

Notice of meeting and agenda

Education, Children and Families Committee

10.00 am Tuesday, 18th May, 2021

Virtual Meeting - via Microsoft Teams

This is a public meeting and members of the public are welcome to view the 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 Any items under "Private Business" will not be published, although the decisions will be recorded in the minute.

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1. Order of Business

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

2. Declaration of Interests

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

3. Deputations

- 3.1 If any

4. Minutes

- 4.1 Minute of Education, Children and Families of 2 March 2021 – submitted for approval as a correct record 9 - 20

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Schools & Lifelong Learning

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7.5	Lifelong Learning Service Plan Update – Report by the Acting Head of Schools & Lifelong Learning	225 - 354
7.6	Education Standards and Quality Report (1) – Report by the Acting Head of Schools & Lifelong Learning	355 - 394
7.7	Young Carers Services – Report by the Head of Safer & Stronger Communities	395 - 422
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7.10	Renewal of NHS Lothian Service Level Agreements – Report by the Head of Safer & Stronger Communities	481 - 486
7.11	South East Improvement Collaborative - Edinburgh Focus Summary – Report by the Acting Head of Schools & Lifelong Learning	487 - 492
7.12	Attainment in the Senior Phase, 2019-20 – Report by the Acting Head of Schools & Lifelong Learning	493 - 514
7.13	School Session Dates 2022-2025 – Report by the Acting Head of Schools & Lifelong Learning	515 - 526
7.14	Sistema Scotland - Big Noise Orchestra Programme – Report by the Acting Head of Schools & Lifelong Learning	527 - 542

- 7.15** Wester Hailes High School - Change of School Name – Report by the Acting Head of Schools & Lifelong Learning 543 - 546
- 7.16** Internal Audit - Overdue Findings and Key Performance Indicators as at 10 February 2021 - Referral from the Governance, Risk and Best Value Committee – Report by the Chief Executive 547 - 660

8. Motions

8.1 Motion by Councillor Mary Campbell – Deferred Start Funding:

“1.1 Committee notes that each year a number of families whose children are due to start school before the age of 5 contact the council seeking to defer the start of primary school for a year and to secure funding for a further year in a pre-school setting; committee further notes that children who are not 5 until the following January or February will automatically get government funding for a deferred year if they so apply, but that those whose 5th birthday falls August to December are funded on a case by case basis by the council.

1.2 Committee notes the forthcoming change in deferred places funding for children starting primary school, which means that from 2023, children born from August to December will also be able to get deferred early learning and childcare places funded by the Scottish Government.

1.3 Committee recognises that under previous deferred places rules, Edinburgh had a large number of deferred places applications, and that the forthcoming change may increase pressure on early years places.

1.4 In light of the pending changes Committee therefore requests a report, by December 2021, on the preparations that need to be made to build capacity for this change, with a specific focus on how to level the application playing field so that the council can ensure that the children most in need of a deferred start are encouraged to apply.

1.5 For the August 2021 intake, Committee also recognises the unique circumstances of the year past and the level of applications for deferrals from parents concerned that their

children have not been able to develop as well with so much time spent out of nursery; and so agrees to fund any non-granted requests from those families who have already applied for term 2021/2022; committee notes that this number will be known for certain after the appeals committee meets on the 13th of May, but will be fewer than 55 children.

1.6 The finance needed to resource 1.5 should be referred to full council on 27 May 2021.

1.7 Committee also agrees that Convenor should write to the Minister for Childcare and the Early Years and COSLA to request consideration to be one of the pilot Council areas for 2022/2023, in order to learn as much as possible about the likely impact, and so the Scottish Government can gain data from a large local authority with a likely high uptake rate.

1.8 Committee also mandates the Convenor to write to the Minister for Childcare and the Early Years and COSLA to request additional legislative work to consider the circumstances of premature children, in light of evidence showing that premature birth is linked to additional learning challenges, and that premature children whose birthdays fall outside the considered deferral period but whose expected due date would have qualified them for deferred enrolment are put at a double disadvantage.

Andrew Kerr

Chief Executive

Committee Members

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

Information about the Education, Children and Families Committee

The Education, Children and Families Committee consists of 11 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

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/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.

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Minutes

Education, Children and Families Committee

10.00am, Tuesday 2 March 2021

Present:

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

Religious Representatives

Fiona Beveridge, Therese Laing and Rabbi David Rose.

Parent Representative

Alexander Ramage

1. Minute

Decision

To approve the minute of the Education, Children and Families Committee of 15 December 2021 as a correct record.

2. School Roll Projections and Rising School Rolls

A report on the latest school roll projections and the suggested actions needed for individual schools moving forward was presented to Committee. The delay in publication from December 2020 was noted to be a result of the Covid-19 pandemic, which had also delayed the release of CityPlan 2030, meaning it was not possible to include commentary on the impact of the Plan on pupil generation from new housing sites.

