The courses to be evaluated had been delivered previously and evaluation data had been collected from all attendees on completion of the teaching input. While this data may be of limited use in itself, the researcher combined the data from evaluation forms with two further data sources to allow a level of triangulation between self-reporting on learning and accounts of impact from attendees' managers. This design also facilitated consideration of the impact of training over time as participants and managers could reflect on changes in behaviour since the course that may be a consequence of learning.

Course evaluations, completed by individual attendees, can provide data at level 1 of Carpenter's taxonomy but, to go beyond the immediate reaction and to begin to understand the impact of training on skills, knowledge and values as enacted in practice, further sources of data are required. In addition to course evaluations, data were gathered at follow-up interviews with a representative sample of course participants. In these semi-structured interviews, respondents were asked to evaluate the impact that the course had on them in

relation to the stated and specific learning outcomes of the course. As self-reporting can be unreliable and subject to self-confirming bias (Tversky and Kahneman 1974) respondents were asked to consider how others may have experienced changes in their practice behaviour attributable to their learning. Finally, managers of staff who have taken the two courses were asked for their views on the impact of training. Taken together, these three sources of data offer some protection against self-reporting bias and may provide insight into changes in practice behaviour beyond declarative knowledge i.e. someone may be able to name a relevant theory of research finding but this does not mean that this declared knowledge will make a difference to their actual practice.

## Data collection

Three sources of data were selected for inclusion in this evaluation

1. individual participants' course evaluations
2. interviews with a representative sample of participants
3. an online survey completed by managers of participants

**Individual participant evaluations** - these are completed at the end of each course and provide basic data on the professional role of the attendee and their comments in response to questions about the quality of the course and their learning. (see appendix 1 for template). For the period of review (September 2018 to June 2019) **28** evaluations were provided for the course on Child Sexual Exploitation Awareness Raising and **139** evaluations for the course on Interagency Risk Assessment and Child protection Processes. Because almost all attendees complete this evaluation sheet the data provided can be considered representative of the larger group of people who have attended these courses in their current form. Copies of ECPC evaluation forms are held by the CPC administrator and relevant evaluations for these courses (within the stated time period) were collated by the CPC administrator for the researcher.

**Semi-structured interviews** - People who had taken the courses in the previous round of delivery (September 2018 to June 2019) were contacted via the CPC administrator and invited to take part in individual semi-structured interviews. They were provided with information about the research (see appendix 2) and consent form (see appendix 3) to be signed and returned before taking part in the research. Those who agreed to take part were then contacted by the researcher, through the CPC administrator, and invited to select a time/date for interview. The following numbers of participants from each course delivery agreed to take part in the research:

Sector	Child Sexual Exploitation Awareness Raising	Interagency Risk Assessment and Child Protection Processes
Health	6	15
Social Work	4	0

Education	3	1
Voluntary Organisations and Army	1	19
Police	1	0
Housing	0	1
<b>Total</b>	<b>15</b>	<b>36</b>

Interview times were arranged using Doodle Poll and a choice of 4 different venues was given to minimise any difficulties which participation may cause. Uptake of the poll was slow initially, prompting the need for further emails from the CPC encouraging responses.

Ultimately, 6 people were interviewed. Of those who had taken the **Child Sexual Exploitation Awareness Raising** course, interviews were carried out with:

- 1 Health Visitor
- 1 Child and Family Social Worker
- 1 Deputy Head Teacher

From the **Inter-agency Risk Assessment and Child Protection Processes** course, interviews were carried out with:

- 1 Senior Coordinator for volunteers at a third sector organisation
- 1 Housing Support Worker
- 1 Mental Health (Addictions) Nurse

Interviews lasted between 45 - 60 minutes and, with the consent of participants, were audio recorded.

**Online managers' questionnaire** - Managers who had staff attending the two courses during the period September 2018 to June 2019 were invited to take part in the research by completing an online questionnaire. Information about the research project (see appendix 4) an online consent form (appendix 3) were provided and consent gained before managers completed the questionnaire. The questionnaire was administered using JISC Online Surveys. This particular platform is GDPR compliant and ensures that data management on this project continued to meet the ethical standards set out in the University of Stirling ethical approval process.

### **Data analysis**

Data from previous evaluations and managers' questionnaires included some quantitative data from Lickert scales and some qualitative data. Data from Lickert scales was reduced for presentation in chart form and qualitative data was subject to thematic analysis to identify common themes and patterns of meaning emerging from across responses (Bryman 2016). Interviews were recorded and these recordings were then transcribed in full for thematic

data analysis. In addition to providing an accurate account of responses, full transcription allows for the direct reproduction of raw data (participants' own words) within this research report to illustrate and clarify points raised in analysis. Because of the low number of responses, data collected in the online survey has been replicated in full in this report and coded by the researcher alongside data from evaluations and interviews.

## **Limitations**

Within the confines of the existing data and costs of research, it was not possible to carry out a "before and after" evaluation so it is not possible to say with significant reliability whether the outcomes identified in the data can be directly attributed to the courses. It was also not possible to speak to service users to better understand the ultimate benefit of the training in terms of outcomes for children, young people and families.

The numbers of people who agreed to take part in interviews and who completed the managers' questionnaire were ultimately too low to allow broader generalisations to be drawn from the findings. However, the spread of roles and professions represented in the interviews has ensured that data collected were representative in respect of the impact of the courses across a broad range of professional perspectives.

Self-reporting is considered to be a relatively low-reliability indicator of impact of training on practice. Attendees' declarative knowledge (e.g. their ability to recall course content) may or may not be matched with consequential changes in practice behaviour. This weakness was countered by questions in the interview designed to elicit data on how others (e.g. colleagues, managers and clients) may have perceived changes in practice from the course. However, this is highly dependent on the attendee receiving such feedback in the first instance and is still a form of self-reporting.

The managers' questionnaire was completed anonymously and it was not possible to link their comments to a specific agency or profession. This was not particularly problematic for subsequent data analysis as the overall response rate was too low for conclusions to be drawn from this data set about learning outcomes for specific groups.

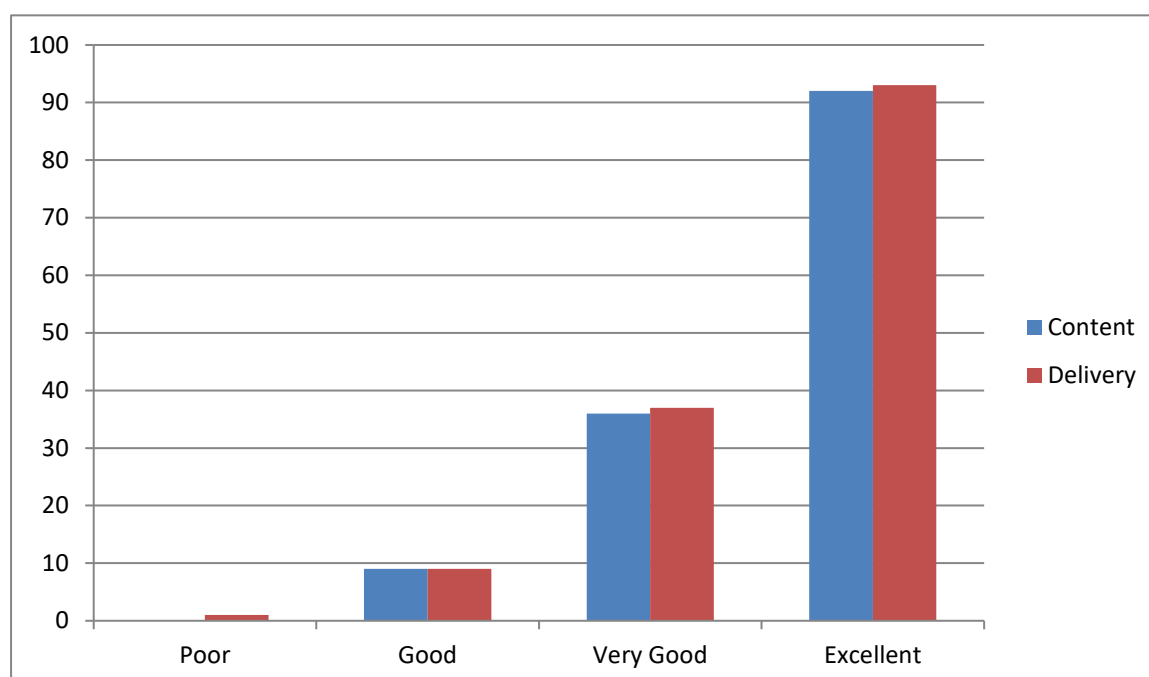
## Part 2- Findings

In this section of the report, findings will be considered for both courses separately. Findings will be structured so that data from individual evaluations are considered first, followed by data from the interviews and then data from manager's questionnaires. Key findings are analysed for each course and cross-cutting themes are identified for fuller consideration and conclusions in Part 3 of the report.

### 2.1 - Interagency Risk Assessment and Child Protection Processes

#### 2.1.1 - Findings - individual evaluations

##### 1. Attendees were asked to rate the course for content and delivery



These individual evaluations consistently indicated that attendees had found the course to be a good learning experience. Although the evaluation form gave no place for qualitative comment on these scales, many attendees gave specific comment elsewhere on the form about the teaching skills and level of knowledge that the presenters had displayed.

##### 2. Attendees were asked to list three things that they had learned from the course.

Across the evaluations, there was great variety in the points of learning which individuals prioritised in their responses. However, the responses which were most prevalent were as follows:

**Learning about processes and systems** - most respondents listed key learning in relation to child welfare and protection processes and systems to support identification, assessment and intervention in child abuse and neglect. Highest levels of response here were in learning about referral processes and about Child Protection Case Conferences and Children's Hearings (and the differences and connections between the two systems). Responses also

indicated significant learning in relation to the working details of these processes and systems such as expectations of attendees, functions of core group meetings and meaning of terms such as "grounds of referral" to the Children's Reporter.

**Interagency communication and collaboration** - most prevalent here by a considerable degree was learning about different roles in child protection. There was frequent specific comment on having a raised awareness of the role of Police and appreciation of the scale and complexity of the social work task in child protection. Next most prevalent was learning about recording and communicating effectively when concerns are raised about a child or young person. Significant numbers of attendees reported learning in relation to thresholds and effective practice in raising and evidencing concerns.

**Tools** - Here, the highest recorded levels of response were in relation to learning about the risk assessment matrix and (more generally) comment about tools for assessment and identifying significant harm. After this, the most commonly reported area of learning was in relation to the SHANARRI wellbeing indicators, chronologies and other resources for assessment.

**Policy and practice approaches** - comments here were specifically in relation to the Safe and Together approach and the Getting It Right approach. Within the second topic, some more specific mention was made of learning about the Named Person.

**Specific topics and issues** - a number of attendees noted key learning in relation to distinct subjects like coercive control or particular websites. Some also listed key learning in a broader sense such as the significance of their reflections on practice for their future practice.

### **3. Attendees were asked to list topics they felt were missing from the course that could be included in the future?**

Most responses were "nothing" or "don't know". The most significant specific topic deemed to be missing was the perceived failure of the course to address the needs of attendees from voluntary organisations. A number of people felt that the course was geared to professionals in Health or Children's Services settings and that more information was needed on what happens (and what expectations are) after a referral is made to Social Care Direct. A number of responses indicated that more content relating to toolkits and further resources would be beneficial.

### **4. Attendees were asked to say in what way the course was appropriate or inappropriate to their work**

The common response construction here was to say that the course was/was not relevant because the attendee's job did/did not, involve them working with children and young people. For example, one responded

“Most info just not relevant to me as a don't work in Health”

and one noted that the course was

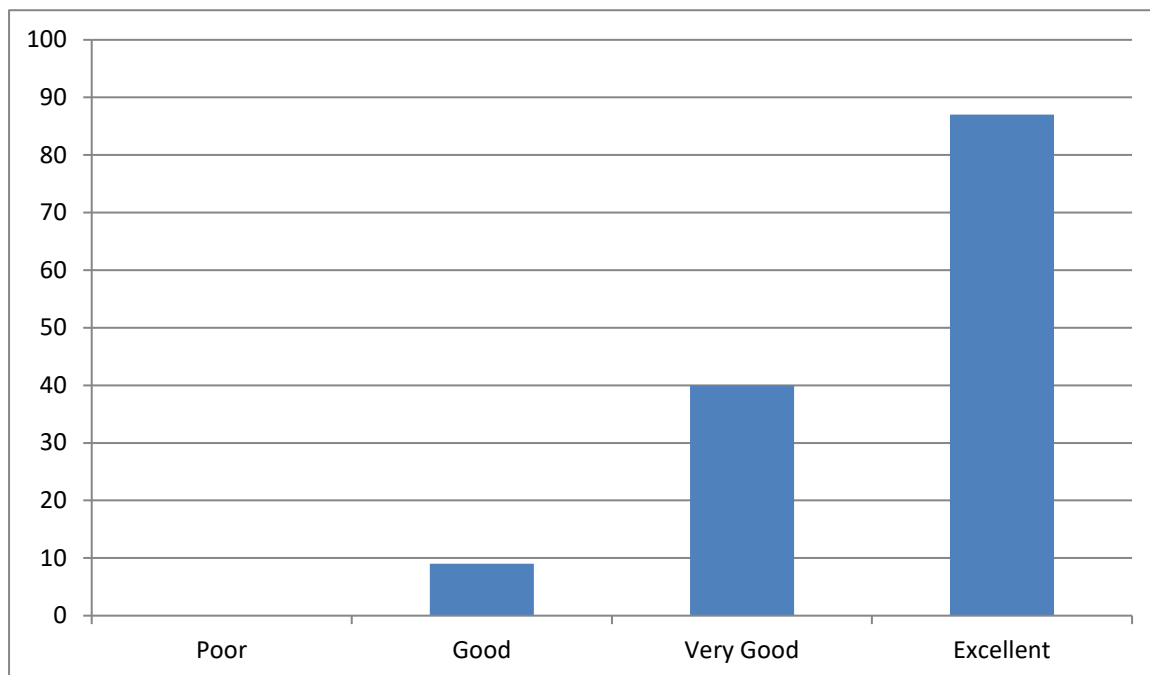
"Highly appropriate for HV" (Health Visiting)

Some people who were not working directly with children and young people felt that the course gave them helpful contextual knowledge for potential future involvement in child protection processes and for working with adults who had childhoods likely to have been affected by adversity.

#### **5 Attendees were asked what further learning needs they had identified for themselves as a result of attending the course**

Responses were commonly linked to the attendee's role. e.g. "I'm a support worker so..." and commonly reflected a desire to learn more about specific topics or to gain confidence in working with child protection systems. The list of topics for desired future learning was very broad and it was not clear how these were linked to attendance at the course (e.g. Talking Mats, adult protection, gender-based violence). A number of responses indicated planned attendance at future training events.

#### **6 Attendees were asked to rate how they would rate the session overall**



Overall course ratings were slightly less enthusiastic than the initial comments on Content and Delivery but were still overwhelmingly positive. Although there was no space in the evaluation form for qualitative feedback, many attendees used the margins to offer thanks to the presenters and to indicate how much they had enjoyed the course ("The training has been fantastic" "Really enjoyed it" "great course"). One presenter was named in person on several occasions when attendees commented on the quality of the course delivery ("fantastic presenting – you're very engaging", "Inspiring!", "Made the two days really interesting and easy to engage with").

## **Analysis of individual evaluation data**

**Delivery** - Positive comments about delivery were directed at specific presenters who were valued for their ability to engage with attendees and present effectively. Developmental feedback was directed mainly at the input from Police Scotland. This input clearly did contribute to learning as many commented specifically on learning about the role of Police in CP. However, several attendees noted that the input was perhaps over-long and less engaging than others. "Bit death by PowerPoint" Please give Police a time limit". Having knowledgeable professionals involved in delivery is important for content but there can be challenges in matching this expertise to equally high standards of teaching. Consideration may be given to developing the Police input to vary the style of delivery and promote deeper levels of learning. This might be achieved through approaches already used in other sections such as case studies, use of video and practice-based reflective exercises. Consideration should be given to how best to secure, maintain and develop the level of pedagogical skill required in combination with professional knowledge to be able to deliver this kind of course effectively.

**Content** - Delivery was by varied materials that supported a range of different learning styles. This is a strength that should be built on. Case studies are effective tools for promoting critical reflection on action (Schön 1991) and can support dialogue across professional boundaries that can, in turn, support effective inter-professional working. There is perhaps an opportunity here to develop these exercises so that the voluntary sector is more strongly represented, both in terms of referral and ongoing role in support and protection. The level of complexity appears to be appropriate to attendees as there were very few negative comments about ability to engage with materials. Some commented that, because of their role and experience, the course was a reminder rather than a provider of knowledge. Selection processes can ensure that participants' learning needs are accurately mapped to level and continual updating of the content ensures that it remains relevant to practitioners, even when being taken as a repeat or "refresher".

**Learning** - Attendees mainly reported learning about organisational processes, risk assessment practice/tools and roles in working together. This matches with the 4 stated learning outcomes for the course, with more reporting learning about roles and processes and fewer reporting learning on local context and risk assessment. Attendees reported learning about the functions and differences between the child protection system and Children's Hearings System, and their learning about the legal and policy basis underpinning them (e.g. grounds of referral and timescales)

**Impact** - While most comments reflected the acquisition of procedural knowledge (the "how to" of things like timescales and attendance at meetings) a significant minority reflected at a deeper level on the importance of these structures and the significance of learning to their own role now and in the future. Different levels of critical engagement with course content is to be expected in a mixed cohort of learners but the Committee may wish to consider the mix of surface and deep learning (Cooper 2005) in the course so that opportunities are built into the delivery for participants to consider the "why" of practice as well as the "how". Reflective exercises, already part of the course design, are opportunities to explore values and tensions in practice from different professional perspectives. Attendees reflected learning about process and this included important structures for inter-professional



gathering and sharing information. There was a significant level of comment in evaluations on the issue of language and communication. For example, one comment was about "learning more about lingo" and others commented on learning what is needed to make an effective "case" or referral to Social Care Direct. We are reminded that communication in child protection is not just about transferring data but is about transferring meaning (White and Featherstone 2005) and participants appear to have been able to use the shared learning environment to consider this from their professional perspectives.

**Missing topics** - Few participants made comments on missing topics but a significant minority reported concerns that course does not address the needs of the voluntary (or "third") sector sufficiently. Some felt that the course was variously too focused on Health or Social Work but none commented on how this manifested or what could be done to improve it. Consideration may be given to consultation with voluntary sector representatives in reviewing the course materials so that this concern may be addressed in terms of focus and content.

**Appropriateness or inappropriateness of course to participants' work** - Most responses were structured to match "appropriate"/"inappropriate" to their role rather than content to task e.g. "Most info just not relevant to me as a don't work in Health" or "No contact with children in my work so only helpful in own volunteering work". "very relevant to me as I work with vulnerable families". Some reflected at a technical level i.e. it was appropriate because they needed this knowledge in their role. To support deeper reflection, the question could ask how learning from the course will *inform* their work.

**Further learning needs** - There was significant variation in responses to this question. Responses included child development, trauma, talking mats, writing reports, COEP, Safer families, Adult Protection, gender-based violence, emotional abuse, and neglect. It was not clear what the links were between these identified learning needs and the course content. It is possible that the question could be refined to gain more helpful data but some responses appeared to more connected to individuals than the impact of the course. A number of attendees commented on the motivation that the course had given them to study further (either alone or via further courses) and they appear to have appreciated and benefitted from the opportunity to identify further resources and learning opportunities during the course.

### **Key findings for consideration**

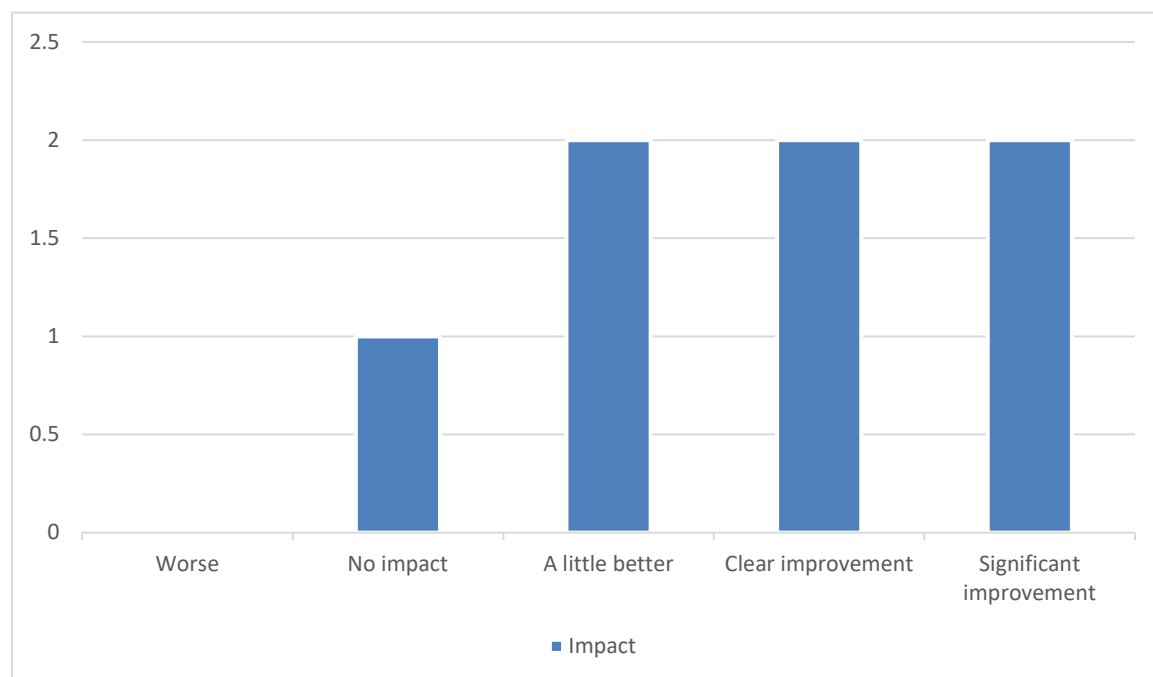
- delivery was of a very high standard and improved pedagogy in the Police section of the course may further enhance attendee's learning
- attendees' evaluations reflected learning outcomes effectively matched to the learning objectives and course content.
- course design included opportunities for critical reflection on the implications of course content for practice
- Stronger inclusion of voluntary sector perspectives in course content may enhance the impact of learning for attendees outside of Health and Social Care.
- Evaluation sheets may benefit from review to ensure most helpful data are being collected

## 2.1.2 - Findings - Managers Evaluations

7 responses were received from managers to questions about the impact of the Interagency Risk Assessment and Child Protection Processes course on their staff.

### Q1. Understanding the national and local context for child protection

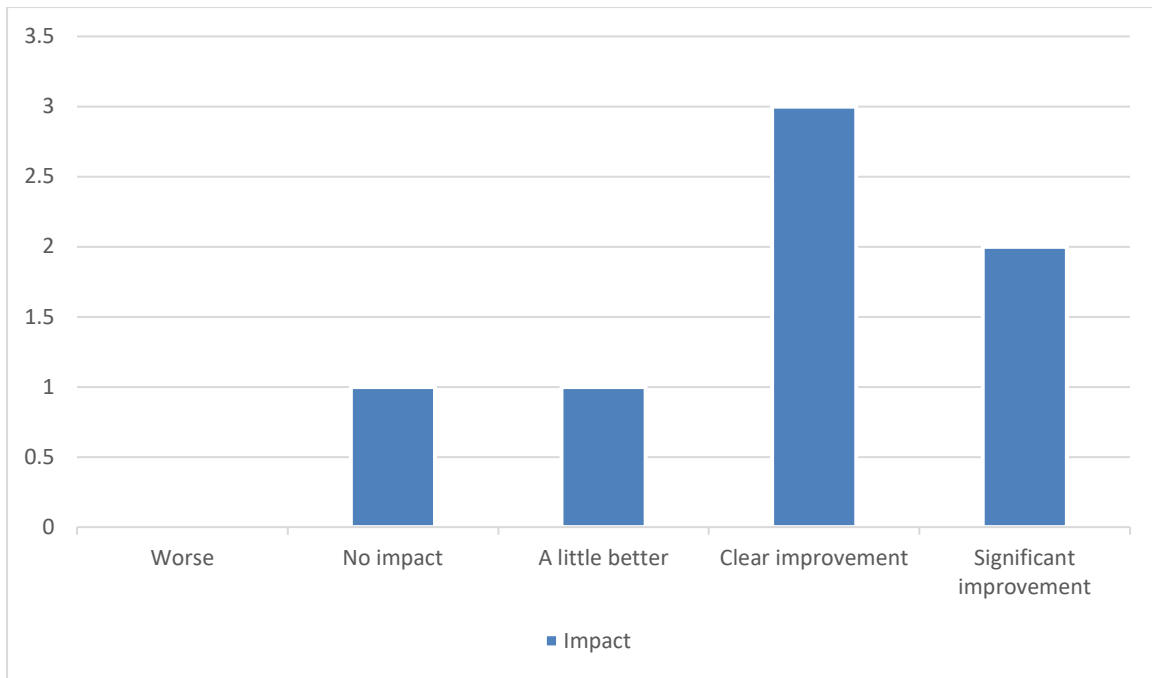
What impact has the course had in this area of your staff's practice?



This is quite a broad spread in relation to overall impact. Comments from managers suggested that their perception of impact was linked to how experienced or inexperienced the person attending the course was. For example, whether the course was "a refresher" or "Staff new to role so very useful".

### Q2. Understanding the roles of agencies involved in child protection

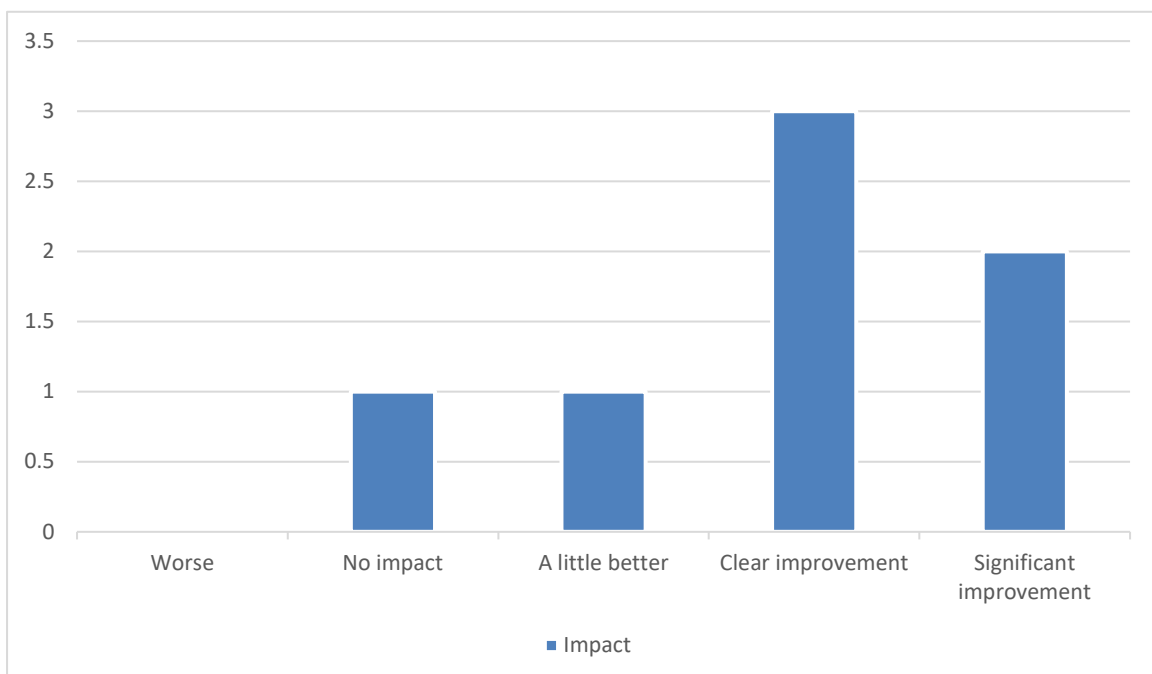
What impact has the course had in this area of their practice?



Managers were more united in their responses here on "clear impact" of improvement. Comments highlighted the perceived benefits of opportunities for networking and getting to know colleagues across agencies.

### **Q3. Awareness of local child protection processes and procedures**

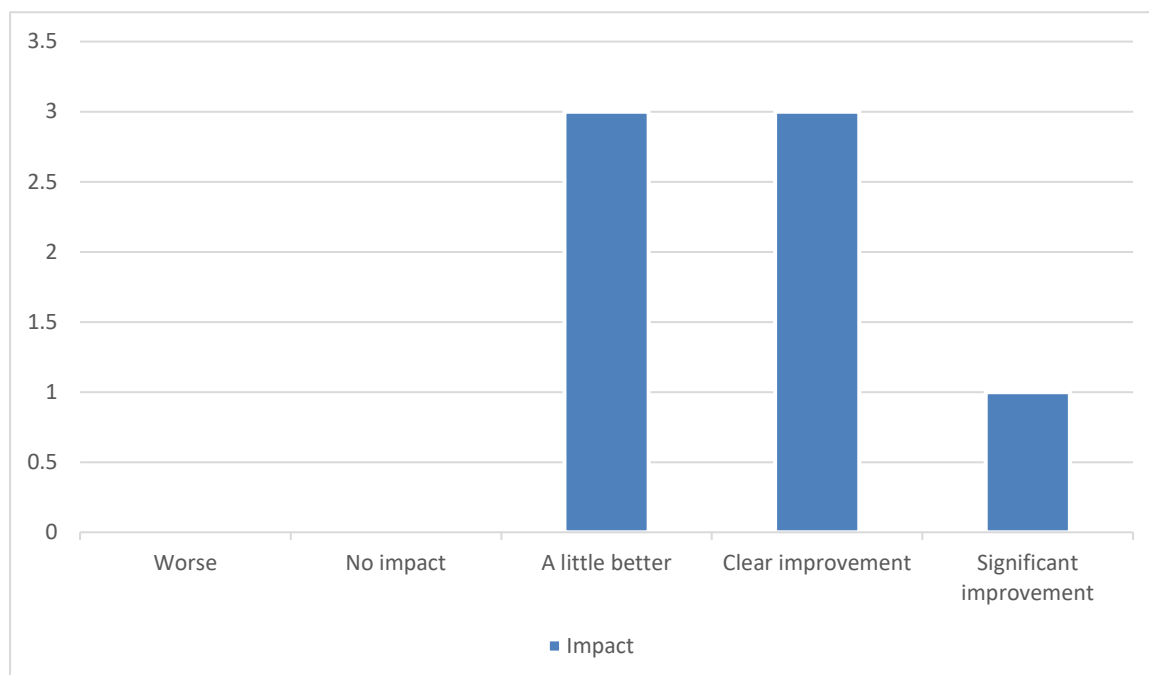
What impact has the course had in this area of their practice?



Managers were again positive about the impact of this course but no new qualitative comment was offered.

#### Q4. Understanding concepts of risk assessment and implications for planning

What impact has the course had on this aspect of their practice?



Responses here were positive but slightly less so than in previous questions and this mirrors the individual evaluations where staff were less clear about their learning with most focusing on the referral and “escalation” process and fewer on their contribution to assessment and planning in child protection.

#### Analysis of Managers' evaluations

Data gathered from this element of the research were limited due to the very low response rate so only very tentative inferences can be drawn from them. Managers were of the view that the course had a positive impact on their staff in terms of the stated learning objectives. No new qualitative comment was offered in relation to impact of learning about local child protection procedures and processes, despite this being a highly significant learning outcomes for the course. However, comments elsewhere on the impact of both courses clearly indicated perceived improvements in practice in relation to confidence and assertiveness when working within these systems. Comments highlighted the need for timely access to the course so that learning could be obtained when of highest value to individuals. Managers also noted the important networking opportunities which the course provided.

#### 2.1.3 - Findings - Interviews

Respondents were asked to comment on their recall of key learning from the course. They were invited to consider the impact of the course on them in relation to the stated learning outcomes. They were also asked to comment on how they perceived the impact of the training on their practice and if colleagues and managers had noticed any impact (see appendix 5 for topic guide). Respondents were also asked to comment on any ways in which

they think the course could be improved. As these were semi-structured interviews, there was flexibility within the discussion to follow themes and concerns specific to individual respondents.

When asked about the extent to which the course had helped them to address the stated learning outcomes, the respondents tended to focus on information sharing and the importance of not holding onto concerns individually. Respondents identified useful learning about differing thresholds and how this can be linked to professional role:

" I think people that probably work in this sort of context on an everyday basis have a better understanding of what real risks are but that maybe possibly you also get kind of used to situations like that?"

They all felt that the course had been a positive influence on them. Those with less experience in the role felt that they had learned the most and this included developments in a range of areas such as better understanding of the impact of maltreatment and backgrounds of trauma that many adult service users have. Some more experienced practitioners had done the course before and could see how the content had evolved to reflect new knowledge and match this to professional learning needs (e.g. in understanding impact of neglect).

Respondents were modest in their estimation of the impact of the course on their practice and there was recognition that a short course may only have limited impact, particularly where the practitioner's role only required them to have a background knowledge and they did not have significant or frequent involvement in child protection work.

"not sure it's made a huge amount of difference"

Within their interviews, respondents did demonstrate raised levels of knowledge and awareness of the impact of maltreatment on children and young people and of child protection structures and processes in Edinburgh. It cannot be known how the learning from the course contributed to this knowledge but respondents perceived the impact themselves.

Comments on the impact of the course on practice included a lot of reference to self-guided embedding activity such as talking to people who've done the course before to prepare for learning and talking to colleagues afterwards and sharing their learning. One person with line management responsibility noted how positive feedback from attendees informed her decision to ensure more people attended in future, and noted that this could be enhanced further if there was some kind of pre-course reading to check base levels of knowledge.

Learning opportunities which appear to have been impactful include the provision of a course resource for participants' ongoing learning (used by some but not all) and opportunities for discussion and sharing in group-work within the course. Case studies were found to be particularly useful for understanding other people's thinking and exposing participants to a range of professional perspectives.

" there's far too much stuff done in silos of this profession"

Mixed cohorts of attendees from different roles and settings were found to be very useful but some commented that learning groups need to be big enough for some within the group to speak openly.

Networking appears to be a shared benefit of attendance but the impact of this may depend on the role and setting of the learner. For example, a Mental Health Nurse found it helpful to put faces to names that she knew through email and phone contact but had not met directly before the course. Those with less experience also appear to have had an affective/attitudinal element to their learning with strong memories of being exposed to materials which gave them a fuller and more empathic understanding of the lived experiences of maltreated children and young people.

"...suddenly awakened to what is going on for a lot of people."

"...a very direct way of putting you into the reality of some of the children."

Respondents were also more appreciative of the challenges faced by social workers and less likely to attribute difficulties within the child protection system to individual practitioner characteristics.

### **Analysis of interview data**

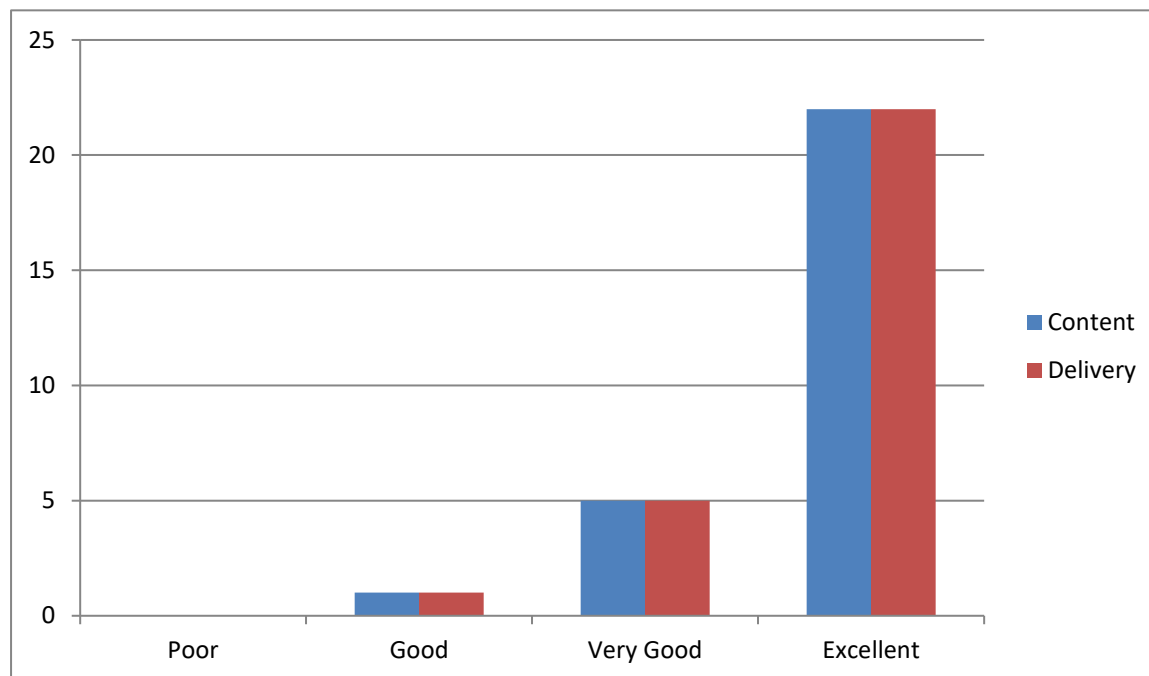
Interviews reflected strong recall of learning about thresholds and mechanisms for sharing information when there are concerns about children and young people. While relatively little detail was given of tools or skills for assessment, participants were aware of the main frameworks and the ethos underpinning practice. Learning alongside professionals from a range of different settings and roles was an important element of much learning. In particular, participants whose role makes them a relative "outsider" to child protection processes valued opportunities for developing their understanding of "insider" perspectives through discussion and reflective case study work with those more experienced in child protection work.

Reports from interviews indicated that participants believed that the course had impacted positively on their practice. This was mainly described in terms of increased confidence and levels of knowledge. It is not clear from this data-set alone whether the course has resulted in measurable changes in practice *behaviour* but students who engaged in pre- and post course activity to maximise learning may have more effectively retained knowledge over time and integrated this into their practice.

## 2.2 - Child Sexual Exploitation Awareness Raising

### 2.2.1 Findings - Individual Evaluations

#### 1. Attendees were asked to rate the content and delivery of the course



Respondents were overwhelmingly positive in their ratings and no distinction was raised between content and delivery in responses.

#### 2. Attendees were asked to record three things they learned from the course:

Learning from course was predominantly subject-specific product knowledge. This was in contrast to the broader process knowledge that respondents reported from the interagency training. Most prevalent in responses was learning about early signs or indicators of possible child sexual exploitation. This was matched by responses indicating learning about the impact of grooming and its impact on children and young people's ability to access support and protection. The next two highly rated responses were in relation to learning about social media and resources and tools for practitioners. A significant number of respondents also reported key learning in relation to legislation and policy.

#### 3. Attendees were asked if there were any topics missing that they would suggest could be included in the future

There were relatively few responses here and the only one which was repeated was a desire to see more in the course about referral options and what action to take when concerns become raised.

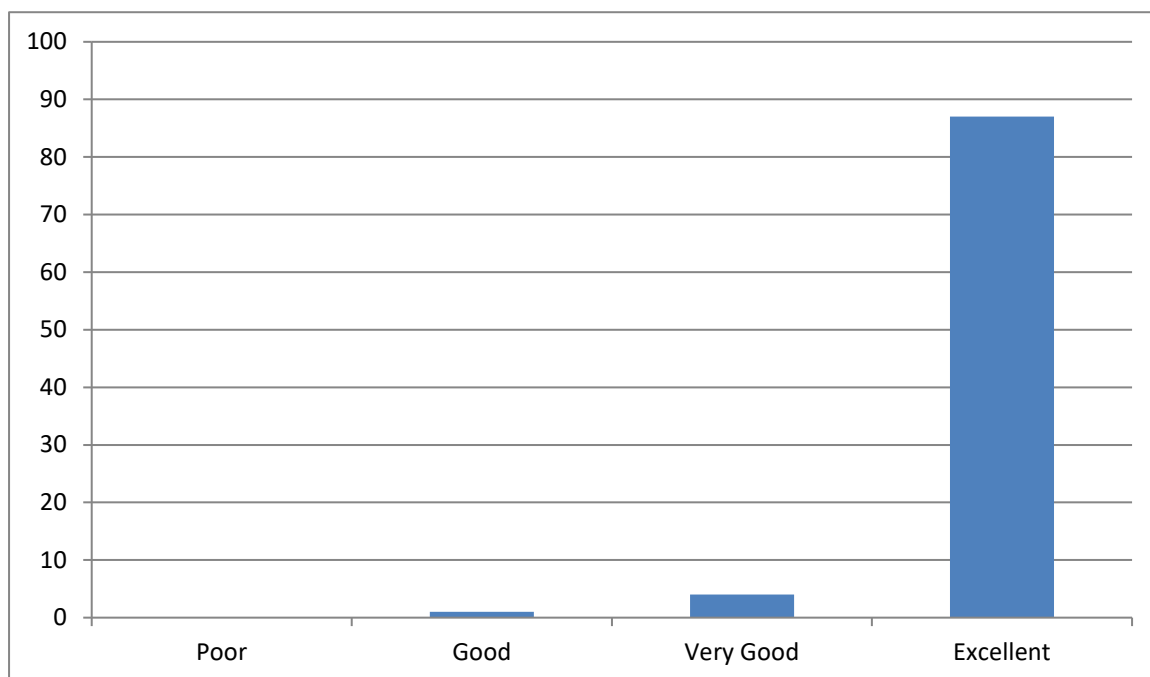
#### 4. Attendees were asked in what way the training was appropriate / inappropriate to their work

The overwhelming majority found the course to be "very" or "extremely" appropriate. For some, this was about "where there are suspicions of CSE - how we recognise and pull together" or gaining resources to use with clients. Some found the course a good opportunity to reflect on their previous practice and the possibility that they may have "missed" possible indicators of exploitation or opportunities to offer support and protection.

#### **5. Attendees were asked what further learning needs they have identified for themselves as a result of attending this course**

Some respondents commented on now going onto "read the guidance" and others noted that they would follow-up on suggested reading from the course/presenter. Other responses indicated existing commitments to similar training in the future and a commitment to embed learning in future practice (such as challenging some of "the language used by professionals")

#### **6. Attendees were asked how they would rate the session overall**



There was no space for qualitative comments on the evaluation form but respondents used the margins to indicate how much they had appreciated the Barnardos presenter's practice knowledge. Many alluded to technical problems in delivery but this does not appear to have affected their views on quality of delivery.

#### **Analysis of individual evaluation data**

Participant evaluations indicated strongly that the content and delivery of this course is highly engaging and informative. Data indicated that the course has succeeded in its aim of raising awareness of the nature and impact of child sexual exploitation. Most responses highlighted learning about possible signs or indicators of child sexual abuse and how social media apps may be used to groom children and young people.



### **2.2.2 - Interviews**

There were considerable differences between the interviewees in relation to the strength of their memories of the course. The most frequently recalled area of learning was the social media content of the course (e.g. apps) and how these could be used in grooming children and young people for sexual exploitation. Learning from the course was influenced by the role and experience of participants. Those with experience in this area were able to connect the materials to past practice and use the course as an opportunity to reflect critically on current and future practice.

...you think back and it's 'oh my goodness!' You know we talked about that child and what didn't put it down to sexual exploitation. Now, you think 'could possibly have been'.

Making connections to practice appeared to be important for seeing the significance of the materials to individual and organisational responses.

Those with direct practice experience of working with children and young people who had been sexually exploited reported gaining little new knowledge. Those with low base knowledge reported gaining a lot from the course. Some queried the impact which any short course can make over time and one interviewee noted the significant difference in the depth and quantity of learning from a one-day non-accredited course and an accredited course taken part-time over a year.

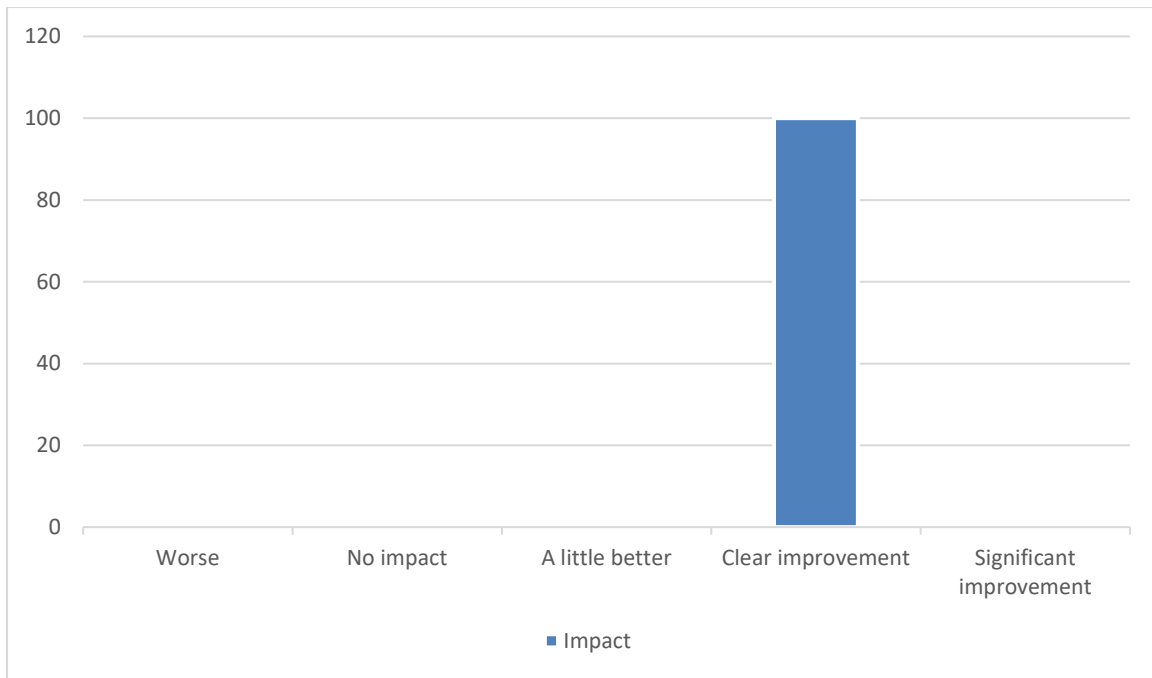
Impact of the course on participants' learning varied a lot and was seen to be dependent on pre-existing knowledge and practice experiences. Interviewees with strongest recall of course content and its significance to their practice were those who also spoke about sharing their learning from the course with other people after the course. Speaking to students and colleagues may have helped these participants to consolidate or cement their own learning. One interviewee was of the view that that this course is more likely to have a lasting impact on practice if attendance is combined with supervision informed by similar content.

### **2.2.3 - Managers' Responses**

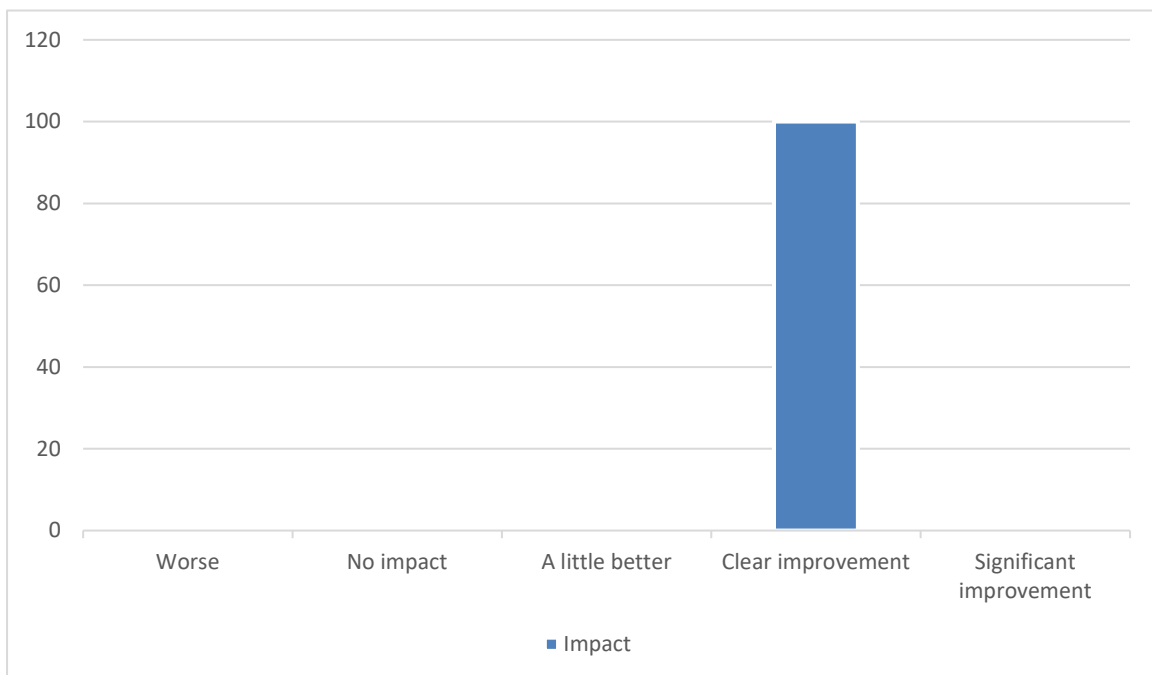
3 out of the 7 managers who took the survey responded to questions specifically about this course. As the number of people taking this course overall was lower than the numbers taking the Interagency Risk Assessment and Child Protection Processes course, this is as expected.