Members were presented with an analysis of the updated school roll projections together with proposed next steps needed to tackle rising rolls. This included 'Live' projects, further analysis from Learning Estate Planning Officers and scrutiny of P1 and S1 registration numbers.

During consideration of the matter, Members also took into account the points raised in the written deputation which had been submitted by James Gillespie's High School Parent Council.

Councillor Watt was heard on the matter as a local Ward Member and expressed support for the issues raised in the written deputation from the Parent Council.

Decision

- 1) To note the intention to progress the actions arising from School Roll projections set out in Appendices 1 and 2 of the report.
- 2) To provide a written response to James Gillespie's High School Parent Council to the points raised in their deputation.
- 3) To ask the Head Teachers of James Gillespie's High School and Boroughmuir High School to consider exploring physical consortia of in-classroom teaching of advanced higher subjects.
- 4) To explore additional classroom accommodation solutions for James Gillespie's High School in consultation with the Head Teacher, and to circulate a briefing note to Committee members and relevant local Ward Members on any viable options identified including information on delivery timescales and any associated planning or regulatory issues.

(Reference – Report by the Head of Schools and Lifelong Learning, submitted).

3. Work Programme

The Committee's Work Programme updated to March 2021 was presented.

Decision

To note the Work Programme.

(Reference – Work Programme 2 March 2021, submitted)

4. Rolling Actions Log

The Rolling Actions Log for March 2021 was presented.

Decision

- 1) To agree to close the following actions:
 - Action 3 – Raising Attainment Frameworks for Learning: Teaching and Learning.
 - Action 5 – Delivery of the New Boroughmuir High School – Post Project Review.
 - Action 6 – Energy in Schools Annual Report
 - Action 16 – Edinburgh Learns Inclusion Annual Report
 - Action 25 (2) – Schools Reopening Update
 - Action 29 – Motion by Councillor Burgess – Outdoor Learning
 - Action 35 – Corporate Parenting Action Plan

- Action 38 – Motion by Councillor Laidlaw – Funding of the Flu Vaccine by Headteachers for Staff
- 2) Action 37 – To amend ‘Level 4’ to ‘Level3’ and include a note to arrange a meeting to discuss the return of school sports prior to the Easter Holiday break. Parents would be informed of the outcome of this discussion.
 - 3) Action 30 – To amend to reflect that a special meeting of the Committee has been arranged for Friday 23 April 2021 to consider the outcome of the GME consultation.
 - 4) To otherwise note the remaining outstanding actions.
- (Reference - Rolling Actions Log – 2 March 2021, submitted)

5. Business Bulletin

The Business Bulletin for March 2021 was presented.

Decision

To note the Business Bulletin.

(Reference – Business Bulletin, submitted)

6. Equalities – Investigation into Allegations of Racism

In June 2020 a range of allegations had been made that a culture of racism existed within certain schools in the city. An investigation spanning three months from June to August 2020 was launched into each allegation by interviewing those involved and examining records.

The investigation was overseen by an independent adviser and with recourse to specialist legal advice. The majority of the investigation centred on two schools, St Augustine’s RC High and Holy Rood RC High but also included Craigmount High, Drummond High and Firrhill High.

Although there was no evidence that a culture of racism existed, there were learning and development needs for certain schools and for the authority overall.

During consideration of the matter, Members also took account of the points raised in the written deputation which had been submitted by Intercultural Youth Scotland.

Decision

- 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.
- 2) To thank the staff who supported the investigation process.
- 3) To note the overall conclusion that a culture of racism did not exist within the schools investigated.

- 4) To note, however, that important improvements were required for;
 - a. Setting out clear processes to report racist incidents;
 - b. Managing racist incidents sensitively and ensuring follow up actions were taken;
 - c. Reviewing the curriculum to ensure it did not perpetuate and actively challenge racist or colonialist attitudes;
 - d. To further note that these improvements were in motion and appeared in the Equalities Action Plan previously brought before this Committee.
- 5) To ask for a follow up report to every Committee meeting until further notice to allow members to monitor and evaluate specific actions.
- 6) To ask that future reports address incidents of racism separately from curriculum review and development work.
- 7) To note that management actions would be reported back to Committee if required.
- 8) To circulate a briefing note to members providing information on teaching materials provided for religious and moral education, what was mandatory in terms of the national curriculum, any discretions which could be applied by local education authorities and any subsequent discretions that could be applied by individual headteachers.
- 9) To record the Committee's thanks and appreciation to all the young people, staff and the Independent Enquiries and Education Specialist for enabling and supporting the investigation process.

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

7. Lifelong Learning Plan

Decision

To note that this report had been deferred to the next meeting of the Committee scheduled to be held on 18 May 2021.

8. Attainment in the Broad General Education 2019-2020 (with 2020-2021 update)

Committee were presented with a summary of the analysis of attainment in the Broad General Education (BGE) for City of Edinburgh's Schools for the year 2019-2020.

Members noted that, based on the data available, there were signs of a decrease in attainment in literacy and numeracy. This was most likely due to the impact of school closures. The decrease seemed to be most significant in schools with catchment areas

which included areas of higher deprivation and schools with high numbers of pupils with English as an additional language.

Members also received an update on the attainment figures for the current 2020-2021 year. It was noted that drops in attainment were similar at the time of paper publication when compared to the 2019-2020 figures.

Proposed future actions were presented to members, which were to be deployed to strengthen school attainment.

Decision

- 1) To note the update regarding the position in educational attainment in Edinburgh schools within the Broad General Education for session 2019-2020 and the update regarding the current session.
- 2) To note the wide range of strategies that had been deployed to support schools to support pupil attainment and the proposed future actions.
- 3) To agree to receive further annual reports on attainment/improvements in performance.
- 4) To 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.

(Reference – Report by the Head of Schools and Lifelong Learning, Communities and Families, submitted).

9. Child Protection – Response to Motion

The Council, on 15 October 2020, had approved a motion by Councillor Dickie relating to child protection in the City of Edinburgh.

In response to the motion, information was submitted on public information and awareness, learning and development and whistleblowing.

The report reflected the ongoing work across the city to ensure robust multi-agency child protection procedures were in place. The Child Protection Committee and Chief Officers' Group continued to have oversight and monitored closely any changes in patterns or developments through robust reporting arrangements.

Members noted that any whistleblowing outcomes relating to child protection would be submitted to the Governance, Risk and Best Value Committee in the first instance and then to this Committee.

Decision

- 1) To note the contents of the report.
- 2) To note the positive contribution of services across the City in keeping children safe.

- 3) To note the plan for an Internal Audit regarding whistleblowing outcomes including those relating to child protection issues.
- 4) To note that this report would also be presented to Full Council for information on 29 April 2021.

(References – Education, Children and Families Committee 15 December 2020 (item 12); Act of Council No 9 of 4 February 2021; Report by the Chief Executive, submitted)

10. Distribution of Scottish Government Community Mental Health Funds

Committee were presented with a report that detailed how the City of Edinburgh Council proposed to distribute the Scottish Government Community Mental Health Funds allocated for the financial year 2020/21 (£335,000).

The report informed members of the action taken under the Committee's urgency provisions by the Head of Children's Services in consultation with the Convener, to award the full amount to Edinburgh Voluntary Organisations' Council (EVOC) for distribution to voluntary and third sector organisations.

Decision

To 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.

(Reference – Report by the Head of Children's Services, Communities and Families, submitted)

11. Lifelong Learning – Community Based Adult Learning

The development and progress of Strategic and Locality Lifelong Learning – Adult Learning teams was presented to Committee. The report summarised the forms of adult and family learning throughout lockdown.

Members noted the different forms of learning that have had to be adopted as a result of lockdowns, which included a range of online learning activities carried out using Microsoft Teams. A blended offer of adult learning in Edinburgh, with associated long-term benefits, was another new provision introduced through lockdown.

Although members were encouraged that adult learning had adapted through lockdown, they were equally encouraged to learn that face to face learning would resume as soon as possible.

Decision

- 1) To note the Lifelong Learning – Community Based Adult Learning offer to vulnerable adults and families during lockdown.

- 2) To 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.
- 3) In compliance with Scottish Government for adult learning due to Covid-19, to note the restrictions and progress made by Strategic and Localities Lifelong Learning Officers towards providing a new blended adult learning offer for Edinburgh with associated longer-term benefits to vulnerable adults and families.
- 4) To note that face to face community adult learning would safely resume as soon as Scottish Government guidance and Council priorities allowed.
- 5) To record the Committee's thanks to the staff team for their work and efforts in such challenging circumstances.

(Reference – Report by the Head of Schools and Lifelong Learning, Communities and Families, submitted)

12. Holiday Support for Children Affected by a Disability

Information was provided on holiday support for children affected by a disability. The report detailed the changes in support that had occurred as a result of the Covid-19 pandemic in line with the guidance and restrictions issued by the Westminster and Scottish Governments.

The changes that had been made had be shown to be positive for the group of children supported as the provision had moved to a more targeted and individual approach rather than a universal approach. This provided a greater flexibility to develop more bespoke packages of support.

Members were encouraged that these changes had been met with positivity by the group of children supported and were supportive of the plan to continue this targeted support.

Approval was sought to continue this targeted support over 2021 and to commence with a consultation to develop a more flexible model of support for the next three to four years.

Motion

Committee notes the report and accepts the recommendation 1.1.1, removes 1.1.2, 1.1.3, 1.1.4, and replaces/adds the following recommendations.

1.1.2 Notes that the model of service delivery, developed to address the challenges of Covid-19 outlined in the report, should continue to be applied for the Easter holidays.