#### **Q1. Understanding key terminology and definitions in relation to CSE**

What impact has the course had in this area of their practice?

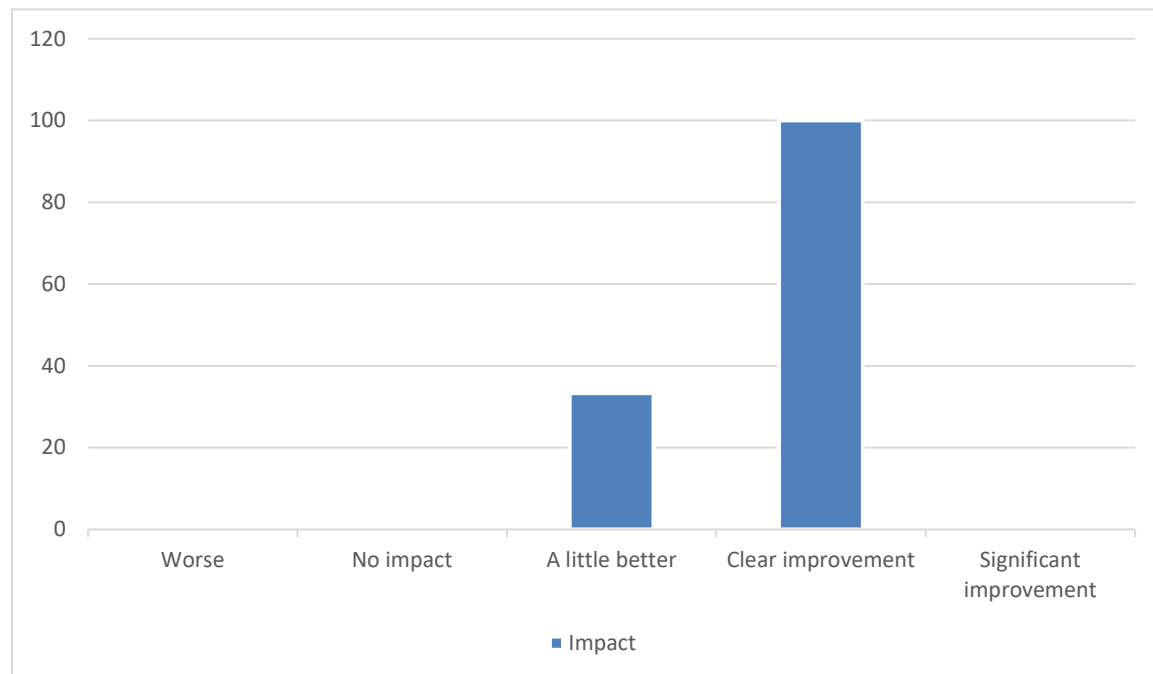


Q2. To what extent has the course helped your staff to Identify and describe the key vulnerability factors, risk indicators and spectrum of experiences in relation to CSE?



### Q3. Recognising the importance of information sharing and multi-agency partnership in responding to children and young people

What impact has the course had in this area of their practice?



#### Analysis of Managers' responses

Numbers of Responses here were very low and therefore little inference can be drawn from either the qualitative or quantitative data. All three managers reported an improvement in their staff members' knowledge, albeit one was slightly less positive about the impact in relation to awareness of the importance of information sharing. One manager commented "not attended unaware course was available third sector staff". When commenting on the wider impact of training, managers did report that training had improved their staff's confidence and awareness in practice with examples given of more assertive inquiries and reporting of concerns, and benefits to communicating and working directly with children, young people and families.

#### Key findings for consideration

- delivery was of a very high standard and attendees benefitted from a knowledgeable and skilled presenter
- participants' evaluations reflected learning outcomes effectively matched to the learning objectives and course content.
- course design appeared to promote learning about issues and phenomena for all participants, and deeper levels of reflection for some on the lived experiences of children and the implications of learning for practice
- further research will be required to explore the impact of training in relation to changes in practice behaviour

### **2.3. - Overall Evaluation of Impact: Managers' Responses**

In addition to inviting comment directly on the impact of the specific courses, managers were also asked to comment on how they thought both courses generally had impacted upon their staff's practice. Using the categories from Kirkpatrick's evaluation framework, the following responses were given. Because the number of responses was so low, all comments received are included below.

#### **Impact of learning on cognitive ability (e.g. knowledge, planning, judgement)**

- Mainly confirmed good practice
- Excellent overall knowledge and local knowledge, there is an understanding of the role that everyone else plays in safeguarding children
- Staff have more knowledge in particular around CSE
- New staff have now have local understanding and context
- very useful new staff and experienced staff as a refresher good opportunity to network with wider agencies
- clarity of processes to be followed, allows for improved risk assessment and clear understanding of the importance of sharing information
- Much greater knowledge of CP procedures

#### **Impact of learning on practice skills (communication, assessment, observation)**

- Mainly confirmed good practice
- It assists in every day practice and conversations
- Staff have more confidence when communicating to others around CSE in particular
- New staff so hard to say however staff have recorded that they see CP as a more positive intervention and something they can discuss with families in a positive way i.e. it's about getting the right help.
- more confident greater awareness
- More training specific to substance use in adults and how this impacts on parenting and additional supports for families impacted by addiction
- Positive difference, improved risk assessment
- More observant and aware of the process

#### **Impact of learning on affective domains (beliefs, attitudes, confidence)**

- Mainly confirmed good practice
- With knowledge and understanding, there is greater confidence, particularly when communicating with other people
- more confidence
- See above - CP is not necessarily something to be feared

- most difference around confidence in knowledge and awareness of duty to act and what to do
- Improved confidence in reporting any concerns
- Increased confidence when working directly with children

#### **Impact of learning on practice behaviour?**

- Mainly confirmed good practice
- The knowledge can be applied in every day practice
- As before - it is important to encourage families to get help and not fear help
- greater awareness more active enquiry led to concerns identified and reported
- as above, staff more likely to report any concerns and understand their role in this
- Integration of knowledge into practice especially when working directly with young people and families

#### **Impact of learning on service users?**

- Mainly confirmed good practice
- It builds credibility and professionalism
- More confident to talk with service users around concerns of CP and CSE
- Unsure
- more assertive action in some cases
- no real impact - service users are always made aware that we will share any child protection concerns that we have, this is nothing new

#### **What was most valuable about the impact of the courses?**

- Discussions / case studies
- The roles and responsibilities that everyone else plays
- Staff have confidence to deal with these concerns and are clear on procedures
- Networking, gaining local context and understanding and viewing CP positively
- knowledge and awareness greater confidence

#### **What would you like to see improved?**

- n/a
- More external speakers involved, like the Police
- Would be helpful to have refresher/shorter version for existing staff.
- more availability of training and more specific training around working with children and families affected by addiction

- n/a

**Do you have any other thoughts or comments on the courses not covered above?**

- n/a
- The trainer was excellent and had so much relevant knowledge and experience to share. There was also someone from the Police attended and that insight was excellent
- Although GIRFEC and local practice was discussed there seems to be a disconnect with the GIRFEC training and materials found here  
[http://www.edinburgh.gov.uk/downloads/download/273/child\\_planning\\_documents](http://www.edinburgh.gov.uk/downloads/download/273/child_planning_documents) eg see info sharing flowchart
- too much competition for spaces on training and a shorter refresher training needed
- no

## Part 3 - Discussion and conclusions

### Impact of learning

Positive outcomes were identified for both courses at Level 1 of Kirkpatrick's evaluation framework: *Learners' Reaction*. All three data sets consistently indicated that participants had a good experience of learning. Key to this outcome was the combination of excellent teaching skills and practice knowledge in the presenters. Materials in both courses demonstrated principles of adult learning in their design in that they recognised the experience and motivation of attendees and were focused on applying learning to practice (Merriam and Bierma 2013). Individual evaluations and interviews indicated that participants had acquired knowledge that was effectively matched to the learning objectives set out in course design. The curriculum for each course was contemporary and appropriate and it is important that regular reviews and updates of materials are carried out to maintain this strength. There were indications that some sections of the Interagency Risk Assessment and Child Protection Processes course could be improved by further attention to pedagogy.

There was evidence that knowledge from the courses had been acquired and maintained by participants at Level 2: *Acquisition of Knowledge and Skills*. Although some participants had stronger recall than others, they were all able to remember specific facts and concepts from the courses. This type of learning is considered by some to be a relatively low level of cognitive outcome but data in this study suggests that higher-level outcomes were attained by some participants. In particular, some participants were able to demonstrate affective responses (such as increased recognition of the child's lived experience) and critical application of knowledge to practice (such as considering how they would practice differently as a result of learning). It is not possible to say whether these higher-order learning outcomes are directly attributable to the courses or whether other influences (such as individual cognitive flexibility or team cultures) played a part. It is important that the courses continue to provide participants with opportunities for discussion and critical engagement with learning in relation to their individual professional roles and settings. To this end, it may be helpful to review how the course can effectively support those working in the third sector (particularly those with minimal or infrequent engagement with child protection processes) to integrate and apply their learning in practice.

### Embedding learning in practice

Findings from this study suggest that learning may be enhanced through some development of pre- and post-course links to ongoing professional development. There were indications that pre-course preparation can enhance levels of motivation to attend and readiness for learning. Attendees indicated high levels of satisfaction with the courses but felt that the course had not been "sold" effectively to them. To counter the notion of the training being a mandatory "tick-box" there may be benefit in capturing participant testimony for use in course promotion. Some of the comments from the evaluation sheets are already available and additional audio/visual "talking heads" clips may also be considered if such material can be supported on available platforms.

There were also some suggestions that individuals' learning needs were not always ideally matched to course provision. While this is a perennial problem and one already addressed

through individual agencies' staff development policies, it may help to consider how individual needs analysis can best be supported in preparation for course attendance. A brief selection exercise has the potential to support critical reflection on learning needs and provide motivation at the same time as those needs are identified. For example, a relatively simple pre-course scaling exercise (e.g. on a 1-10 Lickert scale "how confident are you about..., how knowledgeable ...?") may help to make learning needs explicit and could also be repeated after the training to encourage reflection on the impact of learning. Such exercises may also provide valuable data for the ongoing evaluation of training as they would provide a level of "before and after" testing not possible in this particular study.

Some evaluations and interviews elicited data about how learning may be effectively embedded in practice. When interviewees were asked to consider who may have noticed changes in their practice as a result of their learning, this appeared to provoke reflection on how relatively little attention was paid to the learning outcomes of these courses in practice. Participants reported talking to their colleagues and sharing their learning with colleagues and students. Although managers reported seeing changes in practice behaviour, respondents themselves did not report discussing their learning with their manager. One third sector respondent noted that they did talk about training with their manager at their annual review but this was only about *which* courses they had done and not about the *learning or impact* of the course on their practice. Another suggested,

"it should be back to the service that sends you to have to have a responsibility to work through with you, what you've learned and how important it was"

These comments reflect a challenge in how to encourage and support the embedding the learning from ECPC courses within ongoing professional development processes across the wide variety of organisations who send candidates on the courses. Both courses currently provide participants with course materials and resources that can be kept for reference and revision. Participants were motivated to read more following the courses and recommended reading was appreciated. Some participants and some managers suggested benefits in developing further opportunities for short "refresher" courses and consideration may be given to post-training exercises or events that support critical reflection on how learning has impacted on practice. Such "refreshers" could potentially draw on material in the resource packs to support critical reflection on how learning has been integrated into practice.

Due to the limitations of the research design and data available, it is hard to draw any strong conclusions about learning outcomes beyond Level 3: *Changes in Behaviour*. However, some data did indicate a positive impact of the courses on a range of practice domains. Participants could recall course content and spoke of increased confidence. A significant proportion of those interviewed said that they had not been actively involved in either child protection processes or working with child sexual exploitation since the training and therefore could not point to anything they had yet done differently in practice, other than have higher levels of understanding and awareness. Managers of staff who had attended the courses indicated noticeable improvements in participants' knowledge and understanding as well as enhanced awareness and confidence in practice. In relation to the Interagency Risk Assessment and Child Protection Processes course, there was evidence of managers seeing improvements in participants' practice in taking assertive action when abuse and neglect was a concern. Knowledge was also seen to be integrated into practice in



participants' direct work and communication with service users. While these findings are limited in terms of the sample size, they are encouraging and may indicate the benefits of further involvement of managers in evaluating outcomes and supporting the embedding of learning in practice.

More extensive research will be required if the impact of professional learning on higher-level developments, such as changes in organisational practice and outcomes for service users, is to be considered. Research designed to investigate these higher-level outcomes will need to include features such as pre- and post-training evaluation, comparison between one group who received the training and one that did not, and interviews with service users to gather data on the ultimate impact of training in relation to improved outcomes for children, young people and families. Such research design would require more extensive resource and planning to ensure that outcomes measures were clearly defined and data collection plans were in place in advance of the next delivery.

### **Learning outcomes**

Learning outcomes are stated for both the courses.

### **Interagency Risk Assessment and Child Protection Processes**

- Define national and local context for child protection
- Describe roles of agencies involved in child protection
- Know the child protection processes and procedures
- Explain concepts of risk assessment and implications for planning
- Apply key principles for the appropriate sharing of information.<sup>1</sup>

### **Child Sexual Exploitation Awareness Raising**

- Explain the key terminology and definitions in relation to CSE
- Identify and describe the key vulnerability factors, risk indicators and spectrum of experiences in relation to CSE
- Recognise the importance of information sharing and multi-agency partnership in responding to children and young people

These learning outcomes specify the essential learning for the courses. They are written in clear language and are measurable, although there are currently no summative assessment tasks attached to either course. They begin with an active verb, followed by the object of the verb and a phrase that gives the context. This kind construction is understood to be an effective support for learning (Kennedy 2006) and is an important element of provision for tutors and participants. Attention may be paid to the verb forms used though. Currently, the verbs are indicative of learning at a relatively low cognitive level. Bloom (1956) proposed that knowing is composed of six successive levels arranged in a hierarchy and that thinking can be divided into six increasingly complex levels from the simple recall of facts at the lowest level to evaluation at the highest level.

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<sup>1</sup> This learning outcome is noted in marketing but not in the PowerPoint teaching slides



Outcomes of learning (such as being able to describe or explain) constitute "knowledge" but not necessarily "understanding" and do not clearly inform how such knowledge will impact practice. To raise the level of learning to that of critical reflection and application in practice, consideration may be given to revising the learning outcomes for both courses to use verbs more indicative of higher-level thinking and desired impact on practice (e.g. demonstrate, apply, practice, use...). It should be noted that the learning outcomes published in the marketing flyer for the Interagency Risk Assessment and Child Protection Processes course include "Apply key principles for the appropriate sharing of information". This is more practice-oriented but it is not included in the PowerPoint slides for the course and this should be checked (and corrected if necessary) before next delivery.

The National Framework for Child Protection Learning and Development (Scottish Government 2012) uses verbs that are more active and practice-oriented (such as recognise, engage, distinguish and apply) and consideration may be given to the effectiveness of the teaching and learning design in supporting participants to attain these learning outcomes. Currently, many of the exercises involve practice-near discussions and reflection on action that do support higher-level learning but this is not really mirrored in the current learning outcomes. Biggs (2003) refers to this type of process as involving constructive alignment. The curriculum is designed so that the teaching and learning activities (and assessment where relevant) are co-ordinated with the learning outcomes. Aligning the language of the learning outcomes so that they more accurately reflect the practice-oriented pedagogy in the courses may support participants to embed their learning in the specific context of their role and setting. Formative assessment opportunities in the courses (such as guided discussion or case study vignettes) already support context-specific learning and may include specific reference to the course learning outcomes so that this alignment is explicit for participants.

Course learning outcomes for the Child Sexual Exploitation Awareness Raising Course use the verbs "explain, identify and recognise". It is recommended that these descriptors are also reviewed to ensure that the learning outcomes are focused on the appropriate skills required of attendees in their professional practice. For example, rather than "recognise the importance of information sharing..." a more applied outcome such as "ability to share information in line with legislation and policy..." Formative assessment opportunities already embedded in the course (such as guided discussion or case study vignettes) can be explicitly linked to these learning outcomes to help participants consider how they may employ their learning in their practice.

## **Evaluation criteria**

The evaluation sheets which participants complete at the end of these courses were used as a data source for this study and some of the limitations in the data that they provide may be worth further consideration. It was noticeable that participants wanted to provide more detailed feedback about the quality of course content and delivery but there was no space here for qualitative comments. For example, interviews found that participants really appreciated the courses' level of connection to real situations and the case study approach but the evaluation sheet did not make it easy to give this kind of feedback. Inclusion of a comments box here would be an easy revision and may provide richer feedback for future course developments. Where delivery is over more than one day or there are multiple presenters, it may be helpful to create space in the evaluation sheet to allow participants to comment in more detail on specifics.

Participants are invited to record three things they learned from the course. This provides valuable data on the extent to which participants are able to recall key course content but does not indicate how participants have understood the materials or how they have considered the implications of their learning for their professional practice. Consideration may be given to changing the language from the rote-oriented "learn" to something more oriented to critical reflection and application (such as "taken away from the course" or what has it made you think about". Equally, shifting the focus of question 3 from "topics missing" to something more supportive of reflection (e.g. "how might the course be improved") might also be beneficial.

The question about the appropriateness/inappropriateness of the course to participants' roles tended to garner a binary response (yes/no) and then justification according to role. While this will be helpful in evaluating the overall match between courses and learning needs, it did not provide data in this study which could help to establish the impact of learning in and on practice.

## **Further research**

This study has drawn on rich descriptions of learning and practice from course participants and their managers. This has identified a number of key points which can be used to further enhance current provision and maximise opportunities for practice improvement. The study was necessarily limited in its design and this means that only very tentative conclusions may be drawn about the impact of learning on practice behaviour and outcomes for organisations and service users. If future research is to provide further insight into the practice outcomes of professional education, consideration should be given to research designs that can focus on clearly identified learning outcomes with the potential for measurements to be taken before and after the course. Involvement of children, young people and families in research is advised to gain meaningful data on the impact of training on outcomes for service users. Such elements of research benefit from early discussion so that data collection parameters and methods can be defined and developed in advance of the specific course and period of delivery being evaluated.

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**Senior Lecturer (Child Welfare and Protection)**

**Faculty of Social Sciences - University of Stirling**

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**Appendix 1 - Individual participant evaluation template**

**Child Protection Inter-agency Training - Evaluation Form**



Course:

Date:

Job Title / Profession:

**1. Please rate the following:**

<b>Content:</b> Poor	Good	Very Good	Excellent
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<b>Delivery:</b> Poor	Good	Very Good	Excellent
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**2. Please record three things you learned from the course:**

**3. Are there any topics missing that you would suggest could be included in the future?**

**4. In what way was the training appropriate / inappropriate to your work?**

**5. What further learning needs have you identified for yourself as a result of attending this course?**

**6. How would you rate the session overall?**

Poor

Good

Very Good

Excellent

**Thank you**

## ***Appendix 2 - Research participant information sheet***

### **Participant Information Sheet**

**Research Project Title: Evaluation of Edinburgh Child Protection Committee Training**

#### **1. Background, aims of project**

We would like to invite you to take part in an independent evaluation of two training courses for professionals involved in child welfare and protection practice delivered by Edinburgh Child Protection Committee to a range of multi-agency partners.

- risk assessment & child protection processes
- child sexual exploitation awareness

#### **2. Why have I been invited to take part?**

You have been invited because you took one of these courses between autumn 2018 and summer 2019.

#### **3. Do I have to take part?**

No. You do not have to take part.

If you do decide to take part, you can withdraw your participation at any time without needing to explain and without penalty by advising the researcher of this decision.

If you withdraw we will not collect any more data from you. However, any data collected up until the point that you withdraw will be kept and used in the data analysis.

You will be given this information sheet to keep and be asked to complete an electronic consent form.

#### **4. What will happen if I take part?**

Data from the evaluation form that you completed at the end of the course will be analysed. You may also be invited to attend one interview with the researcher. If you accept the invitation, the interview will take approximately 30 minutes and will be carried out in a locality office near your workplace. You will be asked questions about the training and any impact that it has had on practice for you.

#### **5. Are there any potential risks in taking part?**

There are no foreseeable risks in taking part.

#### **6. Are there any benefits in taking part?**

The benefits of taking part are: an opportunity to reflect on your learning and its application to practice; a direct contribution to the improvement of future training.

#### **7. What happens to the data I provide?**

The research data (audio recordings and researcher notes) will be kept anonymous using alphanumeric codes to represent respondents in any direct quotes.

Personal/confidential information will be stored anonymously using the University of Stirling's secure servers. Your personal data will be kept for 2 years on the Research Drive – a secure data centre on the Stirling campus - and then will be securely lodged in DataSTORRE for a minimum of 10 years as per University policy.

Your permission is sought to use direct quotes. Your details will not be made publicly available but you should be aware that it is possible that colleagues may identify your quotes due to a close and shared knowledge of your role, setting, work, etc.

The researcher has an obligation to disclose should data indicate offences in relation to child protection, the physical abuse of vulnerable adults, money laundering and crimes covered by the prevention of terrorism legislation.



## **8. Recorded media**

Interviews will be subject to audio recording and the recordings transcribed (written out in full). These transcriptions will then be analysed to identify patterns and themes emerging. Key findings resulting from this analysis will be presented in a research report and pieces of raw data (in the form of direct quotes from interviewees) may be reproduced within the report and subsequent publications. The recordings themselves will not be broadcast or shared

## **9. Will the research be published?**

The research may be published in relevant journals such as Social Work Education, Child Abuse Review and/or Practice. You will/will not be identifiable in any report/publication.

The University of Stirling is committed to making the outputs of research publically accessible and supports this commitment through our online open access repository STORRE. Unless funder/publisher requirements prevent us this research will be publicly disseminated through our open access repository. In addition, the researcher is committed to providing Edinburgh Child Protection Committee with a knowledge exchange event where key findings will be presented for review and discussion with key stakeholders.

## **10. Who is organising and funding the research?**

Edinburgh Child Protection Committee is funding this research and it is being carried out by Dr Duncan Helm from the University of Stirling.

## **11. Who has reviewed this research project?**

The ethical approaches of this project have been approved via The University of Stirling General University Ethics Panel

## **12. Your rights**

You have the right to request to see a copy of the information we hold about you and to request corrections or deletions of the information that is no longer required.

You have the right to withdraw from this project at any time without giving reasons and without consequences to you. You also have the right to object to us processing relevant personal data however, please note that once the data are being analysed and/or results published it may not be possible to remove your data from the study.

## **13. Who do I contact if I have concerns about this study or I wish to complain?**

If you would like to discuss the research with someone you may contact me (Dr Duncan Helm) at [duncan.helm@stir.ac.uk](mailto:duncan.helm@stir.ac.uk) or 01786 466 302. You may also contact my Head of Subject Group (Associate Professor Ruth Emond) at [h.r.emond@stir.ac.uk](mailto:h.r.emond@stir.ac.uk) or my Head of Research Group (Professor Jane Callaghan) at [jane.callaghan@stir.ac.uk](mailto:jane.callaghan@stir.ac.uk) : Faculty of Social Sciences, University of Stirling

You have the right to lodge a complaint against the University regarding data protection issues with the Information Commissioner's Office (<https://ico.org.uk/concerns/>).

The University's Data Protection Officer is Joanna Morrow, Deputy Secretary. If you have any questions relating to data protection these can be addressed to [data.protection@stir.ac.uk](mailto:data.protection@stir.ac.uk) in the first instance.

You will be given a copy of this information sheet to keep.

**Thank you for your participation.**

### **Appendix 3 - Participant consent form**

## **Consent Form**

**Research Project Title: Evaluation of Edinburgh Child Protection Committee Training**

GUEP Approval Number 669

Name:	
	Please tick box
I confirm that I have read and understood the information sheet explaining the research project and I have had the opportunity to ask questions about the project.	
I understand that my participation is voluntary and that I am free to withdraw at any time during the study without giving a reason, and without any penalty. I understand that if I withdraw no more data will be collected from me. However, any data collected up until the point that I withdraw may be kept and used in the data analysis.	
I have been given a unique identifying number and know whom to contact should I wish to withdraw my data.	
I understand that my responses will be kept anonymous and I give permission for members of the research team to have access to my anonymised responses.	
I consent to data gathered from my participation being stored securely at the University of Stirling in line with the University's Research Data Management Policy."	
I agree to take part in this study	

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## **Participant Information Sheet**

**Research Project Title: Evaluation of Edinburgh Child Protection Committee Training**

### **14. Background, aims of project**

We would like to invite you to take part in an independent evaluation of two training courses for professionals involved in child welfare and protection practice delivered by Edinburgh Child Protection Committee to a range of multi-agency partners.

- risk assessment & child protection processes
- child sexual exploitation awareness

### **15. Why have I been invited to take part?**

You have been invited because members of staff in your team attended one of these courses between autumn 2018 and summer 2019.

### **16. Do I have to take part?**

No. You do not have to take part.

If you do decide to take part, you can withdraw your participation at any time without needing to explain and without penalty by advising the researcher of this decision.

If you withdraw we will not collect any more data from you. However, any data collected up until the point that you withdraw will be kept and used in the data analysis.

You will be given this information sheet to keep and be asked to complete an electronic consent form.

### **17. What will happen if I take part?**

You will be invited to complete a brief online questionnaire about the impact that these courses have had on your staff's practice.

### **18. Are there any potential risks in taking part?**

There are no foreseeable risks in taking part.

### **19. Are there any benefits in taking part?**

The benefits of taking part are: an opportunity to reflect on learning and its application to practice; a direct contribution to the improvement of future training.

### **20. What happens to the data I provide?**

The research data (your answers) will be kept anonymous using alphanumeric codes to represent respondents in any direct quotes.

Personal/confidential information will be stored anonymously using the University of Stirling's secure servers. Your personal data will be kept for 2 years on the Research Drive – a secure data centre on the Stirling campus - and then will be securely lodged in DataSTORRE for a minimum of 10 years as per University policy.

Your permission is sought to use direct quotes. Your details will not be made publicly available but you should be aware that it is possible that colleagues may identify your quotes due to a close and shared knowledge of your role, setting, work, etc.

The researcher has an obligation to disclose should data indicate offences in relation to child protection, the physical abuse of vulnerable adults, money laundering and crimes covered by the prevention of terrorism legislation.

### **21. Will the research be published?**

The research may be published in relevant journals such as Social Work Education, Child Abuse Review and/or Practice. You will/will not be identifiable in any report/publication.

The University of Stirling is committed to making the outputs of research publicly accessible and supports this commitment through our online open access repository STORRE. Unless funder/publisher requirements prevent us this research will be publicly disseminated through our open access repository. In addition, the researcher is committed to providing Edinburgh Child Protection Committee with a knowledge exchange event where key findings will be presented for review and discussion with key stakeholders.

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**23. Who has reviewed this research project?**

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**24. Your rights**

You have the right to request to see a copy of the information we hold about you and to request corrections or deletions of the information that is no longer required.

You have the right to withdraw from this project at any time without giving reasons and without consequences to you. You also have the right to object to us processing relevant personal data however, please note that once the data are being analysed and/or results published it may not be possible to remove your data from the study.

**25. Who do I contact if I have concerns about this study or I wish to complain?**

If you would like to discuss the research with someone you may contact me (Dr Duncan Helm) at [duncan.helm@stir.ac.uk](mailto:duncan.helm@stir.ac.uk) or 01786 466 302. You may also contact my Head of Subject Group (Associate Professor Ruth Emond) at [h.r.emond@stir.ac.uk](mailto:h.r.emond@stir.ac.uk) or my Head of Research Group (Professor Jane Callaghan) at [jane.callaghan@stir.ac.uk](mailto:jane.callaghan@stir.ac.uk) : Faculty of Social Sciences, University of Stirling

You have the right to lodge a complaint against the University regarding data protection issues with the Information Commissioner's Office (<https://ico.org.uk/concerns/>).

The University's Data Protection Officer is Joanna Morrow, Deputy Secretary. If you have any questions relating to data protection these can be addressed to [data.protection@stir.ac.uk](mailto:data.protection@stir.ac.uk) in the first instance.

You will be given a copy of this information sheet to keep.

**Thank you for your participation.**

## **ECPCP/UoS 20-19 Participant interview schedule**

Welcome, introductions – length of interview about 30 mins but no more than 45 mins (check OK). Preferred names/pronouns to be discussed.

Recap of aims of research and ethical standards being adhered to. Check for participant info and consent. Note recording.

*Total interview time will not exceed 45 minutes. This is a semi-structured interview and the researcher may rephrase questions or ask follow-up questions to gain further data on significant themes emerging.*

- Which agency/organisation do you work for?
- What is your role there?
- Which course did you take and when did you take it?

*Explain - separate questions relating to stated learning outcomes on each course, depending on which course they took:*

### **Interagency Child Protection course**

To what extent has the course improved your ability to...?

- Define national and local context for child protection
- Describe roles of agencies involved in child protection
- Know the child protection processes and procedures
- Explain concepts of risk assessment and implications for planning

### **Child Sexual Exploitation course**

To what extent has the course improved your ability to...?

- Explain the key terminology and definitions in relation to CSE
- Identify and describe the key vulnerability factors, risk indicators and spectrum of experiences in relation to CSE

- Recognise the importance of information sharing and multi-agency partnership in responding to children and young people

**For all participants**

- What do you recall most strongly from the course?
- Was there a “lightbulb” moment for you at any point in the course?
- What (if any) difference do you think the course has made in terms of professional practice?

*(Explain next question is about how others may see the impact and feed this back to you)*

- What kind of difference do you think others (such as your service users, colleagues or manager) might see in your practice as a consequence of the course?
- Do you have any suggestions for how to improve the course?
- Any further comments?

Following these questions, the researcher will stop the recording, thank the participant for their time and ensure that they have the information sheet and know how to make contact if they have any concerns or wish to withdraw in the future.

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## Education, Children and Families Committee

10am, Tuesday, 2 March 2021

### Distribution of Scottish Government Community Mental Health Funds

Executive/routine  
Wards  
Council Commitments

#### 1. Recommendations

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- 1.1 The Education, Children and Families Committee is asked to:
  - 1.1.1 Note the action taken to award the grant funding to EVOC for distribution to voluntary and third sector organisation under the Urgency Procedure paragraph 4.1 of the Committee Terms of Reference and Delegated Functions.

**Bernadette Oxley**

Head of Children's Services

Contact: Anna Gray, Acting Senior Manager

E-mail: [Anna.Gray@edinburgh.gov.uk](mailto:Anna.Gray@edinburgh.gov.uk) | Tel: 0131 469 3960

## Distribution of Scottish Government Community Mental Health Funds

### 2. Executive Summary

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- 2.1 This report details how the local authority proposes to distribute the Scottish Government Community Mental Health Funds allocated to City of Edinburgh Council for the financial year 20/21 (£335,000).
- 2.2 This report is also to advise Committee of the action taken to award the full amount to EVOC for distribution to voluntary and third sector organisations under the urgency procedure.
- 2.3 It is anticipated that the mental health of children and young people will have deteriorated over the series of lockdowns. Research to quantify this is ongoing across Scotland and in the UK. Referrals for support have continued throughout lockdown particularly for Barnardo's/Children First Family Support. It is expected that emerging from lockdown that demand is going to outstrip supply unless we act decisively.
- 2.4 The funds should assist local children's services and community planning partnerships with the commissioning and establishment of new local community mental health and wellbeing supports or services or the development of existing supports and services, in line with the Scottish Government framework.

### 3. Background

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- 3.1 The Scottish Government has identified that the mental health and wellbeing of children and young people is an area that requires strategic local approaches to ensure needs are identified and supported appropriately at the earliest opportunity. To enable the commissioning and the provision of such services, the Scottish Government is providing funds to every local authority to be directed towards community mental health for 5 to 24-year olds (26 if care experienced).
- 3.2 The funds will come to Edinburgh initially in two stages. Funds for January to March 2021 equate to £335,000; subsequent funds for the financial year 2021 to 2022 are estimated at £1,343,000. The Scottish Government is committed to sustaining this funding year on year.

- 3.3 It is the view of the collaborative implementation group that both forthcoming funding allocations should be spent strategically to effectively meet the needs of children and young people. It is anticipated that this will be through both locality and citywide approaches.

## 4. Main report

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- 4.1 Psychological Services are leading the collaborative implementation group looking at how to effectively distribute the funds allocated to Edinburgh for the purposes set out in the Scottish Government Framework<sup>1</sup>. The group includes EVOC, LAYC, Psychological Services, the Health and Wellbeing Team and CAMHS.
- 4.2 The implementation group has looked at local data to inform the identification of local gaps and strategic opportunities. Locality briefings have been organised to share information on the funds with all our partners.
- 4.3 As the funds will come to Edinburgh in two stages, the implementation group has recommended two phases to the distribution of the local funds.
- 4.4 Phase one will focus on 'Enhancing and Extending'. The funding allocated from January to March (£335,000) will enable services to implement immediate changes to provide more of what we already do well. Organisations will be invited to submit proposals based on what they already do, the impact and the evidence of demand of services between now and August 2021. Proposals will be made using a template that has been agreed by the implementation group and is based on the Scottish Government guidance (appendix 2).
- 4.5 Phase two will focus on 'Collaborating and Connecting' with a focus on the Scottish Government aim to provide 'Seamless pathways of support'. We will be seeking proposals that join up and connect supports available at a locality and city-wide level that allows stakeholders, children, young people and their families to identify and access appropriate supports quickly, building on our established GIRFEC framework.
- 4.6 The implementation group acknowledges that the two instalments of the funding stream are closely linked together. Without evidence of utilisation of the former by March 2021, the latter might not be released.
- 4.7 EVOC have agreed to administer the phase one, to allow the funds to be spent within the necessary time constraints and to allow all organisations demonstrating effective practice to be eligible. EVOC align to our corporate guiding principles and for an agreed administrative fee will be working in partnership to reach the desired outcome of successful and transparent grant distribution. The cost, which is deemed fair for the requirement, will be covered by the Scottish Government funding (appendix 3). Full details of the proposed grant process, open to all applicants and not restricted to those already on council frameworks, are appended to the report (appendix 1).

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<sup>1</sup> <https://www.gov.scot/publications/mental-health-scotlands-transition-recovery/pages/1/>

- 4.8 Phase two will be completed via a procurement exercise, ensuring transparency, equal treatment, openness and proportionality. The procurement process will be open to all applicants.

### **Urgency Procedure**

- 4.9 Grants Standing Orders state that ‘unless otherwise agreed by the Council, the Edinburgh Integration Joint Board (EIJB), or relevant Council Committee (each as appropriate), the process for awarding a grant which exceeds £25,000 shall be open to all eligible applicants. In certain circumstances, a restricted process i.e. restricted to existing grant recipients may be appropriate but must be agreed by the Council, the EIJB or relevant Council Committee (each as appropriate) in advance’.
- 4.10 Due to timescales for the release of the funding and implementation of the services, approval to award the grant to EVOC was sought using the Urgency Procedure, in consultation with the Convenor and Vice Convenor. The urgency procedure states that: ‘If a decision which would normally be made by a Committee requires to be made urgently between meetings of the Committee, the Chief Executive or appropriate Director, in consultation with the Convenor or Vice-Convenor, may take action, subject to the matter being reported to the next Committee’
- 4.11 Urgency powers to authorise this expenditure were sought and granted by the Convenor and Vice Convenor of this Committee on Monday 1<sup>st</sup> February.
- 4.12 There were a number of unintended consequences that would have occurred should the urgency powers not have been invoked. These consequences include:
- 4.12.1 Risk of losing the first allocation of funds (£335,000) due to tight timescales.
  - 4.12.2 Risk of losing the second allocation of funds (approx. £1,343,000) due to lack of evidence of having spent effectively the first instalment.
  - 4.12.3 Avoidance of any break in increasing and extending supports immediately available. This is particularly pertinent due to the current context where COVID 19 has increased mental health and wellbeing needs for our children and young people.<sup>2</sup>
  - 4.12.4 Risk of inequities in provision across different Local Authorities.

## **5. Next Steps**

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- 5.1 Timeline and main steps of phase one are detailed in the Guidance on Funding (appendix 1).
- 5.2 As agreed by the parties in the Grant Agreement, the funds will be released in two instalments. The administrative fee (£5,836.30) will be paid to EVOC by the end of

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<sup>2</sup> The repeated nature of the lockdowns has made it hard to determine what is the most effective approach to delivering services. Many services but not all switched to virtual delivery during lockdown. It is not clear how effective virtual delivery is compared to the more regular, hands on approaches.

February. The rest of the funding will be transferred to EVOC to cover all successful awards, at the latest by the end of March 2021.

- 5.3 To ensure ongoing performance monitoring, EVOC will be expected to gather and collate monthly impact data on all successful grants using an agreed common reporting format (appendix 1). Impact data on all community mental health funds (including school counsellors) will be submitted to the Scottish Government by Psychological Services on a 6-monthly basis.

## **6. Financial impact**

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- 6.1 The business case for this implementation has been agreed by Scottish Government as a national priority. This is also an area identified as a local priority in our Children's Partnership Plan and our locality data.
- 6.2 The budget is coming to the local authority direct from Scottish Government, which has committed to maintaining it over time.
- 6.3 There are no revenue or capital costs associated with the report
- 6.4 There will be no income generated or income savings through this project.
- 6.5 The financial risk that City of Edinburgh council would lose the funding allocated for January to March 2021 has been mitigated through the agreement outlined in the main report.
- 6.6 There were no procurement costs associated with awarding these short-term grants.

## **7. Stakeholder/Community Impact**

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- 7.1 An implementation group is in place including EVOC, LAYC, Psychological Services, the Health and Wellbeing Team and CAMHS. We have communicated and consulted with stakeholders through four locality briefings.
- 7.2 The views of children, young people and their families have been gathered through a number of consultation exercises.
- 7.3 Elected Members, the Scottish Government and various other interested parties have been kept apprised of all developments throughout.
- 7.4 The impact on the community will be to provide support more efficiently and locally specifically in relation to mental health for children and young people.
- 7.5 With the aim of providing early co-ordinated supports locally, it is hoped that travel to access services will be reduced therefore having a positive impact on carbon reduction.

## **8. Background reading/external references**

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- 8.1 Scottish Government Community Mental Health and Wellbeing Supports and Services Framework.
- 8.2 Phase one funding paperwork.

## **9. Appendices**

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- 9.1 Appendix 1 Funding Guidance and Monitoring Return Template
- 9.2 Appendix 2 Final Proposal
- 9.3 Appendix 3 Administrative fee quote

## Mental Health and Emotional Well Being Services

### Provision of Services to support the Community Mental Health & Well Being Framework

#### Phase one funding

### City of Edinburgh Council

#### Background

Scottish Government announced funding in September 2020 for councils to meet the following objective;

*'Every child and young person in Scotland will be able to access local community services which support and improve their mental health and emotional wellbeing. Every child and young person and their families or carers will get the help they need, when they need it, from people with the right knowledge, skills and experience to support them. This will be available in the form of easily accessible support close to their home, education, employment or community.'*

Full framework available here: [Community Mental Health & Wellbeing Support and Services Framework](#).

There will be funding for the remainder of this financial year e.g. January to March followed by further funding for the 2021 to 2022 financial year. **This communication is related to the funding for the remainder of this financial year.**

The funding for this financial year will focus on enhancing and extending e.g. doing more of what works. The subsequent funding will focus on collaborating and connecting e.g. seamless pathways to support.

The funding is to support work which is delivered in community settings. Easily accessing supports and services will mean having this in place wherever children, young people and families are going to access it or ask for it – for example within school, within general practice, in youth work or through other community settings.

#### Parameters for the Funding

The funding must be used to:

- Support the age range 5-24 (or 26 for care experienced young people)
- Target mental and emotional wellbeing and distress
- Be aligned to Edinburgh's GIRFEC framework and support the GIRFEC principles and values.

In addition it should:

- Build on existing local services and structures
- Sustain effective and easily accessible community supports
- Be inclusive of those with protected characteristics
- Give special consideration to children and young people who are impacted by poverty, involved in the criminal justice system or who are in care
- Reach young people whose distress is inhibiting their seeking of support
- Consider different presentations of distress, particularly for children and young people with complex needs, neurodevelopmental conditions and where English is not a first language

- Demonstrate clear pathways of escalation in managing risk and linking to CAMHS as and when appropriate
- Offer confidential services for those who choose them, for example not within their school or immediate community
- Provide services outside Mon-Fri 9-5 and as close to 365 days a year as possible.

Proposals must also aim to support the following principles:

- Child-centered and strengths based
- Accessible (safe, non-clinical environments with “no wrong door” to access support)
- Collaborative - strengthen joined up working
- Promote continuity of support – (a seamless pathway through supports)
- Resilience Building
- Utilise relationships that children and young people already have
- Be highly flexible, personalized, and adaptive to the changing needs of the child, young person, family or carer.

Required outcomes:

- Improved resilience – personal capacity of children/young people, and their families, or carers, to resolve difficulties and problems
- Improved mental health and emotional wellbeing of children/young people
- Increased capacity of parents/carers in supporting the emotional needs of their children/young people.

Services who access the first phase of funding need to demonstrate how they listen to and respond to the views of children, young people, and their families. They will likely have already involved children, young people and their families in co-design and evaluation of the services they already provide.

### **Additional guidance**

Scottish Government are very clear that these funds should specifically address positive mental health and wellbeing and supports for distress. Our local definitions for this are;

Services to support emotional distress – early evidence based targeted supports with the aim of preventing escalation to specialist CAMHS services. Some examples include;

- Evidence based targeted support for anxiety e.g. LIAM
- Bereavement support e.g. seasons for growth, counselling
- Evidence based targeted support for low mood / Depression (mild to moderate) e.g. behavioral activation
- Targeted supports for at risk groups e.g. Emotional and behavior difficulties associated with neurodevelopmental disorders, Gender identity support services, learning disability support services, Substance misuse services
- Trauma support e.g. EMDR, play based therapy.

Services to support Positive Mental Health and Wellbeing – supports that promote resilience and offer support, experiences and opportunities that promote emotional wellbeing. Some examples include;

- Promoting self-esteem and confidence through experiences and opportunities



- Strengths bases key adult supports
- Supportive settings that promote positive relationships, positive activities and hobbies
- Psychoeducational supports to promote safety and wellbeing e.g. healthy digital interaction
- Parenting support for children and young people of all ages
- Support to reflect on feelings, emotions and relationships with trusted adult/s

All successful proposals will have to provide a 3 monthly summary on the impact of the additional funding. The draft reporting template can be seen in appendix 1.

### **Applying for Funding in Phase 1**

If you would like to submit a proposal for this funding;

- You must be applying to fund additionality e.g. it cannot be used to fund what you already deliver but additional capacity for an existing programme of support with high demand is fine
- Locality specific proposals for between £5,000 and £15,000 will be considered
- City-wide proposals for between £5,000 and £25,000 will be considered
- Please submit the most recent two years' financial accounts.

Please complete the attached form and forward to [funding@evoc.org.uk](mailto:funding@evoc.org.uk)

In the form please state your organisation type e.g. charitable company limited by guarantee, SCIO, community Interest Company.

#### **Please note:**

The deadlines are very tight for this planning period so only those papers received by **Monday 1<sup>st</sup> March at 10am** will be considered.

We are looking to award a minimum of £50 000 per locality and a minimum of £50 000 to citywide proposals with a collective total of £335 000. We may offer adjusted amounts to that which has been requested in order to fit the total funding amount.

There will be an expectation that all successful proposals will reach a threshold of 80% using a common scoring template based on the questions in the proforma as scored by panel members. Each proposal will be scored by a panel of three prior to moderation.

We are open to a broad range of evidence demonstrating impact under Question 2, not limited to academic evidence.

Awards will be communicated in March. Awards will come in the form of one single payment.

## COUNSELLING AND COMMUNITY MENTAL HEALTH 3 MONTHLY SUMMARY DATA

### **Appendix 1 – DRAFT REPORTING TEMPLATE**

This data return is required in relation to all school counselling services and services receiving Community Mental Health Funds. It is required every 3 months (end of March, June, September, December).