1.1.3 Aims to return to pre-Covid provision for the summer break 2021, provided the covid restrictions allow, and notes that this improved provision was the result of a significant period of consultation with parents in 2018.

- 1.1.4 Agrees to engage with parents as soon as possible and specifically on addressing any previous challenges, lessons learned during Covid-19 provision, and with the goal of exploring further improvements to the pre-Covid-19 provision for children and their families.
- 1.1.5 That any additional funding for Education, identified as part of the amended budgets after May 2021, should consider the challenges around the availability of staffing for the playscheme.
- moved by Councillor Perry, seconded by Councillor Dickie

Amendment

Committee notes the report and commends the work that has been done to sustain some holiday support provision, albeit limited, to the most vulnerable and at-risk young people, during the recent educational restrictions.

Committee recognises the particular stresses that home-schooling has placed on families of children with additional support needs. This is not only an issue in terms of respite for parents/carers but has also resulted in a very limited ability for social interaction for these children and young people. There is a heavy reliance on these interactions (through both their schooling and access to holiday play schemes) to contribute to their wellbeing.

Committee agrees to a review, with comprehensive consultation, on the service provision, both in terms of the Covid-19 restricted provision over the last year, and the service as performed prior to Covid-19. The focus should be on meeting the needs of all these vulnerable children and young people and providing appropriate support to families.

Committee notes the report and accepts recommendation 1.1.1, removes 1.1.2 and 1.1.3, and adds new recommendations as follows:

- 1.1.2 Notes that the model of service delivery, developed to address the challenges of Covid-19 outlined in the report, should continue until after the Easter holiday break and in line with the limited return of pupils in mainstream schools.
- 1.1.3 Aims for a pre-Covid type provision for the Summer break 2021 but influenced by the outcomes of consultation with parents. The consultation should be with all parents who have used the service previously and/or with children attending special schools.
- 1.1.4 Agrees that consultation should commence as soon as is feasible and to conclude at the end of the spring term, to allow the insight gained to influence plans for the summer 2021 holidays.
- 1.1.5 Confirms that the presumption is not for a reduced service, but for an improved service with funding remaining at least at the current levels and being open to all eligible children and young people. Consideration may be given to a focus on the summer holiday provision due to greater availability of appropriate staff, but this must be part of the consultation.

- 1.1.6 That any additional funding for Education, identified as part of amended budgets after the May 2021 elections, should consider one-off options to address the challenges of the play scheme, in particular around staffing resources.
- 1.1.7 Asks council officers to engaged with SQA on feasibility options to develop a vocational qualification, that those working on the play scheme can train towards which would provide a formal qualification as a result of working with our young people.

Renumbers the original 1.1.4 to 1.1.8.

- moved by Councillor Young, seconded by Councillor Laidlaw

In accordance with Standing Order 22(12), paragraphs 1.1.5 and 1.1.7 of the Amendment were accepted as an addendum to the motion.

Decision

To approve the following adjusted motion by Councillor Perry:

- 1) To note the current provision for holiday support for children affected by a disability.
- 2) To note the model of service delivery developed to address the challenges of Covid 19 outlined in the report will be continued over 2021.
- 3) To approve a consultation exercise to inform longer-term planning for future holiday support for children affected by a disability.
- 4) To note financial implications for the service area.
- 5) Notes that the model of service delivery, developed to address the challenges of Covid-19 outlined in the report, should continue to be applied for the Easter holidays.
- 6) Aims to return to pre-Covid provision for the summer break 2021, provided the covid restrictions allow, and notes that this improved provision was the result of a significant period of consultation with parents in 2018.
- 7) Agrees to engage with parents as soon as possible and specifically on addressing any previous challenges, lessons learned during Covid-19 provision, and with the goal of exploring further improvements to the pre-Covid-19 provision for children and their families in time for the Summer Break 2021.
- 8) That any additional funding for Education, identified as part of the amended budgets after May 2021, should consider the challenges around the availability of staffing for the playscheme.
- 9) Confirms that the presumption is not for a reduced service, but for an improved service with funding remaining at least at the current levels and being open to all eligible children and young people. Consideration may be given to a focus on the summer holiday provision due to greater availability of appropriate staff, but this must be part of the consultation.

- 10) Asks council officers to engaged with SQA on feasibility options to develop a vocational qualification, that those working on the play scheme can train towards which would provide a formal qualification as a result of working with our young people.

(Reference – Report by the Head of Children’s Services, Communities and Families, submitted)

13. School Session Dates Amendment 2021/2022

It was proposed to amend the Christmas holiday dates for 2021/2022. The amendment would move the Christmas break from Friday 24 December 2021 to Monday 10 January 2022 to Monday 20 December 2020 to Tuesday 4 January 2021.

School staff, parents/carers and pupils would be consulted on the criteria for setting session dates for 2022/23, 2023/24 and 2024/25 later this month and proposed dates for these years would be brought to the meeting of this Committee scheduled for 18 May 2021.