**Service:**

**Submission date:**

**Completed by:**

#### **Outcome measures being collated:**

	Total	New in this 3 month period
Gender of service users		
Breakdown by stage		
BAME		
English as an Additional Language		
Known Additional Support Needs		
Numbers of service users accessing emotional distress services*		
Numbers of service users who have reported an improved outcome following access to emotional distress services		
Numbers of service users accessing positive mental health and wellbeing services**		
Numbers of service users who have reported an improved outcome following access to accessing positive mental health and wellbeing services		

#### **Referral / request for service sources for this 3 month period:**

	Service Offered	Not appropriate
Self-referral request		
Education request		
Social Work request		
Health request (GP, CAMHS)		
Voluntary organisation (please state)		
Other (please state)		

#### **Onward referrals / concerns passed on:**

	No. of onward referrals	No. of mental health and wellbeing issues reported
Social Work		
Child and Adolescent Mental Health		
GP		
GIRFEC child planning forum		
Educational Psychologist		
Voluntary organisation (please state)		
Other (please state)		

#### **Working Definitions**

\*Services to support emotional distress – early evidence based targeted supports with the aim of preventing escalation to specialist CAMHS services. Some examples include;

- Evidence based targeted support for anxiety e.g. LIAM
- Bereavement support e.g. seasons for growth, counselling
- Evidence based targeted support for low mood / Depression (mild to moderate) e.g. behavioural activation
- Targeted supports for at risk groups e.g. Emotional and behavioural difficulties associated with neurodevelopmental disorders, Gender identity support services, learning disability support services, Substance misuse services
- Trauma support e.g. EMDR, play based therapy

\*\*Services to support Positive Mental Health and Wellbeing – supports that promote resilience and offer support, experiences and opportunities that promote emotional wellbeing. Some examples include;

- Promoting self-esteem and confidence through experiences and opportunities
- Strengths based key adult supports
- Supportive settings that promote positive relationships, positive activities and hobbies
- Psychoeducational supports to promote safety and wellbeing eg. Healthy digital interaction
- Parenting support for children and young people of all ages
- Support to reflect on feelings, emotions and relationships with trusted adult/s

### Proposal Form

Organisation name:			
Organisation type:			
Lead contact name:		Job title:	
Email address:		Phone number:	
Date of proposal:			

<p>Is your proposal for a specific locality or citywide?</p> <p>Citywide <input type="checkbox"/> North West <input type="checkbox"/> North East <input type="checkbox"/> South West <input type="checkbox"/> South East <input type="checkbox"/></p>			
1. Please give a brief description of your organisation/s and its aims? (max 150 words)			
2. Please give a brief overview of your <u>existing</u> service provision and how you already support children, young people and / or their families with mental health and / or distress. Please include your <u>evidence of impact</u> . (max 300 words)			
3. Please indicate your target group for the current proposal (including age range) (max 50 words)			
4. Please summarise the aims of your proposal to extend or enhance what you do (max 300 words)			
5. How does this proposal build on your existing provision and address gaps or improve access to support? Please include your <u>evidence of unmet demand</u> (max 300 words)			
6. How do you already co-design and co-produce with children, young people and their families and how would you plan to do this going forward? (max 300 words)			
7. How does your proposed model serve the needs of any targeted groups requiring special consideration (noted above max 300 words)?			
8. What are your current referral pathways into the service? Does your proposal include any changes to this and is there a means to self-refer? (max 150 words)			
9. Please describe the links your service has with other universal and / or specialist provision. (max 150 words)			
10. Where do you intend delivering your proposed service? (please specify any temporary impact from COVID) (max 50 words)			
11. What are your proposed operating hours? (max 50 words)			

12. Please highlight any identified training needs that would ensure all staff and volunteers have the knowledge and understanding to support mental health and / or distress. (max 150 words)
13. Please provide a breakdown of projected costings (until a maximum of the end of August 2021).
14. Please use this space to indicate any other relevant information (max 300 words)

Please return to [funding@evoc.org.uk](mailto:funding@evoc.org.uk) no later than **Monday 1<sup>st</sup> March at 10am.**

		Monthly salary	Number of months	
Manager	Salary	£ 4,158.00		
	NI	£ 473.00		
	Pen	£ 560.00		
	Total	<u>£ 5,191.00</u>		
	0.5 days pw = 5191 x 0.1	£ 519.10	x 2.5	£ 1,297.75
Development Worker	Salary	£ 2,326.00		
	NI	£ 220.00		
	Pen	£ 140.00		
	Total	<u>£ 2,686.00</u>		
	2.5 days pw = 2686 x 0.5	£ 1,343.00	x 2.5	£ 3,357.50
Total staff cost				<u>£ 4,655.25</u>
Internal full cost recovery contribution (20%)				£ 931.05
Audit fee increase				£ 250.00
Total				<u><u>£ 5,836.30</u></u>

## Education, Children and Families Committee

10am, Tuesday, 2 March 2021

### Lifelong Learning - Community Based Adult Learning

Executive/routine  
Wards  
Council Commitments

#### 1. Recommendations

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- 1.1 The Education, Children and Families Committee is asked to:
  - 1.1.1 Note the Lifelong Learning - Community Based Adult Learning offer to vulnerable adults and families during lockdown
  - 1.1.1 Note the challenges and progress made to establish an online learning option for community-based adult and family learning on the Council's recognised and authorised platform, Microsoft TEAMS
  - 1.1.2 In compliance with Scottish Government guidelines for adult learning due to Covid-19, to note the restrictions and progress made by Strategic and Localities Lifelong Learning Officers toward providing a new blended adult learning offer for Edinburgh, with associated longer-term benefits to vulnerable adults and families
  - 1.1.3 Note that face to face community adult learning will safely resume as soon as Scottish Government guidance and Council priorities allow

**Andy Gray**

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## Lifelong Learning - Community Based Adult Learning

### 2. Executive Summary

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- 2.1 The report summarises the development and progress of Strategic and Locality Lifelong Learning - Adult Learning teams to support all forms of adult and family learning during lockdown and include:
- 2.1.1 Maintaining contact with vulnerable adults and families with low literacy, longer term mental health issues, low or no English language skills, adults living alone and the elderly.
  - 2.1.2 The creation of new blended learning opportunities to support and benefit vulnerable adults and families with home learning
  - 2.1.3 Establishing a new and accessible online learning platform for adult and family learning on the council's approved online platform, Microsoft TEAMS
  - 2.1.4 Roll out of 'Teaching on TEAMS' training to Lifelong Learning Development Officers, tutors and business support colleagues

### 3. Background – Community Based Adult Learning

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- 3.1 There are many adults who live alone in our city with little or no regular contact with others. *Edinburgh by Numbers 2019 reports 83.08% of the population is over 16 years of age of which 18.91% are over 60 years of age and 16.91% and under 16 years.* Our communities include parents, grandparents, the elderly, single adults, refugees, migrants and students.
- 3.2 Preventative services such as adult learning provide regular social contact and learning support for learners within local communities. Adult Learning builds confidence through reading, writing and English language skills and contributes to keeping mentally active. Additionally, education classes support adults with longer term mental health issues and can make the difference from someone managing their own mental health to requiring further support from mental health services. In that sense it has a preventative role.

**Over 16,500 adults per annum participate** in Community Based Adult Learning in Edinburgh. This service provides adults and families with learning support to develop:

- 3.2.1 Basic reading, writing and maths skills



- 3.2.2 English for Speakers of other Languages (ESOL) to fully engage and communicate with services in their local communities
- 3.2.3 Syrian ESOL for adults/families recently resettled in Scotland via Home Office Resettlement Scheme, includes English language with literacy classes, family learning, homework clubs for secondary school age children
- 3.2.4 Outlook – return to learning for adults who use mental health services
- 3.2.5 Early years literacy programmes for adults/families through Family Learning
- 3.2.6 Fee based advertised Adult Education Programme (AEP) of up to 450 classes per term in 43 venues for 13,000 adults

3.3 In addition to literacies provision, which is funded through Lifelong Learning sessional budget, we receive annual external ring-fenced funding of £250,000 to cover operational costs for ESOL and Syrian ESOL as well as part funding for Outlook classes. The Adult Education Programme has an income target of £230,000 over and above operational costs

3.4 Prior to Covid19, all community-based adult learning was delivered face to face in classroom spaces within 70 venues citywide, including community centres, community high schools, libraries, voluntary sector venues and college. From 19<sup>th</sup> March 2020, with no access to community venues, the challenge for Lifelong Learning staff was how to maintain contact and support adult learners.

Given the wide range of learning difficulties and disabilities, levels of vulnerability of some people regarding English language skills, we were aware that our learners would face heightened anxiety and additional barriers to navigating daily information and access to services. Some of our learners also lack the confidence sometimes present in the younger generation in the use of digital devices, online platforms and smartphones.

3.5 With Scottish Government Guidelines advocating a blended learning approach for adult learning during lockdown and the foreseeable future, the Strategic Lifelong Learning - Adult Learning team embarked on lengthy discussions with ICT colleagues on how to establish an online learning tenancy for adult use on the council's approved platform Microsoft TEAMS.

In September 2020, we had hoped to get permission to reinstate some face to face adult learning when some buildings reopened, in particular for Outlook and Syrian ESOL learners. Unfortunately, this was not possible as the resources were diverted to other priority buildings including schools.

The main report outlines the adult learning offer we were able to put in place and some of the challenges we met and overcame along the way.

## 4. Main report

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- 4.1 In April 2020, the Strategic Adult Learning Team in conjunction with locality Lifelong Learning Development Officers (LLDO's) conducted learner surveys and needs analysis to identify how we might continue to support these adults and families during the lockdown.

Our priority was to establish and maintain contact with existing vulnerable learners and subsequently identify who felt able and would like to continue learning over the lockdown period. For many adults, including those who lived alone or had longer term mental health issues, the desire to maintain some contact with others was key to maintaining good mental health. Working from home and using their own digital devices, LLDO's produced a range of resources for learners to continue learning from home, in addition to supporting Key Worker Hubs.

Strategic Adult Learning staff created social media platforms to keep adult learners informed of progress, liaised with tutors who provided 5-10 min video tasters of Adult Education Programme classes on facebook live and [www.joininedinburgh.org](http://www.joininedinburgh.org) pages. Paper based class materials for literacy and ESOL learners were delivered by staff to learner's homes. 'You tube' video channels were produced for Syrian and ESOL learners creating a range of resources for adults and families to use and participate in online.

### 4.2 Microsoft TEAMS – establishing an online teaching platform for adults

Prior to lockdown there was no existing online adult learning and teaching platform, nor had Lifelong Learning staff any experience of using Microsoft TEAMS. The Strategic Adult Learning Team initiated discussions with ICT colleagues to discuss preferred online teaching platforms for use by staff and adult learners. This took time to achieve due to several factors, including that some of the more widely used platforms could not be exploited due to Council Data Security concerns.

The only agreed, viable route was to make the existing TEAMS meetings tenancy more adaptable for online teaching use. The ICT team worked closely with the team to make this a viable option. Staff then began the process of identifying staff and tutors who were willing to upskill or had some online experience.

The Strategic Adult Learning team, with assistance from Digital Skills (Libraries), embarked on a training programme for staff, tutors and business support colleagues between August – September 2020. Initial sessions from Digital Skills staff were used to familiarise staff on basic use of TEAMS. Most had no experience of delivering classes online before.

From this we established 'TEAMs champions' within our staff/tutor pool, who cascaded 'Teaching on TEAMs' training to other locality staff teams and tutors. User guidelines were produced by business support and cascaded for staff/tutors on how to support/instruct learners to access and get online. In October 2020, we piloted our first online classes on TEAMs and from January 2021 have reinstated 150 classes for up to 1,200 adults

### **Supporting Adults and Families during lockdown – what we did**

- 4.3 **Outlook learners** were prioritised, given their association with having experienced some mental health issues. Strategic Lifelong Learning staff arranged for regular phone contact to all 120 adults registered and from April 2020 set up a monthly Outlook Newsletter. The newsletter enables learners to receive regular up to date information on mental health services available, to share articles on coping strategies, express their own experiences through poetry, photography, creative writing. More recently learners have taken part in some online classes.
- 4.4 **Literacy learners** were initially contacted by phone and by post. Print and post materials were set up for most students and those close to completing Adult Achievement Awards. Six learners subsequently achieved their awards. LLDO's and tutors continue to maintain contact and set literacy projects and challenges, conducting some classes on Facebook live. Online learning is not ideal for adult literacy learners and although some literacy online classes are available from January 2021, these are restricted to low numbers to provide more individual attention to each learner
- 4.5 **English for Speakers of Other Languages (ESOL):** Classes were suspended until October 2020 and learners directed to free online programmes. From October 2020, once 'Teaching on TEAMs' training had been rolled out to staff/tutors, we were able to reinstate 12 classes at higher levels - Scottish Credit and Qualifications Framework (SCQF) 4-5. From January 2021, we have all 32 classes online (SCQF levels 1-5), includes lower levels. The 0800 self-referral number has also been reinstated.
- 4.6 **Syrian ESOL Resettlement Programme (SRP):** Prior to lockdown the Council's Syrian Resettlement ESOL offer consisted of 23 classes (SCQF levels 1-4) for 95 Syrians in community centres across 4 localities. 70% of the Syrian adults in council provision have little or no English in their first language, are unfamiliar with roman script. SRP staff have developed ESOL with literacy classes specifically for this group. It was imperative to find a way of continuing English language support for these families, given the additional challenges they would face.

The SRP staff team set about creating 'you tube' sessions for learners at Beginner level. This resulted in 58 ESOL 'Snacks' produced with over 5,000 views in the first 4 months. Family Learning 'Time for a Story' you tube sessions were also produced and shared with Syrian families. <https://www.youtube.com/channel/UCLeqBYwEHLZRWB-VGM1dnA>

In addition to sharing these resources with local, national Community Learning and Development (CLD), College and voluntary sector ESOL practitioners, SRP staff recently presented their you tube channel resources at the National Association for Teaching English & Community Languages to Adults (NATECLA) conference.

*ESOL Snacks* and *Family Learning, Time for a Story* have also been recognised as examples of good practice by Education Scotland in a recent publication about lockdown experiences, *'What Scotland learned – 100 stories'*

[https://education.gov.scot/media/z4elsjeo/what-scotland-learned\\_100stories.pdf](https://education.gov.scot/media/z4elsjeo/what-scotland-learned_100stories.pdf)

In October 2020, online classes for Syrian adults began (SCQF 1-3). In January 2021 we commenced classes for Absolute Beginners. Following a consultation with Syrian parents, SRP family learning staff collaborated with the communications team to simplify the school *E-messaging* service for parents and further digital skills learning for parents is now underway. This will enable parents to participate more fully in online learning and to support their children's learning via school channel.

- 4.7 **Family Learning** workers continued to work with primary schools over the lockdown period: delivering transition events for parents and children moving into P1 from Nursery, producing you tube video learning activity sessions for parents including Read, Write and Count programmes

Recently, in response to a survey conducted by the Parent & Carer Staff team, on parental experience of home learning, Family Learning workers have developed materials for parents to use with their children (P1-3, P4-5), whose digital skills are poor and cannot access the school's portal. Initial sessions will be delivered to parents at the end of January 2021 by Family Learning and locality LLDO's in 4 localities, with further training planned to build staff delivery capacity.

#### 4.8 **Adult Education Programme (AEP)**

During lockdown, the Adult Education Programme was suspended. The staff team quickly established social media platforms, maintained contact and supported tutors and learners through regular updates and taster videos on 'You tube'. AEP staff including business support colleagues were heavily involved in organising and cascading TEAMS LLDO/tutor training to other Lifelong Learning teams.

**Granton Recovery Programme;** From May - August 2020 AEP staff worked closely with other key adult learning partners within Edinburgh's CLD Partnership to develop a 'recovery' programme for adults living in Granton/Muirhouse area. The results of a local survey identified emerging themes around 'health and wellbeing and employability' for local adults.

The initial plan was to deliver face to face classes within Edinburgh College, Granton campus. Following college closures in September 2020, the free programme was moved online and delivered by AEP to 304 adults between October – December 2020. Key partners included CEC North West Lifelong Learning and Adult Education Programme teams, Edinburgh College and Stepping Stones, demonstrating collegiate and responsive partnership working to address the emerging needs of a local community.

## **Resumption of fee based Adult Education Programme classes – January 2021**

51 online classes resumed from Monday 25<sup>th</sup> January 2021 with 780 adult learners booked on thus far, with other courses starting in February 2021.

### **Delivering a blended learning offer for adults**

Whilst we celebrate being able to offer some adult learning online, this cannot and does not replace the quality and wider benefits to adults from a face to face learning experience. Also, the level of support currently engaged by staff to enable learners to access and navigate TEAMS is high and requires learners to have good quality and up to date devices.

A return to face to face classes for our most vulnerable learners from Outlook, literacies, ESOL with literacies is required at the earliest opportunity, as part of a phased return, and as government and council restrictions allow.

## **5. Next Steps**

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- 5.1 From February 2021, work will continue to roll out online classes across all adult learning specialisms where feasible. Not all adult learners are comfortable or able to participate online, nor have access to devices. Print and post materials will continue to be used for adults with no access to digital devices or unable to navigate online learning.
- 5.2 Feedback on learner experience of online classes will be collated this term. Lessons learned from this period will inform and shape future practice and any future blended learning offer.
- 5.3 A return to face to face classes for our most vulnerable learners from Outlook, literacies and ESOL with literacies including Syrian refugees is required at the earliest opportunity and as government and council restrictions allow.

## **6. Financial impact**

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- 6.1 Staff costs are met within Lifelong Learning revenue budget and external funding resources (Home Office, Scottish Funding Council)
- 6.2 Annual income target of £230,000 for Adult Education Programme is unlikely to be met until resumption of full face to face class delivery. Online class income estimated between £30,000 - £50,000 to June 2021.
- 6.3 External Funding: We receive £250,000 external ring-fenced funding to cover operational costs for ESOL and Syrian ESOL, and part funding for Outlook classes

## **7. Stakeholder/Community Impact**

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- 7.1 Learner consultations were carried out via survey monkey, local and citywide learner surveys to ascertain what adult learning learners needed and felt able to participate

in during lockdown. From this we were able to put in place additional support/guidance for learners on 'How to Access TEAMs for adults to join classes.

- 7.2 Feedback on learner experience of online classes will be collated this term. Once a return to face to face learning, we plan to hold a learner consultation event to help inform the future blended learning offer
- 7.3 The use of virtual online learning has contributed to a reduction in carbon emissions as tutors and learners are not travelling to attend classes.

## **8. Background reading/external references**

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- 8.1 <https://www.gov.scot/publications/coronavirus-covid-19-community-learning-and-development-sector/>
- 8.2 <https://www.education.gov.scot/Documents/adult-learning-statement.pdf>
- 8.3 <https://www.education.gov.scot/Documents/ESOLStrategy2015to2020.pdf>
- 8.4 <https://education.gov.scot/Documents/AdultLiteraciesCPDFramework.pdf>
- 8.5 <https://education.gov.scot/Documents/ESOLMidStrategyReview.pdf>
- 8.6 <https://www.education.gov.scot/Documents/CfE-briefing-10.pdf>
- 8.7

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/34671/12-1243-review-wider-benefits-of-adult-learning.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/34671/12-1243-review-wider-benefits-of-adult-learning.pdf)

## **9. Appendices**

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N/A

# Education, Children and Families Committee

**10:00, Tuesday, 2 March 2021**

## **School Roll Projections and Rising School Rolls**

**Executive/routine  
Wards  
Council Commitments**

### **1. Recommendations**

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

- 1.1.1 Note the intention to progress the actions arising from School Roll projections in Appendices 1 and 2 of this report.

**Andy Gray**

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# Report

## School Roll Projections and Rising School Rolls

### 2. Executive Summary

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- 2.1 This report presents the latest School Roll Projections and identifies the actions that require to be taken for individual schools.

### 3. Background

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- 3.1 Background information can be found in the following reports considered by the Education Children and Families Committee:
- [“Rising School Rolls Update”](#) – December 2020;
  - [“School Roll Projections and Rising School Rolls”](#) – March 2020;
  - [“School Roll Projections and Rising School Rolls”](#) – December 2019.

### 4. Main report

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#### School Roll Projections

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



housing delivery estimates provided by planning colleagues and recent trends in every school.

- 4.3 Due to delays in acquiring the necessary data as a result of the Covid-19 pandemic, the School Roll Projections were not available for consideration by Committee in December 2020. The “Rising School Rolls” report to Education, Children and Families Committee in December also highlighted the potential for the publication of School Roll Projections in March 2021 to allow commentary on the impact of pupil generation from new housing sites identified in the CityPlan 2030. However, the delay to the release of CityPlan 2030 means that, at the time of writing, it has not been possible to consider this impact. Accordingly, School Roll Projections for Primary and Secondary attached to this paper as Appendices 1 and 2 respectively do not take account of any changes which may arise as a requirement of CityPlan 2030.

### **Citywide Trend**

#### **Primary Sector**

- 4.4 The overall P1 intake has fallen for the 3<sup>rd</sup> consecutive year from a high of 4,616 P1 pupils in 2017 to 4,167 P1 pupils in 2020 (-9.7%). The 2020 P1 intake is the lowest since 2011. This decrease in P1 pupils resulted in a marginal decline in overall primary school rolls in 2019 and has resulted in a more significant drop in 2020. This pattern is consistent with that observed in the birth rate for the city which has fallen every year since 2012 and would suggest that primary school rolls will continue to fall.
- 4.5 However, while they show a small decline in the overall school roll over the next 5 years, from 2026 the School Roll Projections suggest that the overall primary school roll will begin to experience sustained growth. This is attributable to growth forecast from housing development. In particular, significant housing sites on the outer edges of the city identified through the Local Development Plan such as Cammo, Maybury, New Brunstane and Builyeon Road (Queensferry) are projected to be major catalysts for this growth. It is anticipated that CityPlan 2030 will add to this growth as it reaches 2030 and beyond.

#### **Secondary Sector**

- 4.6 In the secondary sector, reflecting the growth experienced in the primary sector from 2009 to 2018, the overall roll continues to increase. The overall secondary roll in 2020 was 20,839 pupils, the highest since 1986. This marks a considerable turnaround, with the secondary sector having experienced a 22 year low of 18,145 pupils in 2016. This represents growth in the secondary roll of 15% in only a 4 year period.
- 4.7 The Secondary School Roll Projections in Appendix 2 suggest that the overall secondary roll will continue to rise until it reaches a peak in 2029. Analysis of the relationship between previous primary and secondary roll peaks and troughs suggests that this peak may occur sooner than the projections suggest – possibly

2025 or 2026. However, as is the case in the primary sector, it is likely that the decline after this peak, whenever it occurs, is likely to be less pronounced than it might otherwise have been due to populations arriving from new housing developments.

### **Analysing Individual Projections**

- 4.8 Analysis continues to show that there are strong correlations between the birth rate across the city and the number of P1 pupils coming forward 5 years later.
- 4.9 The projection methodology used by the Council is applied consistently across all schools. However, the strength of the correlation between births and P1 pupils and other factors will vary at individual school catchment level. Local issues such as changing catchment demographics, significant housing developments and catchment boundary change all present a challenge when considering projections at an individual school level. Other factors such as parental choice, stay-on rates, denominational and non-denominational split and the independent sector all compound these challenges further.
- 4.10 Accordingly, rather than relying on projections to provide absolute figures, the approach taken by Learning Estate Planning Officers when assessing the roll projections is to treat them as an indicator of potential accommodation issues and, where a potential issue is identified progress one or more of the following actions:

*Monitoring* – Projections are based on rolling forward historic trends. This means that with the annual update they may adjust to better reflect changes caused by significant events such as a sudden demographic change, a significant housing development or a change in catchment area. Monitoring will be recommended where the magnitude of the accommodation pressure suggested by projections is not significant, is several years away or where an existing project is likely to address any issues.

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

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

An advantage to the later publication of School Roll Projections is that P1 and S1 registration data for August is more refined and may affect the conclusions of the investigation.

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

The Primary and Secondary projections in Appendices 1 and 2 include a column indicating which of the above actions may be applicable to a school.

### **New Actions to Progress in 2021**

- 4.11 The majority of actions arising from the 2020 School Roll Projections are not new and are addressed by 'Live' projects. 'Live' projects are those that have already been commissioned or are in the pipeline. The '[Rising School Rolls Update](#)' report to Education, Children and Families Committee on 15 December 2020 provided updates on many of the 'Live' projects and reference should be made to this report for further information on these projects.
- 4.12 Appendix 3 of this report provides some commentary for schools projected to experience accommodation pressures which have not been previously identified or are included within a 'Live' project not referenced in the '[Rising School Rolls Update](#)' in December 2020.
- 4.13 However, as the pressure moves from the primary sector to the secondary sector the ways in which we address accommodations pressures will need to vary. While additional teaching spaces will always be a requirement, the best solution will not always be to simply build extensions onto secondary schools to address Rising Rolls in the same way new classrooms have been delivered at many primary schools. In the secondary sector, due to the complexities associated with ensuring that both general and practical subjects have sufficient space to timetable more classes as well as the greater impact on social and support spaces, a range of improvements and changes will need to be considered for each project.
- 4.14 Accordingly, as part of the Edinburgh Learns for Life workstream currently being progressed by the Council, the impact on capacity and timetabling requirements of digital innovation and connectivity, outdoor learning (and learning outdoors) and collaboration with partners in higher education and business is being explored. The value and opportunities offered by each of these areas has been demonstrated through the Covid-19 crisis and the achievements, best practise and learning taken from this experience will be used in their further development. Future accommodation projects in secondary schools will need to consider sufficiency and suitability issues. Sufficiency analysis will ensure there are enough

appropriate teaching spaces for the rising roll and suitability assessments will focus on improvements to social space, flexible learning zones and outdoor learning areas to ensure the overall learning environment is suitable to support future changes to curriculum delivery.

## **5. Next Steps**

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- 5.1 Where a school has been identified as being part of a 'Live' project, this work will continue with updates provided to Education, Children and Families on individual projects as required through the year and collectively as an update with the 2021 School Roll Projections in December.
- 5.2 Learning Estate Planning Officers will undertake more analysis where investigative work has been identified and, should further action be required, this will be reported to Committee at the appropriate time.
- 5.3 The P1 and S1 registration and actual numbers will be scrutinised as part of the monitoring for schools where this has been identified as a necessity. Should this suggest that more immediate action is required further investigative work will be undertaken and working groups established as required.

## **6. Financial Impact**

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- 6.1 Any new infrastructure project to be delivered requires a full business case to be prepared before being considered by the Council as part of an appropriate budget setting process. Any capital costs, their source of funding and future revenue implications for the Council would require to be fully outlined in the business case.
- 6.2 The Learning Estate Planning Team works with colleagues in Strategic Asset Management and Finance to ensure a full assessment of the financial implications of 'live' projects is prepared as part of that business case and that that this is progressed through the appropriate governance channels.
- 6.3 Where necessary Working Groups consisting of Learning Estate Planning Officers, School Management and Parent Representatives will be formed to consider the right solution for the accommodation pressures the projections may suggest.

## **7. Stakeholder/Community Impact**

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- 7.1 Where necessary Working Groups consisting of Learning Estate Planning Officers, School Management and Parent Representatives will be formed to consider the right solution for the accommodation pressures the projections may suggest.
- 7.2 Any statutory consultations will be conducted in line with the procedures set out in the Schools (Consultation) (Scotland) Act 2010 as amended by the Children and Young People (Scotland) Act 2014.

## **8. Background reading/external references**

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- 8.1 Education, Children and Families Committee, 15 December 2020: "[Rising School Rolls Update](#)".
- 8.2 Education, Children and Families Committee, 3 March 2020: "[School Roll Projections and Rising School Rolls](#)"
- 8.3 Education, Children and Families Committee, 10 December 2019: "[School Roll Projections and Rising School Rolls](#)"
- 8.4 Education, Children and Families Committee, 21 May 2019: "[Future Statutory Consultation Requirements](#)"
- 8.5 [Education, Children and Families Committee, 18 December 2018: "The Growing City, School Roll Projections and Future Accommodation Requirements"](#)

## **9. Appendices**

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- 9.1 Appendix 1 – Primary School Roll Projections 2020-2030
- 9.2 Appendix 2 – Secondary School Roll Projections 2020-2030
- 9.3 Appendix 3 – New Actions to Progress in 2021

## Appendix 1 – Primary School Roll Projections 2020-2030

School	Capacity	Classes	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	Action Required
Abbeyhill PS	231	9	160	155	160	162	157	156	154	155	155	153	150	No Action
Balgreen PS	420	14	355	349	330	316	299	282	271	266	265	268	266	No Action
Blackhall PS	504	18	420	412	407	372	347	324	317	307	310	299	304	No Action
Bonaly PS	462	16	409	418	408	416	399	389	389	388	379	385	377	No Action
Broomhouse PS	259	10	208	201	196	199	196	187	174	176	170	171	172	No Action
Broughton PS	462	16	350	353	382	396	392	389	385	384	382	375	370	No Action
Brunstane PS	420	14	240	251	269	269	269	280	274	272	268	268	283	No Action
Bruntsfield PS	630	21	620	607	620	608	605	617	611	618	639	629	636	No Action - Canaan Lane Catchment Change
Buckstone PS	462	16	444	478	503	491	483	468	458	451	412	358	366	No Action - Figures skewed
Bun-sgoil Taobh na Pairce	462	16	418	422	445	456	450	458	447	455	455	453	455	No Action
Canal View PS	420	14	352	337	338	340	332	338	329	332	331	331	332	No Action
Carrick Knowe PS	504	18	330	301	297	286	275	269	261	267	268	265	276	No Action
Castleview PS	434	15	361	409	435	445	487	531	576	618	616	636	636	Live Project - LDP (Extension)
Clermiston PS	504	18	456	460	448	426	419	411	415	415	408	412	414	No Action
Clovenstone PS	434	15	237	226	209	201	188	177	165	167	166	166	166	No Action
Colinton PS	315	12	176	174	161	150	141	138	135	129	126	125	126	No Action
Corstorphine PS	630	21	546	540	529	568	642	683	730	758	841	893	923	Live Project - LDP (Maybury PS)
Craigentinny PS	420	14	271	286	285	281	266	266	260	254	249	248	247	No Action
Craiglockhart PS	476	17	343	345	333	323	306	300	296	286	280	285	279	No Action
Craigour Park PS	560	20	484	475	461	444	410	408	387	394	401	424	445	No Action
Craigroyston PS	434	15	291	294	306	307	320	329	342	345	351	350	350	No Action
Cramond PS	476	17	407	413	452	485	500	529	562	597	618	620	615	Live Project - LDP (Maybury PS)
Currie PS	546	19	518	530	531	535	535	514	504	488	494	499	499	No Action
Dalmieny PS	112	5	75	74	76	74	73	66	67	70	70	67	71	No Action
Dalry PS	420	14	260	266	254	255	261	252	245	243	237	234	235	No Action
Davidson's Mains PS	630	21	534	511	476	480	462	450	425	423	423	424	418	No Action
Dean Park PS	476	17	477	500	516	516	523	541	537	527	540	547	548	Live Project - Rising Rolls/LDP (Extension)
Duddingston PS	434	15	368	372	385	375	367	361	361	361	362	351	357	No Action
East Craigs PS	476	17	424	408	410	405	412	417	405	407	419	413	413	No Action
Echline PS	315	12	307	312	314	312	313	331	337	354	368	410	467	Live Project - LDP (Builyleon Road PS)
Ferryhill PS	420	14	352	337	327	311	283	276	260	252	248	250	247	No Action
Flora Stevenson PS	630	21	574	557	551	537	516	498	483	476	479	473	466	No Action
Forthview PS	434	15	413	421	422	417	409	409	412	401	401	399	407	Monitor (High P1 Registrations)
Fox Covert ND PS	329	13	285	298	310	295	293	291	300	299	296	296	310	No Action
Fox Covert RC PS	217	8	148	150	152	171	192	209	224	239	255	267	274	Monitor (Shared capacity with Fox Covert PS)
Frogston PS	420	14	28	78	126	184	232	273	315	332	328	329	324	No Action
Gilmerton PS	546	19	456	463	512	565	568	544	550	543	556	559	551	Monitor - LDP (Additional Capacity)
Gracemount PS	560	20	508	492	484	461	426	408	366	361	361	361	361	No Action
Granton PS	560	20	484	518	543	530	513	516	542	566	576	578	605	Live Project - LDP (Waterfront PS)
Gylemuir PS	546	19	517	508	510	528	541	542	560	566	591	612	630	Investigate
Hermitage Park PS	420	14	317	307	282	268	261	256	249	242	237	245	253	No Action
Hillwood PS	84	4	70	73	76	85	102	112	125	138	149	161	174	Live Project - LDP (Maybury PS)
Holy Cross RC PS	315	12	258	251	230	211	201	194	203	215	224	230	235	No Action
James Gillespie's PS	630	21	619	592	561	541	522	498	474	457	462	467	467	No Action

Juniper Green PS	434	15	401	390	387	390	390	399	403	415	443	456	455	Monitor
Kirkliston PS	693	23	645	687	764	811	836	870	917	961	972	972	972	Live Project - Rising Rolls (Extension)
Leith PS	476	17	337	319	326	354	355	360	359	371	385	403	417	No Action
Leith Walk PS	420	14	242	220	208	196	172	161	151	148	147	147	147	No Action
Liberton PS	476	17	438	448	438	422	420	414	408	413	407	403	403	No Action
Longstone PS	315	12	247	230	221	203	211	206	196	194	205	211	217	No Action
Lorne PS	259	10	196	186	173	164	159	144	141	142	142	142	142	No Action
Murrayburn PS	420	14	371	341	344	315	294	273	260	259	272	264	278	No Action
Nether Currie PS	210	7	174	176	195	211	224	238	254	273	284	284	289	Monitor
Newcraighall PS	210	7	183	189	198	219	256	290	337	379	427	494	542	Live Project - LDP (Replacement Newcraighall)
Niddrie Mill PS	434	15	304	308	329	341	354	355	350	354	357	353	362	No Action
Oxgangs PS	434	15	340	327	311	305	284	279	282	277	276	277	278	No Action
Parsons Green PS	420	14	306	296	289	275	266	269	271	278	274	272	274	No Action
Pentland PS	504	18	455	461	459	455	435	425	427	414	401	401	401	No Action
Pirniehall PS	329	13	286	278	262	247	229	203	195	188	201	207	210	No Action
Preston Street PS	315	12	279	258	240	243	229	211	203	194	194	198	189	No Action
Prestonfield PS	294	11	187	177	170	167	162	160	155	151	153	157	155	No Action
Queensferry PS	504	18	477	487	517	578	638	701	750	767	788	801	792	Live Project - LDP (Builieon Road PS)
Ratho PS	294	11	277	280	293	302	309	316	318	337	341	346	346	Monitor
Roseburn PS	294	11	242	239	227	219	207	193	188	183	174	174	171	No Action
Royal Mile PS	210	7	168	158	148	148	135	125	119	115	113	112	110	No Action
Sciennes PS	630	21	640	641	631	602	574	554	531	508	483	474	481	No Action
Sighthill PS	294	11	251	234	219	200	202	189	189	179	183	183	183	No Action
South Morningside PS	630	21	644	664	663	664	657	635	612	617	593	591	596	Live Project - Rising Rolls (Canaan Lane PS)
Catherine's RC PS	210	7	210	222	229	239	244	245	251	254	252	255	252	Live Project - Replacement St Catherine's
Cuthbert's RC PS	210	7	187	188	181	183	188	187	183	185	188	191	191	No Action
David's RC PS	329	13	313	320	325	324	302	305	299	298	303	302	309	Live Project - Rising Rolls/LDP (Extension)
St Francis' RC PS	294	11	253	270	289	301	301	302	314	327	329	329	332	Investigate
John Vianney RC PS	259	10	231	231	251	273	288	289	289	307	317	323	329	Live Project - LDP (Nursery Classrooms Refurb.)
John's RC PS	434	15	373	375	374	368	363	362	364	364	366	374	389	No Action
St Joseph's RC PS	329	13	323	333	330	321	304	299	301	294	296	296	300	No Action
St Margaret's RC PS	210	7	94	105	112	121	134	147	156	163	168	177	189	No Action
St Mark's RC PS	210	7	154	159	154	157	153	152	148	144	141	141	139	No Action
St Mary's RC PS (Edin.)	434	15	312	307	285	275	249	244	245	238	233	231	232	No Action
St Mary's RC PS (Leith)	420	14	308	302	298	295	294	298	293	298	301	304	309	No Action
St Ninian's RC PS	315	12	239	228	204	185	189	174	169	173	168	170	169	No Action
St Peter's RC PS	434	15	368	358	350	341	324	320	303	295	294	295	296	No Action
Stenhouse PS	420	14	338	334	338	333	316	311	309	307	307	307	306	No Action
Stockbridge PS	294	11	243	257	243	245	234	220	204	203	193	197	197	No Action
The Royal High PS	420	14	310	329	336	361	365	366	373	373	367	364	361	No Action
Tollcross PS	315	12	271	256	252	249	254	246	231	213	214	214	216	No Action
Towerbank PS	630	21	594	555	519	485	459	428	404	399	399	399	409	No Action
Trinity PS	630	21	580	564	569	562	551	539	517	492	495	490	497	No Action
Victoria PS	315	12	292	280	299	332	355	374	407	428	452	477	490	Live Project - LDP (New Victoria)
Wardie PS	560	20	477	458	435	416	402	389	377	380	388	388	383	No Action
<b>Totals</b>	<b>36610</b>	<b>1285</b>	<b>30430</b>	<b>30349</b>	<b>30410</b>	<b>30391</b>	<b>30157</b>	<b>30057</b>	<b>30036</b>	<b>30246</b>	<b>30552</b>	<b>30833</b>	<b>31206</b>	

## Appendix 2 – Secondary School Roll Projections 2020-2030

School	Notional Capacity	2020 Roll	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	Action Required
Balerno Community High School	850	799	831	846	887	926	953	1014	1072	1107	1127	1162	Monitor
Boroughmuir High School	1200	1387	1454	1539	1595	1587	1617	1665	1639	1671	1728	1712	Live Project - Rising Rolls/LDP (Extension) - Investigate Long Term
Broughton High School	1200	1211	1198	1206	1225	1232	1218	1207	1207	1207	1207	1207	Monitor
Castlebrae Community High School	600	284	352	404	468	533	587	663	696	743	776	804	Live Project - Replacement Castlebrae
Craigmount High School	1400	1263	1264	1306	1354	1363	1386	1401	1436	1452	1465	1482	Live Project - LDP (New West Ed HS or Extension)
Craigroyston Community High School	600	630	657	682	717	727	734	761	798	829	851	852	Working Group Required
Currie Community High School	900	745	755	777	769	771	775	783	790	784	808	829	No Action
Drummond Community High School	600	409	455	502	540	568	575	588	574	570	564	548	No Action
Firrhill High School	1150	1236	1243	1252	1249	1245	1225	1209	1203	1203	1168	1156	Monitor
Forrester High School	900	764	816	843	832	851	865	883	874	872	887	872	No Action
Gracemount High School	650	617	618	626	635	662	684	714	734	750	740	736	Working Group Required
Holy Rood RC High School	1200	1091	1124	1131	1150	1164	1197	1230	1218	1241	1243	1233	Monitor
James Gillespie's High School	1450	1428	1560	1648	1706	1831	1913	1981	1989	1989	1971	1902	Live Project - LDP/GME (Darroch)
Leith Academy	950	977	1006	1008	1006	1005	992	999	980	982	976	967	Monitor
Liberton High School	1000	747	789	835	878	925	959	1009	1025	1030	1000	957	Live Project - WAVE4
Portobello High School	1400	1438	1452	1462	1449	1448	1432	1426	1400	1396	1401	1355	Live Project – WAVE3/Minor Classroom Reconfiguration
Queensferry Community High School	1200	949	1023	1062	1131	1236	1343	1449	1525	1654	1782	1873	Live Project - LDP (New West Ed HS)
St Augustine's RC High School	900	832	824	855	862	877	886	921	953	959	973	967	Monitor
St Thomas of Aquin's RC High School	750	794	785	787	785	786	767	743	722	695	667	638	Monitor
The Royal High School	1200	1331	1334	1373	1455	1523	1556	1556	1565	1557	1500	1447	Live Project - Rising Rolls (Extension) & LDP (New West Ed HS)
Trinity Academy	950	888	914	923	945	966	983	995	1003	1007	1009	1009	Live Project - WAVE4
Westcastle High School	900	676	692	708	727	735	756	760	772	769	748	736	No Action
Weston Hailes Education Centre	750	373	402	409	410	408	405	399	388	376	367	358	No Action
<b>Total Roll</b>	<b>22700</b>	<b>20869</b>	<b>21548</b>	<b>22184</b>	<b>22775</b>	<b>23369</b>	<b>23808</b>	<b>24356</b>	<b>24563</b>	<b>24843</b>	<b>24958</b>	<b>24802</b>	



## APPENDIX 3 - New Actions to Progress in 2021

### Actions Arising from School Roll Projections 2020

School(s)	Action Proposed	Status
Forthview Primary School	Monitor	While the School Roll Projections do not suggest an issue, P1 registrations for August 2021 are higher than anticipated and, given the level of development in the surrounding areas, this school's roll will be monitored and its capacity reviewed.
Gilmerton Primary School	Monitor	The LDP makes provision for additional capacity in the area over and above that delivered by the new Frogston Primary School. The requirement for additional capacity will be monitored and delivered at the appropriate time.
Granton Primary School	Live Project	The masterplan for the Granton Waterfront area has a significant impact on Granton PS's projection in later years. However, the masterplan includes for a new primary school and this will take pressure off Granton PS when the catchments are established.
Gylemuir Primary School	Investigate	<p>The projection for Gylemuir PS shows that the school will face accommodation pressures from 2026. The 2019 based projections did not identify an issue at Gylemuir PS.</p> <p>2019/20 was a high birth year in the catchment which has raised the projected average births projected forward. However, it also appears that the impact of housing from the Edinburgh Park LDP site has been greater than expected.</p> <p>Accordingly, Learning Estate Planning Officers will undertake further investigative work including a review of school capacity and future housing developments in the area to determine if more immediate action is necessary.</p>
Nether Currie Primary School	Monitor	The relatively small population of Nether Currie's catchment area means that the projections are sensitive to minor changes and need to be treated with caution. The projection is based on higher P1 intakes from 2022 onwards. However, the P1 projected for 2021 is higher than current registrations suggest is actually likely. Accordingly, the proposed action is to monitor the intake for 2021 and undertake an early review of P1 registrations in November 2021 ahead of the August 2022 intake.
Ratho Primary School	Monitor	The School Roll Projections and Rising School Rolls paper to Education, Children and Families Committee in March 2020 reported that despite projections showing that the school would breach its capacity in 2020, following investigation Ratho Primary School would be able to meet demand until at least August 2022. The

		latest projections support this, revising the point at which the school is likely to face accommodation pressures to 2023 and significantly reducing the scale of growth previously projected. This follows a lower than projected P1 intake in 2020. P1 registrations for August 2021 are also lower than projected and, should this remain the case, it is likely that the projections in December 2021 will show a further significant reduction in pressure.
St Francis RC Primary School	Investigate	<p>The projection for St Francis shows that the school will breach its capacity from 2023. The ability to restrict intakes for Roman Catholic schools to baptised catholic pupils provides a means of controlling intakes, however, this needs to be considered alongside the potential impact on surrounding non-denominational primary schools including Castlevue Primary School which may have pressures of their own as a result of significant volumes of new housing in the area.</p> <p>Learning Estate Planning Officers will undertake further investigative work including a review of school capacity and future housing developments in the area to determine if additional action is necessary.</p>
Balerno High School	Monitor	<p>The 2020 projection for Balerno High School is higher than that reported in 2019. However, S1 registrations for August 2021 suggest that both sets of projections have overstated the number of S1 catchment pupils likely to attend the school. If this proves to be the case then it is likely that the projections for future years are also overstated. Learning Estate Planning Officers will monitor the actual S1 intake for this year and seek to make adjustments to the projections reported in December 2021 should this be necessary.</p> <p>In the longer term Balerno is part of the WAVE4 programme.</p>
Broughton High School	Monitor	The projections suggest only a minor breach of the school's notional capacity. However, S1 registrations for August 2021 exceed projections and this will be monitored to determine if further action is required.
Firhill High School	Monitor	The projections in 2019 estimated a roll of 1,227 pupils in 2020. The actual roll was 1,236. This means that Firhill is operating beyond its notional capacity of 1,200 pupils. However, the 2020 projections also suggest that the school roll will peak in 2022 at 1,252 pupils before steadily falling. S1 registrations for August 2021 are in line with projections. Accordingly, at this stage no further action is proposed.
Holy Rood High School	Monitor	While the projection for Holy Rood exceeds its notional capacity, this breach is minor and is not projected to take place until 2026.

Leith Academy	Monitor	The projections suggest that Leith Academy's peak roll will come in 2022 and that after this point the roll will begin to fall. However, S1 registrations for August 2021 exceed projections and this will be monitored to determine if further action is required.
St Augustine's RC High School	Monitor	While the projection for St Augustine's exceeds its notional capacity, this breach is minor and is not projected to take place until 2026.
St Thomas of Aquin's RC High School	Monitor	St Thomas of Aquin's is operating beyond its notional capacity of 750 pupils. However, the 2020 projections also suggest that the school roll has reached its peak and will begin to fall. S1 registrations for August 2021 are in line with projections. Accordingly, at this stage no further action is proposed.

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# Education, Children and Families Committee

10am, Tuesday, 2 March 2021

## Holiday Support for children affected by a disability

Executive/routine  
Wards  
Council Commitments

### 1. Recommendations

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- 1.1 The Education, Children and Families Committee is asked to:
  - 1.1.1 Note the current provision for holiday support for children affected by a disability.
  - 1.1.2 Note that the model of service delivery developed to address the challenges of Covid 19 outlined in the report will be continued over 2021.
  - 1.1.3 Approve a consultation exercise to inform longer-term planning for future holiday support for children affected by a disability.
  - 1.1.4 Note the financial implications for the service area.

#### **Bernadette Oxley**

Head of Children's Services, Communities and Families

Contact

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## Holiday Support for children affected by a disability

### 2. Executive Summary

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- 2.1 This report provides information on holiday support for children affected by a disability.
- 2.2 There have been changes to this support due to the Covid-19 Pandemic and the resultant guidance and restrictions issued by the Westminster and Scottish Governments.
- 2.3 The changes that have been made have been shown to be positive for the group of children supported, as the provision has moved from being a universal support to a targeted and assessed support so there is greater flexibility to develop more bespoke packages of support.
- 2.4 This has also proved to be a more robust provision which has improved the wellbeing of vulnerable children and targeted those most in need.
- 2.5 The aim is that this targeted support will continue until the end of 2021.
- 2.6 Over this period, consideration will be given to the most appropriate model to be used in the longer term.
- 2.7 This report seeks approval to continue as outlined over 2021 and to commence with a consultation to develop a more flexible model of support for the next three to four years.

### 3. Background

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- 3.1 Holiday support has been provided for children affected by disability for a number of years.
- 3.2 This support was provided for 10 weeks of the school holidays with families receiving between four - six full weeks of support a year (support is not offered over the Christmas Period).
- 3.3 The provision was hosted in three school venues across the city.
- 3.4 The support was offered on a first come basis and was open to all children with a disability, regardless of their level of need for support.

- 3.5 This resulted in some of the most vulnerable children not being able to access this holiday support.
- 3.6 Children were transported to venues by Council transport. This could often lead to children being in minibuses for up to an hour at a time impacting negatively on their wellbeing. In addition to this being a difficult experience for children, it was not an efficient use of Council funds due to having to send the children to venues across the city to meet their care needs, as their local venues were full.
- 3.7 There have been significant issues in identifying suitably skilled staff to work directly with the children and young people, ensuring they are trained appropriately and also in ensuring there is Management oversight.
- 3.8 Due to the required recruitment model, the Council worked in partnership with The Yard who were responsible for the recruitment of the staff. Other models of support had been previously tried but these were unsuccessful.
- 3.9 Difficulties with this model were beginning to emerge which were largely due to having to find such large numbers of staff for such a limited time frame, staff who were mainly made up of students and untrained staff. These difficulties were particularly evident during the February and October holidays as students tended to be unavailable at these times.
- 3.10 The challenges of recruiting suitably trained staff was a significant risk given the complexity of the healthcare needs of some of the children accessing the holiday provision.
- 3.11 As support was allocated on a first come basis, it was found that often the more vulnerable and disadvantaged children did not receive support.
- 3.12 Allocating children to the support was challenging as due to the large numbers, it was difficult to ensure children were with their peers and were in a group where they could participate.
- 3.13 Staff were being asked to support a broad range of children and this included those whose needs could be met at a mainstream provision or those whose needs were too complex and challenging for the holiday support provision.
- 3.14 There were children whose wellbeing was not enhanced by attending the holiday provision which was planned to be taken into consideration as part of a review going into 2020.

## **4. Main report**

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- 4.1 Holiday support for children with a disability has been previously provided on a first come basis and was offered to large numbers of children which offered parents short breaks and childcare over holiday periods.
- 4.2 There were emerging concerns that this was not meeting the needs of a number of children and in particular the most vulnerable were not accessing this support.

- 4.3 With the pandemic, since March 2020, there has had to be a change in the holiday support offered in line with Scottish Government rulings in relation to Covid 19 as this could no longer be provided in such large groups.
- 4.4 Provision for Easter, Summer and October 2020 had to be changed and was targeted at those assessed as being most at need
- 4.5 As support could no longer be provided in a large group setting, and legal constraints and guidance parameters had to be considered in service planning and delivery, support changed to be on a 1-1 basis for small groups. These took place locally to reduce travelling and associated risks around this.
- 4.6 The Council worked in partnership with a variety of providers to develop bespoke supports for differing groups and individual packages where this was needed. See Appendix 3.
- 4.7 For children who were shielding, support was offered in partnership with NHS, but this was only for those where the risks of not receiving support was greater than the risks of this not being provided.
- 4.8 Children were identified by Social Work managers and those most in need were considered for the support places identified.
- 4.9 This allowed for our scarce resources to be targeted at those who were vulnerable, at risk of family breakdown, on the Child Protection Register or Looked After at Home and to be supported over this difficult and challenging time.
- 4.10 Feedback from families who accessed targeted holiday support has been positive (see Appendix 1), as has feedback from those children and young people who were able to provide comments.
- 4.11 Families known to Social Work, who would previously have accessed holiday support offered universally, were aware that this support had changed in line with Covid-19 restrictions.
- 4.12 Families who felt that they needed additional support to manage during school holidays contacted Social Work to discuss access to targeted support. Supports were then reviewed and families with some families benefitting from practical support, including access to IT equipment and play equipment.
- 4.13 A number of families who previously accessed universal provision were able to manage the holiday periods without targeted support.
- 4.14 The recommendation is to continue this bespoke model for the whole of 2021 and to use this time period to plan for the next 2 to 3 years.

## 5. Next Steps

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- 5.1 Holiday support for children with a disability will continue in its current form over the remainder of 2021.



- 5.2 Over this year, there will consideration given to the lessons that have been learned and reflection on how a new support model can be designed that can be flexible and adaptive to changing landscapes and the lessons of the last year.
- 5.3 Further Consultation with parents, children and stakeholders will also be undertaken.
- 5.4 A further report will be submitted to update Committee on the outcome of the above actions.

## **6. Financial impact**

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- 6.1 There is currently a budget for holiday and term time support for children affected by a disability. The existing budget is £1.039m.
- 6.2 This funding covers a flexible support provision for children with a disability and includes holiday support and support for term time where there are challenges with placing children into a school setting.
- 6.4 Costs for the proposed package of support are forecast to be met from a combination of the existing budget, and additional funding provided by the Scottish Government to assist with Covid related costs for vulnerable children. .
- 6.5 A further report with details of the proposed package of awards will be presented to Finance and Resources Committee for approval.