Decision

To approve the proposed amendment to the Christmas holiday dates for 2021/22.

(Reference – Report by the Head of Schools and Lifelong Learning, Communities and Families, submitted)

14. Revenue Monitoring 2020-21 – Month Nine Position

The projected month nine revenue monitoring position for the Communities and Families service was presented to Committee.

The total projected gross budget pressure was currently £24.2m, partially offset by one-off mitigations that totalled £11.1m, which resulted in a net residual budget pressure of £13.1m. Members noted that £13.7m of the gross budget pressure was as a result of the Covid19 pandemic.

Members also noted the ongoing management action to reduce the budget pressure while addressing the pressures and impacts of the pandemic. However, given the magnitude of these pressures, there was still be a significant overspend.

Decision

- 1) To note the net residual budget pressure if £13.1m which remained at month nine, of which £13.7m 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 not deliverable.
- 3) To note that measures were being taken to reduce budget pressures.

(Reference – Report by the Chief Executive, submitted)

15. Motion by Councillor Laidlaw – Publication of the Organisation of Economic Co-Operation and Development Review of the Curriculum for Excellence

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

“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.”

Decision

To approve the motion.

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Work Programme

Education, Children and Families Committee 18 May 2021

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	Title / description	Purpose/Reason	Lead officer	Directorate	Progress updates	Expected date
1	Revenue Monitoring	Quarterly Report	Brendan O'Hara	Communities and Families	Quarterly	August 2021 December 2021 March 2022
2	Lifelong Learning Plan	Annual Report	Linda Lees	Communities and Families	Annual	May 2021
3	Educational Attainment in Broad General Education	Annual Report	Lorna French	Communities and Families	Annual	May 2021
4	Promoting Equality	Every cycle (verbal and written updates by rotation)	Lorna French	Communities and Families	Every cycle	May 2021(written) June 2021 (verbal) August 2021 (written) October 2021 (verbal) December 2021(written)
5	South East Improvement Collaborative	Annual Report	Lorna French	Communities and Families	Annual	May 2021

Agenda Item 5.1

	Title / description	Purpose/Reason	Lead officer	Directorate	Progress updates	Expected date
6	Edinburgh Community Learning and Development Partnership Plan 2018-21	Annual Report	Paul McCloskey	Communities and Families	Annual	October 2021
7	Appointments to Sub-Committee on Standards for Children and Families, Consultative Committee with Parents and Working Groups	Annual Report	Lesley Birrell	Chief Executive	Annual	August 2021
8	Senior Phase Attainment	Annual Report	Lorna French	Communities and Families	Annual	May 2021
9	Edinburgh Learns Health and Wellbeing	Annual Report	Lorna French	Communities and Families	Annual	May 2021
10	Edinburgh Learns Equity	Annual Report	Lorna French	Communities and Families	Six Monthly & Annual	May 2021 December 2021
11	Implementing the Programme for the Capital Coalition Commitments	Six Monthly Report	Andy Gray Bernadette Oxley Crawford McGhie	Communities and Families	Six Monthly	August 2021

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

18 May 2021

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
1	14-08-18	Sport and Outdoor Learning	To agree a further and more detailed report on Community Asset Transfer of sports facilities shall be presented to this Committee in 2018/19.	Executive Director for Communities and Families	August 2021		<p><u>March 2021 Update</u> This report has now been re-scheduled to be presented in August 2021.</p> <p><u>December 2020 Update</u> 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	Lifelong Learning Plan	To agree to receive an annual progress update report.	Chief Executive	May 2021		<p>Report on agenda for this meeting.</p> <p><u>March 2021</u></p> <p>Report deferred to the Committee meeting on 18 May 2021.</p> <p><u>October 2019</u></p> <p>An update was provided to Committee on 8 October 2019 as part of the report on Lifelong Service Plan/Arts and</p>

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
							Creative Learning Update.
3	09-10-18	Educational Attainment in the Broad General Education for Primary and Secondary Schools 2018	To agree to receive further annual reports on attainment/improvements in performance.	Executive Director for Communities and Families	March 2021	March 2021	<p>Recommended for closure.</p> <p><u>March 2021</u></p> <p>Report submitted to Committee on 2 March 2021.</p> <p>This item is also detailed on the Committee's work programme</p> <p><u>October 2019</u></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
4	03-03-20	<u>Community Access to Secondary School Sport Facilities – Impact of Introduction of Non-Core Hour Charges</u>	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.
5	11-12-18	<u>Edinburgh Learns: Learning Together Framework for Parental Engagement and Involvement</u>	Ensure impact of Edinburgh Learns Framework: Learning Together by requesting an annual update report from the Edinburgh Learns Strategic Group for ‘Learning Together’.	Executive Director for Communities and Families	August 2021		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
6	21-05-19	Future Statutory Consultation Requirements	To approve that draft statutory consultation papers are brought forward to future Committee meetings for consideration before publication after informal consultation with affected communities.	Executive Director for Communities and Families	Ongoing		
7	21-05-19	Senior Phase Attainment 2018/19	To agree to receive further annual reports on attainment/improvements in performance in the Senior Phase.	Executive Director for Communities and Families	May 2021		Report on agenda for this meeting.
8	21-05-19	Response to Incident Survey	Ensure that any future report includes details on: <ul style="list-style-type: none"> • Quality assurance to ensure that incidents are reported correctly and consistently. • Actions that are taken when incidents are being reported. 	Executive Director for Communities and Families	August 2021		<u>March 2021 Update</u> This report has been deferred to the August meeting. <u>December 2020 Update</u> The working group has recently re-started and a report