## **7. Stakeholder/Community Impact**

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- 7.1 An Integrated Impact Assessment has been completed. See Appendix 2
- 7.2 This provision meets the Council's priority of supporting vulnerable people, those at the most risk and those in poverty.
- 7.3 The holiday support must be registered by the Care Inspectors and there are risk assessments and Covid-19 planning for each setting.
- 7.4 Staff need to be registered with the SSSC.
- 7.5 There will be reduced transport costs as children will not be transported across the city, there will also be fewer children attending, and smaller venues will be used where possible all of which will support children and young people's wellbeing.
- 7.6 Feedback from children and their families of the current targeted support is very positive. See appendix 1.
- 7.7 There is increased partnership working between the Council and those supporting children with a disability. See appendix 3

## **8. Background reading/external references**

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- 8.1 Item 7.15 - Play Schemes for Children with Disabilities Progress Report December 2018
- 8.2 Item 7.8 - Play Schemes for Children with Disabilities Progress Report August 2018
- 8.3 Item 7.10 - Holiday Activity Programme for Disabled Children and Young People Report March 2018

## **9. Appendices**

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- 9.1 Appendix 1 Parental feedback
- 9.2 Appendix 2 Integrated Impact Assessment
- 9.3 Appendix 3 Holiday support providers

## **APPENDIX 1**

### **FEEDBACK FROM PARENTS – SUPPPORT OVER 2020**

#### **Lothian Autism Society**

I think it has been her favourite ever play scheme judging by the way she reacted at home. She tried to stop us going on holiday so that she could go again - but we couldn't quite stretch to that (although she probably would have enjoyed play scheme more!).

M and J truly loved the hub, - M was very emotional when he came home on his last day and is still talking about it. In fact, he asked if he could attend there in place of school! J gave the hub a "thumbs up" and said "summer hub good ", which is praise indeed!

Thank you to yourself, and all the staff for making them both so welcome and providing a wonderful environment for them. I really couldn't fault anything! This has to have been the best experience we have ever had, so thank you again and to your team for a fab job! ‘

‘M was excited and giggly on the days we told her she was off to HAP. She came back in good spirits as well.’

M had a great time attending the holiday playscheme.’

‘Provided much needed respite. Was struggling to meet my son’s needs. Give me breathing space to do things and to look after my health and wellbeing.’

‘The provision of a great social story and visual timetable for the week was key in reassuring and preparing my son to try and give it a go. ‘

‘It was great for E to be able to attend the holiday programme. Both my husband & I have worked full time throughout the Covid 19 outbreak, E has therefore spent a lot of time watching the TV or playing on her Ipad so it was really beneficial for her to get to do something different and interact with other people.

The kids loved coming to the club! Would they be able to access any other holiday clubs with yourself?’

S really enjoyed her time with you all.’

He really liked the days he was at the holiday club and it was good that he was able to be with R for all of his days. Thanks for organising that.

#### **THE YARD**

LP: Thank you as always D is looking forward to it :)

SC: That’s great Aneta. He loves coming along.

SR: Just to say these summer sessions have been a life saver! So nice to get a wee breather from the madness of home in our special place 😊 Please pass on our thanks to the team..

GB: Thank you for the chance to come to the yard again on Fridays 24th and 31st July. That would be great and we look forward to it.

HMS: It's great being offered all these dates! Very much appreciated. N loves the yard!

BDB: It was lovely seeing Anna back at the Yard this morning - The play workers are a Top Team!

LP: I would be delighted to accept these dates for D, he is absolutely loving coming on a Tuesday and the routine off it ☺ Thank you

DL: We are delighted to go ahead with these dates for our son during the summer. Thank you very much.

KM: I think that's the first time C has ever played with anyone. He's loving the experience

DL: Best place ever!!! My J loves it ☺ See you all at 2pm ☺ xxx

JR: The slot will be hugely appreciated – it really is a highlight of Jacob's week.

Term time- The yard has been absolutely brilliant for our classes and we have seen the pupils much more motivated to communicate on "yard days" as they are so keen to engage with their key adults. This seems to have started to sustain on non yard days as well. (Brunstane PS)

### **Action for Children**

Received 100% positive feedback from parents regarding how the support they and their children and young people are getting during the playscheme.

### **Action Group**

The parents appreciated the place at summer hub, saying it was great seeing their children so happy at the end of each day, and very excited to come in, they were grateful for the respite for the day and able to catch up on daily tasks which had become difficult throughout the restrictions. Most it was how motivated and upbeat the children had become while at the hub, as well as getting a little bit of socialising with their peers.

The children expressed that they wanted more, kept asking when it was back on.

### **Prime Care**

TJ – they are the only providers to get T out of the house, communication has been good, and T is happy to go with them. Mum commented that they are very in tune with her son's needs

HB – they had a great plan in place and managed to deal with his self-injurious behaviour, communication is good and the family would like to use this again if needed.

F – I have had a great time with you all going on walks and going to the beach, playing with water guns, reading stories and most of all going for ice cream.

### **Barnardos**

T J - this has been going really well, they have 'gotten' him straight away and been able to get him along regularly which is saying something for T. He's reporting that he is having a really good time, has made a friend and is settled there.

Mum has said she feels the support is a lifeline and she is very impressed by the staff, communication and how well T has taken to it.

TM attended the Barnardos covid hub one day a week and he usually attends their holiday hub. Mum has said he really enjoys it and has been very beneficial for him and allows mum to spend some time helping his sister with school work.

ON has also attended the Barnardo's covid hub. Although O was new to this service he appears to have settled well into the routine and has been unphased by the fact the Barnardos building is directly opposite his school. Mum has been significantly impacted by the school closures and the extra pressures associated with the pandemic, due to her underlying mental health diagnosis. She has been very appreciative of this extra resource.

# **INTEGRATED IMPACT ASSESSMENT Guidance**

A guide to Integrated Impact Assessment (IIA) for Councils, Health & Social Care Partnerships, Health Services in the Lothians

May 2020

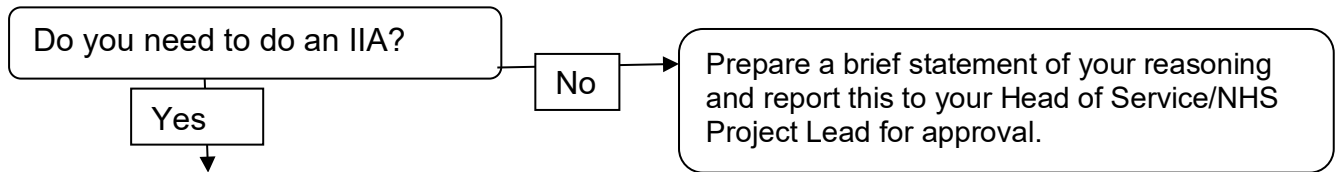
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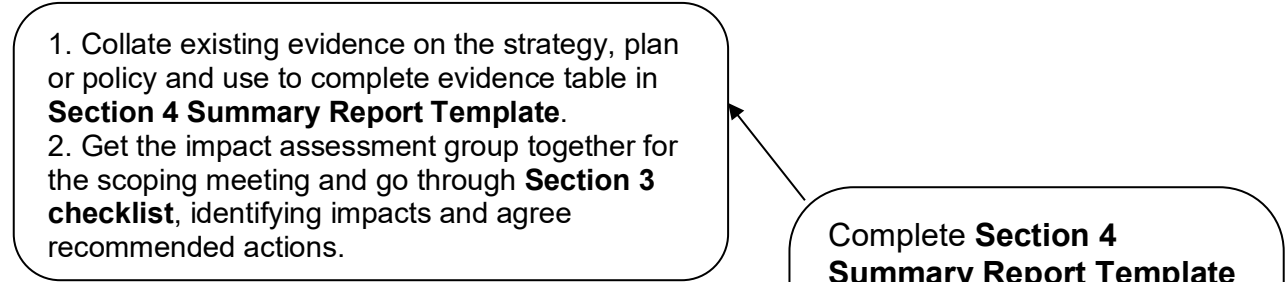
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# Integrated Impact Assessment – Quick Guide

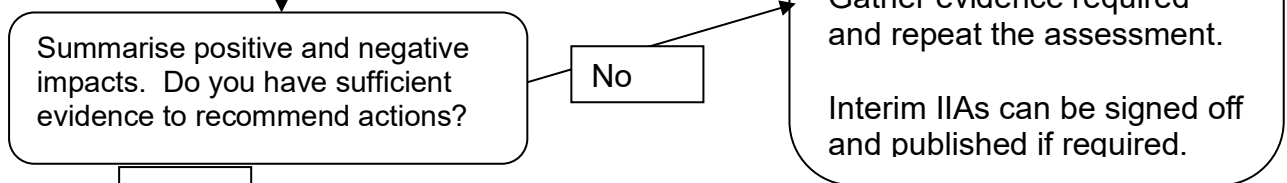
## Stage 1: Identify if an Integrated Impact Assessment is needed



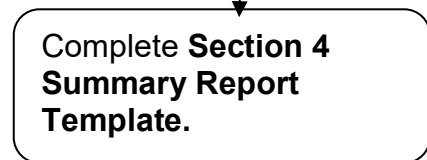
## Stage 2: Undertake Integrated Impact Assessment



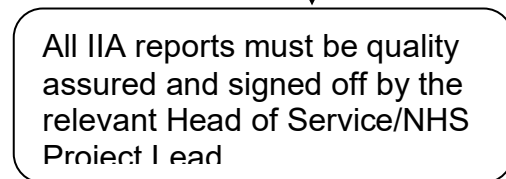
## Stage 3: Consider the results of your assessment



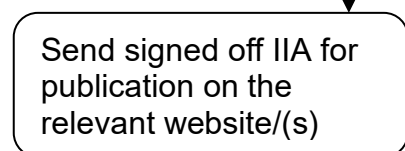
## Stage 4: Report the IIA findings



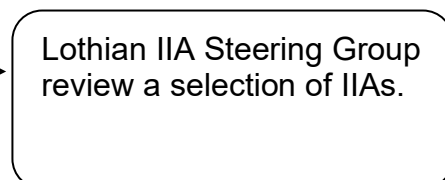
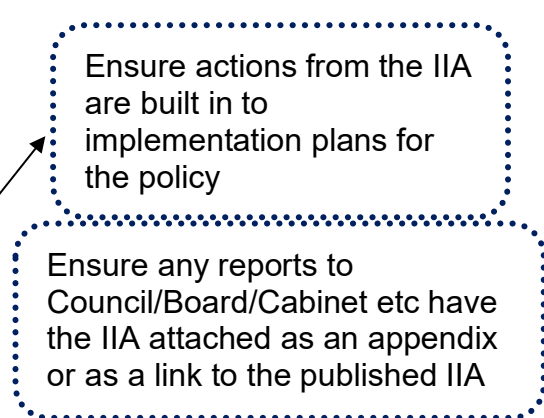
## Stage 5: Sign Off



## Stage 6: Publication



## Stage 7: Act on the IIA





# Section 1 Integrated Impact Assessments – Overview

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## 1.1 Introduction

The Integrated Impact Assessment (IIA) process and guidance has been developed by the four local Lothian authorities and NHS Lothian.

The IIA process is relevant for proposals for policies, strategies, provisions, criteria, functions, practices, budget setting and the assessment of potential savings and activities, including the delivery of services.

The **Supporting Information** document gives full details of the relevant legislation, as well as background information and examples.

## 1.2 Why is the Integrated Impact Assessment process needed?

The IIA process allows us to meet our **legal obligations** in relation to equality, socio-economic disadvantage, climate change, sustainability, the environment and human rights.

Once the IIA has been completed, revised appropriately, signed off and published, we will have met our legal requirements to:

- undertake an impact assessment on equality, human rights, including the rights of children and young people, the environment and climate change;
- assess against our Public Sector duties to advance equality, eliminate discrimination and foster good relations;
- have due regard to how you can reduce inequalities of outcome caused by socio-economic disadvantage, when making strategic decisions (Fairer Scotland Duty)<sup>1</sup>;
- consider sustainability as part of the decision making process;
- identify whether a Strategic Environmental Assessment (SEA) is required;
- ensure that public services and economic decisions promote human dignity for all<sup>2</sup>; and
- publish the IIA, within a reasonable period.

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<sup>1</sup> Your organisations should have a list of forthcoming proposals that are considered strategic under the Fairer Scotland Duty

<sup>2</sup> A human rights-based approach emphasises participation, accountability, non-discrimination, empowerment and legality. This has several benefits: upholding the rights of everyone, supporting person-centred services, helping good decision making, improving institutional culture and relationships, ensuring legal compliance and promoting best practice. For children and young people's rights include participation, provision and protection.

### 1.3 Completing an Integrated Impact Assessment (IIA)

Guidance on the process is given in Section 2. In summary, it involves the following:

1. **Gather relevant data and evidence** about the needs and experiences of people with protected characteristics and those vulnerable to experiencing poverty and ill health in the context of the work you are undertaking. Circulate the IIA evidence checklist to the group in advance of the scoping meeting.
2. **As a group exercise at the scoping meeting**, go through the IIA checklist at Section 3 to think critically about how your proposal will meet the needs of and impact on different groups of people including those with protected characteristics<sup>[1]</sup> and impact on human rights, sustainability and the environment. Consider whether further evidence is needed before making recommendations. This scoping meeting process should take no longer than two hours.
3. **Review and record** the results of your assessment and plan, take action and set review dates to address any issues identified. This helps towards meeting the specific duty in equalities legislation to mainstream equalities in all the work the public sector is involved in.
4. **Publish** the signed off interim or finalised IIA on the relevant website/s, within a reasonable period, to comply with equalities legislation.

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<sup>[1]</sup> Protected characteristics under the Equality Act include: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sexual orientation and sex.

## Section 2 Guide to undertaking an Integrated Impact Assessment

### 2.1 What should I impact assess?

The first stage is to consider whether a full assessment is required. If you answer yes to any question in the high relevance category, then an IIA is required. If you identify that an IIA is not required, then you need to explain why/how you have reached this decision.

High Relevance	Yes/no
The proposal could potentially affect people for example in the availability, accessibility or quality of goods, facilities or services	yes
The proposal has potential to make an impact on equality even when this only affects a relatively small number of people	no
The proposal has the potential to make a significant impact on the economy and the delivery of economic outcomes	no
The proposal is likely to have a significant environmental impact	no
The proposal is considered strategic and high level in the organisation	no
Low Relevance	
The proposal has little relevance to equality	no
The proposal has negligible impact on the economy and the delivery of economic outcomes	yes
The proposal has no/minimal impact on the environment	yes
<b>If you have identified only low relevance please give a brief statement of your reasoning and report this to your Head of Service/NHS Project Lead for approval. Please then insert the statement in the section in the relevant management or committee report.</b>	

**NB** You should always try to determine whether there will be a **cumulative impact** on your service users and/or staff, eg what is the impact if you make a number of changes across different proposal areas?

For further advice on checking whether you need to do an impact assessment see Section 2 in the **Supporting Information** document.

### 2.2 At what stage should I do an impact assessment?

The IIA must happen as early as possible when the proposal is clear enough to make a reasonable assessment and **before** a proposal is finalised. The assessment cannot be retrospective, or undertaken only near the end of the process. If the proposal then changes significantly, the IIA may need to be repeated.

An IIA should also be undertaken before making any changes following reviews of existing policies.

### 2.3 Who is responsible for doing an Integrated Impact Assessment?

The people responsible for developing a new proposal, or delivering a service are responsible for undertaking the assessment. Recent legal cases highlight that the duty cannot be delegated. The relevant Head of Service or NHS Project Lead needs to ensure an IIA is being undertaken and **must sign off the final document**.

## 2.4 Prepare – gather evidence

Gather existing evidence on the policy, plan or strategy and how it may affect different groups. **Use Table 7 in Section 4** and **circulate the completed table to all participants in advance of the IIA scoping meeting**.

## 2.5 Carrying out the IIA – who should be involved?

Carrying out an IIA is a group exercise carried out at the scoping meeting, and should bring together different perspectives on the topic being discussed. At least one member of the group should have undertaken training on how to undertake an Integrated Impact Assessment. Ideally the group should include:

- the person who wrote the plan, proposal or strategy
- the person who has strategic responsibility for it
- a person who will implement it
- a person with an operational or front line perspective
- an employee representative and/or HR colleague if there will be an impact on service delivery, staffing arrangements or other workforce issues
- people with protected characteristics where there are gaps in evidence
- support from your service area equality, diversity and rights lead or advisor

Unless in exceptional circumstances the scoping meeting should consist of **at least four people**. A named facilitator and a report writer should be agreed beforehand.

## 2.6 Identifying impacts

The group should get together to go through the checklist in Section 3 of this document. It is structured to allow you to consider possible impacts on different groups in the community.

The **Supporting Information** document contains information on the legal context and some issues to consider relating to the population groups and issues in the checklist. **Relevance** and **proportionality** should be considered when undertaking an IIA and may determine how much detail the IIA needs to have.

### 2.6.1 Positive Impact

Positive impacts may be different for people with one or more protected characteristic. This is permissible, but you must always be able to demonstrate that positive impacts are justifiable in law and do not amount to discrimination, direct or indirect.

For example: A targeted health improvement campaign for young men between the ages 16 to 24 would have a positive impact on this age group, compared with its

impact on other age groups. It would not however have a negative impact on other age groups or women, so long as there is evidence that young men aged 16-24 were disadvantaged (an example of positive action to address a current inequality).

### 2.6.2 Negative Impact

An impact that does not support or hinders the achievement against the objectives identified.

For example: Holding a public meeting as part of a consultation exercise in a building that is not accessible and does not contain an induction loop system will have a negative impact on attendees with poor mobility and those who use hearing aids.

## 2.7 Services delivered on behalf of the Public Bodies

Public bodies cannot abdicate or delegate their responsibility for meeting the public sector equality duty by 'contracting out' functions. Where the public bodies' functions will be carried out by an external supplier, both the public body and the contractor have joint responsibility for meeting the duty. If an external organisation is carrying out functions on behalf of the public body, then you need to make sure that equality is given due regard<sup>3</sup>. As part of the impact assessment, identify if any part of the service will be delivered externally and if so, consider how equality and human rights have been considered as part of the procurement process.

### Services delivered by Public Bodies in line with statute and national guidance

Public bodies may also be required to deliver functions in relation to statutory legislation, regulations or national policy and guidance that has been issued. Whilst an impact assessment may already have been undertaken by Scottish Government at a national level, the public body should also assess how this will impact at a local level.

## 2.8 Summary of Impacts and Recommended Actions

Having considered the evidence and **critically considered** the potential impacts, the scoping meeting should decide whether it needs further evidence. If the evidence is sufficient the group should agree a summary of the positive and negative impacts and recommended actions using the **Summary Report Template** at Section 4. If the evidence is insufficient then the **Summary Report Template** should be marked as an interim IIA and be finalised when this evidence has been gathered.

## 2.9 Communicating Information

The **Summary Report Template** (section 4) asks you to consider communication issues relating to the proposal. This may include consultation and engagement about the proposal

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<sup>3</sup> Those organisations subject to the Public Sector Equality Duty must have due regard to its three general duties in all aspects of carrying out business decisions and day-to-day activities i.e, eliminate discrimination, advance equality of opportunity and foster good relations.

and/or about the service once it is in place, and this must be inclusive for all members of the community.

## 2.10 Action Plan

Following the scoping meeting, the person responsible for the proposal should use the recommended actions in *the **Summary Report Template*** (section 4) to prepare a detailed action plan and build these into the implementation of the proposal.

## 2.11 Follow up

The Integrated Impact Assessment should inform future monitoring of the policy. The true impact of a proposal may only become clear once it is implemented or operating in practice. The person responsible for the proposal should be responsible for future monitoring.

## 2.12 Sign Off, Paperwork and Publication

The ***IIA Summary Report Template*** at Section 4, should be used when reporting impact assessments. Please complete the form electronically.

The relevant Head of Service or NHS Project Lead needs to be aware that the IIA is being undertaken and **must quality assure and sign off the 'interim' or 'final' document**. If 'interim' then it is expected that the final document will also be signed off in due course.

Once completed, the ***Summary Report Template*** should be sent to the relevant contact(s) listed at 2.13, for publication on the relevant website/(s). It is also recommended that a copy of the completed IIA is distributed to all colleagues involved in the scoping meeting/IIA process.

For further information

[Assessing Impact and the Public Sector Equality Duty](#)

## 2.13 Contacts

- **The City of Edinburgh Council** Completed and signed IIAs should be sent to [strategyandbusinessplanning@edinburgh.gov.uk](mailto:strategyandbusinessplanning@edinburgh.gov.uk) to be published on the IIA directory on the Council website [www.edinburgh.gov.uk/impactassessments](http://www.edinburgh.gov.uk/impactassessments)

**Edinburgh Integration Joint Board/Health and Social Care** Completed and signed IIAs should be sent to Sarah Bryson at [sarah.bryson@edinburgh.gov.uk](mailto:sarah.bryson@edinburgh.gov.uk) to be published on the [www.edinburghhsc.scot/the-ijb/integrated-impact-assessments/](http://www.edinburghhsc.scot/the-ijb/integrated-impact-assessments/)

- **NHS Lothian** Completed and signed IIAs should be sent to [impactassessments@nhslothian.scot.nhs.uk](mailto:impactassessments@nhslothian.scot.nhs.uk) to be published on the NHS website <https://www.nhslothian.scot.nhs.uk/YourRights/EqualityDiversity/Pages/ImpactAssessment.aspx> and available for auditing purposes. Copies of previous impact assessments are available on the NHS Lothian website under Equality and Diversity.
- **East Lothian Council** Please send a completed copy of the IIA to [equalities@eastlothian.gov.uk](mailto:equalities@eastlothian.gov.uk) and it will be published on the Council website shortly afterwards. Copies of previous assessments are available via [www.eastlothian.gov.uk/info/751/equality\\_diversity\\_and\\_citizenship/835/equality\\_and\\_diversity](http://www.eastlothian.gov.uk/info/751/equality_diversity_and_citizenship/835/equality_and_diversity)
- **Midlothian Council** Completed and signed IIAs should be sent to [equalities@midlothian.gov.uk](mailto:equalities@midlothian.gov.uk) to be published on the website
- **Midlothian Health & Social Care Partnership** Completed and signed IIAs should be sent to [equalities@midlothian.gov.uk](mailto:equalities@midlothian.gov.uk) to be published on the website
- **West Lothian Council** Completed and signed impact assessments should be sent to the Equalities Officer.
- **West Lothian Health and Social Care** Completed and signed impact assessments should be sent to Layna Houston at [Layna.Houston@nhslothian.scot.nhs.uk](mailto:Layna.Houston@nhslothian.scot.nhs.uk)

## Section 3 Integrated Impact Assessment Checklist

**This checklist should be used to structure the group discussion and will inform the final IIA.** The boxes may also help you to write your ideas down before discussion within the group. For further support read the **Supporting Information**.