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<ul style="list-style-type: none"> • Work with the Unions to ensure there are no gaps in the reporting data. • Actions that are being taken to support teachers and PSAs who experience a violent incident. 				will come to Committee March 2021.
9	21-05-19	Edinburgh Learns: Framework for Digital Learning	To request a report in December 2019 which details the progress made on the implementation of the digital strategy. This should focus on any technical difficulties encountered with the infrastructure and any technical support required as identified by the officer working group including cluster technicians, school budgets and the affordability of hardware, and Wi-Fi access at home.	Executive Director for Communities and Families	May 2021		<p>Report on agenda for this meeting</p> <p><u>October 2020</u></p> <p>An update was included in the Return to Schools Report on 13 October 2020.</p>

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
10	21-05-19	Edinburgh Learns: Health and Wellbeing	To agree to receive further annual reports on Health and Wellbeing in Edinburgh schools.	Executive Director for Communities and Families	May 2021		Report on agenda for this meeting.
11	16-08-19	Reducing Child Poverty	To agree to receive six monthly report to Committee from the Child Poverty Action Unit to effectively scrutinise progress and actions to mitigate/reduce child poverty.	Executive Director for Communities and Families	Ongoing		<u>December 2020</u> Committee on 15 December agreed that short updates on actions to address child poverty in Edinburgh would be included in future business bulletins to this Committee and 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.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
12	03-03-20	<u>Children and Young People's Participation</u>	Request a further report in March 2021.	Executive Director for Communities and Families	December 2021		<u>March 2021</u> This report has been deferred to December 2021.
13	08-10-19	<u>Motion by Councillor Arthur – Reducing Child Poverty and Hunger</u>	<p>1) To note the next Reducing Child Poverty report will come to the Education, Children and Families Committee in March 2020 which will include an update on the work ongoing to reduce 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</p>	Executive Director for Communities and Families	December 2020		<u>December 2020</u> Update report submitted to Committee on 15 December 2020 – (* Action 29 below refers) <u>October 2020</u> Noted that the report was scheduled for December 2020 to take into account

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			tackle holiday hunger either alone or via increased partnership working in this area.				the new Child Protection Plan. <u>March 2020</u> This will be included in the report on the child poverty action plan in May 2020.
14	10-12-19	Deputation – Edinburgh Local Association of the EIS – Results of Violence at Work Survey	To ask the Executive Director for Communities and Families to provide an update report back to Committee on violence against teachers in two cycles.	Executive Director for Communities and Families	December 2020		<u>December 2020</u> Update included in the Committee’s Business Bulletin for meeting on 15 December 2020.
15	10-12-19	<u>Update on Trinity Academy Wave 4 Project</u>	To note that an update report would be submitted at the end of the feasibility stage.	Executive Director for Communities and Families	Ongoing		
16	10-12-19	<u>Outdoor Learning</u>	To request a report back in two cycles on how schools can ensure that young people from low income families are not excluded	Executive Director for Communities and Families	August 2021		This report has been deferred to August 2021.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			from experiencing residential outdoor learning, the percentage of young people who were not attending outdoor learning and the reasons why and investment required to allow appropriate financial support to be available to address the reducing poverty and inequality agenda; the report to also include data on numbers of children attending and details of funding in place to allow them to attend.				<u>December 2020 Update</u> Outdoor Centres are currently closed due to the pandemic, report is scheduled for March 2021 in line with the re-opening.
17	10-12-19	<u>South East Improvement Collaborative</u>	To request further updates.	Executive Director for Communities and Families	May 2021		Report on agenda for this meeting
18	06-02-20 (Council)	<u>Motion by Councillor Laidlaw – Curriculum Concerns</u>	Coalition Amendment approved as follows: Council is asked:	Executive Director for Communities and Families	December 2021		<u>December 2020 Update</u> The Scottish Government have paused the

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>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.</p> <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</p>				independent review.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>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 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>				

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
19	03-03-20	<u>Response to Petition: Review Changes to English as an Additionally Language for Dalry Primary School</u>	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		Report on agenda for this meeting
20	03-03-20	<u>Motion by Councillor Laidlaw – Thistle Foundation Children’s Wellbeing Project</u>	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		
21	13-10-20	<u>Schools Re-Opening Update</u>	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.	Executive Director for Communities and Families	December 2020		<u>December 2020</u> Update provided in Committee’s Business Bulletin on 15 December 2020.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			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 also be sighted on that response	Executive Director for Communities and Families	November 2020	November 2020	Closed – 02.03.21 Email sent to deputation on 10 November 2020 responding to issues raised in their written deputation to this committee and also to the Policy and Sustainability Committee on 6 October 2020.
22	13-10-20	Wester Hailes Working Group	To request a further update on the Working Group to the December meeting of the Committee.	Chief Executive	May 2021		Report on agenda for this meeting December 2020 A meeting of the Wester Hailes Working Group has been arranged for 14 January 2021.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
23	13-10-20	Standards and Quality Report	<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> <p>3. To provide an update to committee once full information on predicted pupil subject grades were available.</p>	Executive Director for Communities and Families	May 2021		Report on agenda for this meeting.
24	13-10-20	Promoting Equality	To agree to written and verbal updates at every cycle by rotation.	Executive Director for Communities and Families	May 2021		Report on agenda for this meeting.
	15-12-20		To note that the Committee's previous				December 2020 Verbal update

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			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.				provided to Committee on 15 December 2020.
25	15-12-20	Business Bulletin – Gaelic Medium Education Informal Consultation	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 April 2021		Recommended for closure March 2021 Update An update was included in the Committee's Business Bulletin on 2 March 2021. Members also noted that an additional meeting of the Committee has been arranged for Friday 23 April 2021 to consider the outcome of the GME consultation.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
26	15-12-20	Energy in Schools Annual Report	<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 city-wide strategies are essential.</p>	Executive Director of Resources	March 2021	March 2021	<p>Recommended for closure.</p> <p>Update was included in the Committee's Business Bulletin on 2 March 2021.</p> <p>Report was referred to Policy & Sustainability Committee on 23 February 2021.</p>

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<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>				
27	15-12-20	<u>Teaching, Learning & Assessment in the Broad General Education</u>	<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		
28	15-12-20	<u>Edinburgh Learns for Life – Inclusion Annual Report</u>	<p>1) Noted.</p> <p>2) To circulate to Committee members school exclusion figures as well as the number of appeals to these exclusions.</p>	Chief Executive	TBC		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
29	15-12-20	Child Poverty Update	<p>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.</p> <p>2) To agree the 2019/20 Local Child Poverty Action Report, prepared in partnership with NHS colleagues.</p> <p>3) To note the approval by Policy and Sustainability of a cross-council work programme to take forward Edinburgh Poverty Commission calls to action 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</p>	Chief Executive	Ongoing		<p><u>December 2020</u></p> <p>Update report submitted to Committee on 15 December 2020 – (* Action 10 above refers)</p>

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>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>				
30	15-12-20	Rising School Rolls Update	<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	March 2021	<p>Recommended for closure.</p> <p>Report was submitted to Committee on 2 March 2021.</p>
31	15-12-20	Motion by Councillor Laidlaw – Delivery of School Sports	<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	Ongoing		<p><u>March 2021 Update</u></p> <p>Committee on 2 March 2021 agreed that a meeting be arranged between political group</p>

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>moved into the Scottish Government's Protection Level 3.</p> <p>2) To circulate a briefing note to committee members on:</p> <ul style="list-style-type: none"> the impact of the Covid 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 <p>3) To note that a response would be sent to the Edinburgh Parent Council Network to the</p>				leads to discuss the return of school sports prior to the Easter Holiday break. Parents and carers to be informed of the outcome of this discussion.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			points raised in their written deputation.				
32	02-03-21	<u>Equalities – Investigation into Allegations of Racism</u>	<p>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.</p> <p>2) To thank the staff who supported the investigation process.</p> <p>3) To note the overall conclusion that a culture of racism did not exist within the schools investigated.</p> <p>4) To note however that important improvements were required for:</p> <ul style="list-style-type: none"> • Setting out clear processes to report racist incidents • Managing racist incidents sensitively and 	Chief Executive	Ongoing		Follow up report is on the agenda for this meeting.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>ensuring follow up actions were taken</p> <ul style="list-style-type: none"> • Reviewing the curriculum to ensure it did not perpetuate and actively challenged racist or colonialist attitudes • Improving the culture to clearly show zero tolerance of racist conduct • To further note that these improvements were in motion and appeared in the Equalities Action Plan previously brought before this Committee. <p>5) To ask for a follow up report to every Committee meeting until further notice to allow members to monitor and evaluation specific actions.</p>				