1. **Before going through the checklist, consider:**
  - **What do you think will change as a result of this proposal?**
2. **Now consider impacts on different populations and groups of people. Which groups will be affected?**
  - **Go through the checklist below to identify how different people could be affected differentially.**

Population Groups	Differential impacts ( <i>how may each group be affected in different ways?</i> )
<b>People with protected characteristics</b>	
<ul style="list-style-type: none"> <li>• Older people and people in their middle years</li> </ul>	n/a
<ul style="list-style-type: none"> <li>• Young people and children</li> </ul>	<b>Yes – children who are vulnerable and in poverty will have increased access to the holiday support.</b>
<ul style="list-style-type: none"> <li>• Men (include trans men), Women (include trans women) and non-binary people. (Include issues relating to pregnancy and maternity including same sex parents)</li> </ul>	n/a
<ul style="list-style-type: none"> <li>• Disabled people (includes physical disability, learning disability, sensory impairment, long-term medical conditions, mental health problems)</li> </ul>	<b>Yes, the most vulnerable children with a disability will have access to holiday support.</b>
<ul style="list-style-type: none"> <li>• Minority ethnic people (includes Gypsy/Travellers, migrant workers, non-English speakers)</li> </ul>	n/a
<ul style="list-style-type: none"> <li>• Refugees and asylum seekers</li> </ul>	n/a
<ul style="list-style-type: none"> <li>• People with different religions or beliefs (includes people with no religion or belief)</li> </ul>	n/a
<ul style="list-style-type: none"> <li>• Lesbian, gay, bisexual and heterosexual people</li> </ul>	n/a
<ul style="list-style-type: none"> <li>• People who are unmarried, married or in a civil partnership</li> </ul>	n/a



Population Groups	Differential impacts ( <i>how may each group be affected in different ways?</i> )
<p><b>Those vulnerable to falling into poverty:</b></p> <ul style="list-style-type: none"> <li>• Those who have low or no wealth</li> <li>• Those on low income</li> <li>• Those who live in areas of deprivation</li> <li>• Those experiencing material deprivation</li> <li>• Unemployed</li> <li>• People in receipt of benefits</li> <li>• Lone parents</li> <li>• Vulnerable families eg young mothers, people experiencing domestic abuse, children at risk of statutory measures, includes disabled adult/child, minority ethnic families</li> <li>• Families with a child under 1</li> <li>• Larger Families (3+ children)</li> <li>• People in receipt of pensions</li> <li>• Looked after children and young people</li> <li>• Those leaving care settings (including children and young people and those with illness)</li> <li>• Homeless people</li> <li>• Carers (including young carers and carers with protected characteristics)</li> <li>• Those involved in the criminal justice system</li> <li>• People with low literacy/numeracy</li> <li>• People experiencing difficulties with substance use</li> <li>• Others e.g. veterans and students</li> </ul>	<p><b>Vulnerable children with a disability who are at high-risk due to their family circumstances will be able to access support.</b></p> <p><b>Disabled children at risk and who are vulnerable will have increased access to the support. Parents who may have particular difficulties supporting their children during holidays due to their own vulnerabilities will receive additional support to avoid risk of family breakdown.</b></p>

<b>Population Groups</b>	<b>Differential impacts (<i>how may each group be affected in different ways?</i>)</b>
<b>Geographical communities</b> <ul style="list-style-type: none"> <li>• Rural/semi-rural communities</li> <li>• Urban communities</li> <li>• Coastal communities</li> <li>• Business community</li> </ul>	<b>Children who live in the city may not need to travel so far for support.</b>
<b>Staff</b> <ul style="list-style-type: none"> <li>• Full-time</li> <li>• Part-time</li> <li>• Shift workers</li> <li>• Staff with protected characteristics</li> <li>• Staff vulnerable to falling into poverty</li> </ul>	<b>There will be temporary employment opportunities for people with experience in child care and they may come from these categories.</b>

**3. Consider how your proposal will impact on each of the following from both an equalities and human rights perspective.**

<b>Objectives</b>	<b>Positive/negative impacts</b>
<b>Equality and Human Rights</b>	
Eliminate discrimination and harassment	
Advance equality of opportunity e.g. improve access / quality of services	This will allow children who are vulnerable and most at risk to access support, in line with Equality Act 2010 and the Getting it Right for Every Child National Practice Model.
Foster good relations within and between people who share protected characteristics	For children they will be able to be with their peers where possible.
Enable people to have more control of their social/work environment	
Reduce differences in status between different groups of people	This will enhance support offered to people in poverty or who are needing support to care for their children and who have limited resources they can call upon.
Promote participation, inclusion, dignity and control over decisions	This will promote access to support for children for whom their disability and/or home circumstances may prove to be a significant barrier to participation and inclusion, as well as allowing families more involvement and control in decision-making as the

Objectives	Positive/negative impacts
	process for accessing support will be targeted for those most in need.
Build family support networks, resilience and community capacity	This offers capacity in the community and promotes resilience.
Reduce crime and fear of crime including hate crime	n/a
Protect vulnerable children and adults	Yes, this ensure vulnerable children have access to supports by providing targeted supports for those who are most vulnerable/at risk.
Promote healthier lifestyles including: <ul style="list-style-type: none"> <li>• diet and nutrition,</li> <li>• sexual health,</li> <li>• difficulties with substance use</li> <li>• physical activity</li> <li>• life skills</li> </ul>	This will help children with disabilities to access holiday support which will allow for physical activity.
<b>Environmental</b>	
Reduce greenhouse gas (GHG) emissions (including carbon management)	Yes due to children not having to travel so far and not using minibuses.
Plan for and adapt to future climate change	
Pollution: air/ water/ soil/ noise	Less use of large vehicles.
Protect coastal and inland waters	
Enhance biodiversity	
Encourage resource efficiency (energy, water, materials and minerals) eg avoid single use plastic	
Public Safety eg: <ul style="list-style-type: none"> <li>• minimise waste generation</li> <li>• infection control</li> </ul>	

Objectives	Positive/negative impacts
<ul style="list-style-type: none"> <li>• accidental injury</li> <li>• fire risk</li> <li>•</li> </ul>	
Reduce need to travel and promote sustainable forms of transport	Yes, children should have less distance to travel.
Improve the physical environment eg: <ul style="list-style-type: none"> <li>• housing quality</li> <li>• public space</li> <li>• access to and quality of green space</li> </ul>	
<b>Economic (including socio-economic)</b>	
Improve quality of and access to services	This proposal will allow supports to be more bespoke and ensure that vulnerable children with more complex disability have access to support
Cost of living	
Support local business	Supports third-sector providers who care for children with a disability, encouraging innovation and sustainable collaborative working across organisations.
Income from employment, eg: <ul style="list-style-type: none"> <li>• Improve local employment opportunities</li> <li>• Help young people into positive destinations</li> <li>• Help people to access jobs (both paid and unpaid)</li> <li>• Improve working conditions, including equal pay</li> <li>• Improve literacy and numeracy</li> </ul>	This will help people to access work who have experience/interest in childcare.
Income from Social Security/Benefits in kind, eg: <ul style="list-style-type: none"> <li>• Maximise income and/or reduce income inequality</li> </ul>	

4. **As a group agree:**
- **A summary of the impacts identified**

- Is further evidence needed to understand these impacts and make any recommendations? If so complete an interim report and agree a timescale to complete a final report.
- What recommended actions should you make to mitigate negative impacts and enhance positive impacts?

This checklist has now been completed and the findings provide the basis for the ***Summary Report Template*** (Section 4).

## Section 4 Integrated Impact Assessment

### Summary Report Template

Each of the numbered sections below must be completed

Interim report	x	Final report		(Tick as appropriate)
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1. **Holiday support for children with a disability**
2. **As a response to the Covid 19 Pandemic and Scottish Government guidelines, holiday support provision has moved from an open access programme to a targeted programme whereby those children affected by a disability who are most in need would have access to holiday support**
3. **There has been parental feedback over 2020 and there will be wider consultation over 2021. This will involve consultation with stakeholder, parents/carers and young people.**
4. **No -Is the proposal considered strategic under the Fairer Scotland Duty?**
5. **Date of IIA – February 2021.**
6. **Who was present at the IIA? Identify facilitator, Lead Officer, report writer and any partnership representative present and main stakeholder (e.g. NHS, Council)**

Name	Job Title	Date of IIA training	Role
Jennifer Grundy	Children's Practice Team Manager	2020	Lead and co-report writer
Wendy Brown	Assistant Team Leader	Dec 2020	Lead assistant manager
Karen Japp	Team Leader	Dec 2020	Lead and manager

<b>David Hoy</b>	<b>Commissioning Officer</b>	<b>December 2018</b>	<b>Co-report writer</b>
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## 7. Evidence available at the time of the IIA

<b>Evidence</b>	<b>Available – detail source</b>	<b>Comments: what does the evidence tell you with regard to different groups who may be affected?</b>
Data on populations in need	Yes on SWIFT	Information on the children/families most in need
Data on service uptake/access	Yes- Monitoring data from previous and current provision	
Data on socio-economic disadvantage e.g. low income, low wealth, material deprivation, area deprivation.		
Data on equality outcomes		
Research/literature evidence		
Public/patient/client experience information		
Evidence of inclusive engagement of people who use the service and involvement findings	Yes - Monitoring data from providers	Levels of satisfaction with service
Evidence of unmet need	Yes on SWIFT and feedback from Providers	Children with sole diagnosis of autism need support
Good practice guidelines	Yes - Scottish Government Guidelines	
Carbon emissions generated/reduced data		
Environmental data		
Risk from cumulative impacts		
Other (please specify)		



<b>Evidence</b>	<b>Available – detail source</b>	<b>Comments: what does the evidence tell you with regard to different groups who may be affected?</b>
Additional evidence required		

**8. In summary, what impacts were identified and which groups will they affect?**

<b>Equality, Health and Wellbeing and Human Rights</b>  <b>Positive</b> Children will have support over holiday periods This will support their well being and mental health and this will assist parents to continue to care for children with additional support needs  <b>Negative</b> The support is not universal as access will be through assessed need.	<b>Affected populations</b>  Children with a disability  Working parents
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<b>Environment and Sustainability including climate change emissions and impacts</b>  <b>Positive</b> Reduced transportation across the city  <b>Negative</b>	<b>Affected populations</b>
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<b>Economic including socio-economic disadvantage</b>  <b>Positive</b>  <b>Negative</b> Under the targeted programme there are less sessional work opportunities available	<b>Affected populations</b>  Students and other people who rely on seasonal/holiday work
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9. Is any part of this policy/ service to be carried out wholly or partly by contractors and if so how will equality, human rights including children's rights, environmental and sustainability issues be addressed?

This will be carried out by a range of providers who are aware of these issues.

10. Consider how you will communicate information about this policy/ service change to children and young people and those affected by sensory impairment, speech impairment, low level literacy or numeracy, learning difficulties or English as a second language? Please provide a summary of the communications plan.

The plan for this will be drawn up after Easter so that planning and consultation can start in June 2021.

11. Is the policy likely to result in significant environmental effects, either positive or negative? If yes, it is likely that a Strategic Environmental Assessment (SEA) will be required and the impacts identified in the IIA should be included in this.

No

## 12. Additional Information and Evidence Required

If further evidence is required, please note how it will be gathered. If appropriate, mark this report as interim and submit updated final report once further evidence has been gathered.

13. Specific to this IIA only, what recommended actions have been, or will be, undertaken and by when? (these should be drawn from 7 – 11 above) Please complete:

Specific actions (as a result of the IIA which may include financial implications, mitigating actions and risks of cumulative impacts)	Who will take them forward (name and job title)	Deadline for progressing	Review date
Consultation with parents and stakeholders to be carried out	Karen Japp – team leader Wendy Brown – assistant team leader Jennifer Gundy team manager David McGuire-Principal Officer,	May 2021	November 2021

Specific actions (as a result of the IIA which may include financial implications, mitigating actions and risks of cumulative impacts)	Who will take them forward (name and job title)	Deadline for progressing	Review date
	Engagement and Involvement		

14. Are there any negative impacts in section 8 for which there are no identified mitigating actions?

As the service is moving from a universal one to an assessed and targeted one, this may impact on some families who would previously have accessed the support

15. How will you monitor how this proposal affects different groups, including people with protected characteristics?

This will be done within the consultations

16. Sign off by Head of Service/ NHS Project Lead

Name

Date

17. Publication

Completed and signed IIAs should be sent to [strategyandbusinessplanning@edinburgh.gov.uk](mailto:strategyandbusinessplanning@edinburgh.gov.uk) to be published on the IIA directory on the Council website [www.edinburgh.gov.uk/impactassessments](http://www.edinburgh.gov.uk/impactassessments)

### **Appendix 3**

#### **Providers offering Holiday supports April 2021 to March 2022**

##### **Feb, Easter, Summer and October – 10 weeks**

**Action for Children** – for 5 children a day at staffing ratio of 2-1.

**The Yard** — for up to 10 children a day at activity and play centre.

**Oaklands Hub** – this will be for summer and October – for up to 17 children with complex care needs on 1-1 ratio and with specialist nursing staff.

**Capability** – support to move children to mainstream provision. This is currently under review.

**Prime Care** – at their base in Winchburgh- for up to 6 children on mainly 2-1 staffing ratio.

**The Action Group** - for up to 12 children at 1-1 staffing ratio, based at Woodlands school.

**Barnardos** – for up to 10 children 1-1 staffing ratio, based at their Edinburgh base.

**Lothian Autistic Society** – for up to 12 children at 1-1 staffing ratio, based at their base in Portobello.

**Active Schools** - – costs for hire and transport of bikes for the 9 weeks for 3 venues. Staff will be provided by Outdoor learning

## Education, Children and Families Committee

**10.00, Tuesday, 2 March 2021**

### **School session dates amendment 2021/22**

Executive/routine  
Wards  
Council Commitments

#### **1. Recommendations**

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The Education, Children and Families Committee is asked to:

- 1.1 Approve the proposed amendment to the Christmas holiday dates for 2021/22.

**Andy Gray**

**Head of Schools and Lifelong Learning**

Contact: David Maguire, Principal Officer – Engagement and Involvement

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# Report

## 2. Executive Summary

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- 2.1 Committee is asked to agree a change to the scheduled Christmas holiday dates for 2021/22 from Friday 24 December 2021 to Monday 10 January 2022 to Monday 20 December 2021 to Tuesday 4 January 2022.

## 3. Background

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- 3.1 On 5 March 2019, the Education, Children and Families Committee approved a motion to consult with head teachers on a potential change to the Christmas holiday dates for 2020/21. The motion recognised that many pupils and staff need to travel and/or prepare for Christmas and that the agreed dates could make that more difficult. The scheduled dates had been that term would end on Wednesday 23 December with the holidays starting on Thursday 24 December.
- 3.2 The issue was first raised through the Consultative Committee with Parents (CCwP) and discussed at its meeting on 28 February 2019.
- 3.3 112 heads responded to the consultation. 81 (72%) thought that the holidays should change and 31 (28%) thought that they should stay as they are. The response was consistent across the sectors (early learning and childcare, primary, secondary and special).

## 4. Main report

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- 4.1 There is a similar issue with the currently agreed Christmas holiday dates for 2021/22. Term is scheduled to end on Thursday 23 December with the holidays starting on Friday 24 December. The next term is due to start on Tuesday 11 January 2022.
- 4.2 Given that almost three quarters of heads thought that the dates should change to an earlier holiday two years ago and that parents' representatives have raised the issue in the past, it is proposed that the holiday dates are amended to an earlier end of term.
- 4.3 Instead of the holidays going into the second full week of January as they currently are scheduled to, it is proposed that the dates are amended to Monday 20 December to Tuesday 4 January with the new term starting on Wednesday 5 January 2022. This means that term would instead end on Friday 17 December. This would allow for two weeks holiday and three weekends. This is in line with the response to the previous consultation.

## **5. Next Steps**

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- 5.1 If the proposed change is approved, the session dates for 2021/22 will be updated on the Council website and schools informed of the change.
- 5,2 School staff, parents/carers and pupils will be consulted on the criteria for setting session dates for 2022/23, 2023/24 and 2024/5 this month and proposed dates for those years will be brought to the May Committee meeting.

## **6. Financial impact**

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

## **7. Stakeholder/Community Impact**

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- 7.1 The issue of Christmas holiday dates for 2020/21 was raised initially at the Consultative Committee with Parents.

## **8. Background reading/external references**

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- 8.1 [School session dates consultation](#) Education, Children and Families Committee 6 March 2018
- 8.2 [School session dates amendment 2020/21](#) Education, Children and Families Committee 10 December 2019

## **9. Appendices**

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None

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# Education, Children and Families Committee

10.00am, Tuesday 2nd March 2021

## Revenue Monitoring 2020/21 – month nine position

Executive/routine Wards Council Commitments	Routine City-wide
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### 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 £13.1m which remains at month nine, of which £13.7m 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 not deliverable;
- 1.1.3 note that measures are being taken to reduce budget pressures.

**Andrew Kerr**

Chief Executive

Contact: Douglas Pirie, Principal Accountant

E-mail: [douglas.pirie@edinburgh.gov.uk](mailto:douglas.pirie@edinburgh.gov.uk) | Tel: 0131 529 7227

## Revenue Monitoring 2020/21 – month nine position

### 2. Executive Summary

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- 2.1 The report sets out the projected month nine revenue monitoring position for the Communities and Families service, based on analysis of actual expenditure and income to the end of December 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 £24.2m, partially offset by one-off mitigations totalling £11.1m, resulting in a net residual budget pressure of £13.1m.
- 2.3 Of this pressure, £13.7m relates to the impact of the Covid-19 pandemic.
- 2.4 Efforts are being made 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 a significant level of overspend.

### 3. Background

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- 3.1 The total 2020/21 net budget for Communities and Families is £440.5m
- 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 nine data.

### 4. Main report

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#### Overall Position

- 4.1 The Communities and Families service is projecting net budget pressures of £13.1m at month nine.

#### Gross Budget Pressures and Management Action

- 4.2 To date, projected gross budget pressures of £24.2m have been assessed. The main service areas affected include temporary accommodation, secure services, residential care, home to school transport, outdoor centres and community access to secondary 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 £11.1m have been identified, which leaves a net residual budget pressure of £13.1m.

#### **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 £9.3m. 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 disruption to normal planning processes. The estimated pressure is £5.0m which is partially mitigated through additional income related to Unaccompanied Asylum Seekers of £1.1m, a number of which are accommodated within the Council's residential units. The forecast pressure provides for an element of additional placements over the remainder of the financial year.

#### **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 of £0.5m, which are reported corporately. The net pressure is estimated at £1.4m.

#### **4.6 Community access to secondary schools**

Recurring pressures of £0.4m have been further compounded by £0.5m of Covid-related income losses.

#### **4.7 Home to School Transport**

There has been an increase in the numbers of routes required in response to social distancing requirements. The forecast pressure of £0.9m is partially mitigated by one-off savings of £0.2m from reduced payments to providers, resulting in a net pressure of £0.7m.

#### **4.8 ASL & Special Schools**

One-off savings are forecast in the ASL & special schools budget, totalling £2.1m. This is partially as a result of reduced staffing costs due to Covid but also includes one-off savings from vacant posts and funding in the ASL budget, reflecting the part year impact of new classes, for which full year funding will be required for 2022-23.

- 4.9 Appendix 1 provides further details on these areas of pressure and mitigating action.
- 4.10 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**

- 4.11 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.
- 4.12 A black, red, amber, green (BRAG) 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 not forecast to be delivered. Further details are included in Appendix 2.

## **5. Next Steps**

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- 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**

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- 6.1 The report highlights projected net budget pressures of £13.1m for 2020/21, of which £13.7m 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**

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- 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**

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8.1 None

## **9. Appendices**

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9.1 Appendix 1 Summary of forecast net revenue budget pressures;

9.2 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
<b>Children's Services</b>	<b>£m</b>	<b>£m</b>	<b>£m</b>	<b>£m</b>	<b>£m</b>	
Secure Services	2.3		<b>2.3</b>	0.4	1.9	Estimated staff cost pressures, and costs for out of authority secure placements. Increase in usage is forecast to continue for remainder of the year. £0.4m of staff costs COVID related and £0.2m for therapeutic support, the latter to seek to be funded from SG grant
Out of Council residential schools	2.0		<b>2.0</b>	0.5	1.5	Delays in case planning and need to make new placements. 9 new placements in November / December
Residential Care	0.7		<b>0.7</b>	0.4	0.3	Estimated staff cost pressures within YPCs, with increased costs for locums and agency staff providing cover for staff absences due to Covid
Home to School Transport - Additional Support Needs	0.9	0.2	<b>0.7</b>	0.7	0.0	One-off savings relate to April - June reduced payments to providers. Increase in routes for 21/22 in response to distancing requirements
Support for Children with Disabilities	0.6	0.5	<b>0.1</b>	0.1	0.0	Estimated pressures in SDS budget, partially offset by staff cost savings from vacant posts
Other Minor Variances	0.2	0.1	<b>0.1</b>	0	0.1	Estimated pressures YPS & TCAC, partially offset by savings in FBC
ASL & Special Schools		2.1	<b>-2.1</b>	-0.8	-1.3	Includes one-off savings in SEN audit allocation (£0.6m), staff savings from vacant posts (£0.5m), Special Schools & classes (£0.7m) and Psychological Services (£0.2m)
Unaccompanied Asylum-Seeking Children - income		1.1	<b>-1.1</b>	0.0	-1.1	Recoveries for existing UASC cases agreed with Home Office
Children's Services- Counselling in Schools		0.6	<b>-0.6</b>	0.0	-0.6	Savings based on recruitment to full complement of 23 FTE counsellors (GR6), for period Sept – March 2021
Winter Funding Vulnerable Children		0.2	<b>-0.2</b>	-0.2	0.0	Application of funding to core budget pressures in YPCs and FBC
<b>Schools &amp; Lifelong Learning - Schools</b>						
Schools – non-devolved costs	0.8		<b>0.8</b>	0.0	0.8	Costs of cleaning materials, grounds maintenance and refuse collection. Additional costs for Microsoft Licences
Schools	0.3	0.2	<b>0.1</b>	0.0	0.1	Demographic pressures in DSM staff budgets due to rising school rolls. Mitigated by one-off funding from excess carry forwards
<b>Schools &amp; Lifelong Learning - Non-schools</b>						
Outdoor Centres	1.9	0.5	<b>1.4</b>	1.4	0.0	Assumes no income during 2020/21 with partial mitigation from furlough
Edinburgh Leisure - Community Access to Secondary Schools	1.2	0.3	<b>0.9</b>	0.5	0.4	£0.4m recurring pressure, £0.5m April – Mar net COVID impact. £0.3m non-sports lets pressure. £0.3m PPP and janitorial savings

Service area	Pressures	Mitigation One-off	Net Residual Pressure	COVID	Non-COVID	Description
Wester Hailes Education Centre	0.5	0.2	0.3	0.3	0.0	Loss of income £0.5m and savings from vacancies not filled £0.2m
Adult education	0.7	0.5	0.2	0.2	0.0	Pressure assuming no income in current financial year. £0.7m loss of income, £0.5m tertiary staff and other savings.
Primary school lets	0.3	0.3	0.0	-0.3	0.3	Lost income pressure, net of FM saving
Libraries - income	0.6	1.0	-0.4	-0.4	0	Income pressure due to COVID (£0.5m) assuming 7 libraries opened from Oct-Dec and all libraries closed Q4. Savings from vacancies and FTC not extended £0.8m plus other savings £0.2m. Approved saving for book transfers not delivered (£0.1m)
Other minor variances S&LL	0.1	0.5	-0.4	0.1	-0.5	Includes net savings in localities (£0.2m), IMS (£0.1m) and SG funded sanitary products
Early Learning and Childcare	0.0	1.1	-1.1		-1.1	Pre-expansion vacancies
<b>Safer &amp; Stronger Communities</b>						
Temporary Accommodation	10.1	0.8	9.3	9.3	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 average length of stay and a reduction in allocations being made to permanent accommodation. Pressures offset by underspend in PSL accommodation and £0.8m of funding towards food costs
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
<b>Operational Support</b>						
Home to School Transport - mainstream	0.2	0.2	0.0	0.0	0.0	One-off savings relate to estimated April - June reduced payments to providers
CTU	0.2		0.2	0.2	0.0	Additional agency driver costs in response to COVID absences
School Estate Planning	0.0	0.1	-0.1	0.0	-0.1	Employee costs capitalised
<b>Department-wide</b>						
Efficiency and Management savings	0.4		0.4	0.0	0.4	Approved saving 2019/20
<b>TOTAL</b>	<b>24.2</b>	<b>11.1</b>	<b>13.1</b>	<b>13.7</b>	<b>-0.6</b>	

## Appendix 2

### Approved budget savings 2020/21 with RAG assessment

Proposal description/area	2020/21 approved saving	Saving RAG assessment			
		Green	Amber	Red	Black
	£m				
<b>SCHOOLS &amp; LIFELONG LEARNING</b>					
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			
	<b>2.541</b>	<b>2.441</b>	<b>0.000</b>	<b>0.000</b>	<b>0.100</b>
<b>SAFER &amp; STRONGER COMMUNITIES</b>					
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			
	<b>1.760</b>	<b>1.700</b>	<b>0.060</b>	<b>0.000</b>	<b>0.000</b>
<b>DEPARTMENT-WIDE</b>					
Increase in fees and charges by RPI + 2%	0.246		0.246		
	<b>0.246</b>	<b>0.000</b>	<b>0.246</b>	<b>0.000</b>	<b>0.000</b>
<b>Total approved savings</b>	<b>4.547</b>	<b>4.141</b>	<b>0.306</b>	<b>0.000</b>	<b>0.100</b>