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>6) To ask that future reports address incidents of racism separately from curriculum review and development work.</p> <p>7) To note that management actions would be reported back to Committee if required.</p> <p>8) To circulate a briefing note to members providing information on teaching materials provided for religious and moral education, what was mandatory in terms of the national curriculum, any discretions which could be applied by local education authorities and any subsequent discretions that could be applied by individual Head Teachers.</p> <p>9) To record the Committee's thanks and</p>				

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			appreciation to all the young people, staff and the Independent Equalities and Education Specialist for enabling and supporting the investigation process.				
33	02-03.21	<u>School Roll Projections and Rising School Rolls – Written deputation from James Gillespie’s High School Parent Council</u>	<p>1) To provide a written response to James Gillespie’s High School Parent Council to the point raised in their written deputation.</p> <p>2) To ask the Head Teachers of James Gillespie’s High School and Boroughmuir High School to consider exploring physical consortia of in-classroom teaching of advanced higher subjects.</p>	Chief Executive	May 2021	March 2021	<p>Recommended for closure.</p> <p>Written response sent to Parent Council on 10 March 2021 and copied to elected members for information.</p>
34	02-03-21	<u>Holiday Support for Children Affected by a Disability</u>	<p>1) To note the current provision for holiday support for children affected by a disability.</p>	Chief Executive	Summer 2021		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>2) To note that the model of service delivery developed to address the challenges of Covid-19 outlined in the report should continue to be applied for the Easter holidays.</p> <p>3) To aim to return to pre-Covid provision for the Summer break 2021 provided the Covid restrictions allow and to note that this improved provision was the result of a significant period of consultation with parents in 2018.</p> <p>4) To agree to engage with parents as soon as possible and specifically on addressing any previous challenges, lessons learned during Covid-19 provision and with the goal of exploring further</p>				

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>improvements to the pre-Covid-19 provision for children and their families in time for the Summer break 2021.</p> <p>5) To agree that any additional funding for education, identified as part of the amended budgets after May 2021 should consider the challenges around the availability of staffing for the playscheme.</p> <p>6) To confirm that the presumption was not for a reduced service but for an improved service with funding remaining at least at the current levels and being open to all eligible children and young people. To note that consideration may be given to a focus on the summer holiday provision due to greater availability of appropriate staff but that this</p>				

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>must be a part of the consultation.</p> <p>7) To ask council officers to engage with SQA on feasibility options to develop a vocational qualification that those working on the play scheme can train towards which would provide a formal qualification as a result of working with our young people.</p>				
35	02-03-21	<u>Motion by Councillor Laidlaw – Publication of the Organisation of Economic Co-Operation and Development Review of the Curriculum for Excellence</u>	Committee 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.	Convener	TBC		

Action Number	Action	Key milestones and timescales	Progress report – action to date, including discussion of progress against milestones and timescales	Outcomes to date (where relevant)	Parent Reference Group Comments	RAG	UNCRC Links	Lead responsibility for delivery	Lead Officer
Process									
Improving the processes									
A1	Identification and Support for Staff EqCos in each school and setting	Check that all schools and settings have Eq. Co-ords - update contact list. Arrange regular Eq. Co-ord. network briefings by Jan. 2021. Arrange training to address specific training needs: Anti-bullying & prejudice procedure & Tackling Racist Incidents guidance by Nov/Dec. 2020; SEEMIS Bullying and Equalities module by October 2021.	Contact list updated Jan. 2021. Initial calendar of briefings set up Jan. 2021. Information shared at briefing and to SLT with Equalities Remit - Feb. 2021 Initial Training on strengthened procedure and supplementary guidance on TRI completed Nov/Dec. 2020.		What is the demographics of the staff EqCos	On track		ASL	Annemarie Procter
A2	Identification and support for Pupil EqCos	Guidance for setting up Pupil Eq. groups by Sep. 2020. Establish pupil contacts in every school. Deliver workshops for staff supporting pupil-led groups by June 2021.	Guidance for setting up Pupil Eq. groups shared Sep. 2020. Pupil contacts in every school established January 2021. Workshops for staff in development (May 2021).		What is the demographics of the pupil EqCos	On track		QICS	Michelle McLean/Stephen Gilhooley
A3	Ensure that all school Eq Action Plans are progressing	audit by QIEOs on submission of S & Q reports June 2021			Considered response to equalities. Has the decision been taken to focus on gender or will all protected characteristics be considered? Intersectionality? The grant guidance states the gender	On track		QICS	Jackie Reid Darren McKinnon Iona Brockway
A4	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	Training for Staff Equality Co-ordinators by Dec. 2020; training for PSAs by Jan. 2021; cover in Race Equality Seminar for Leaders by May 2021. Include in School Renewal Planning for 2020-21 and 2021-22. Training for parents by May 2021. Procedure to be approved by Cttee May 2021.	Training for Staff Equality Co-ordinators delivered Nov/Dec. 2020; PSA training delivered January 2021; Race Equality Seminars for Leaders delivered April/May 2021. Included in School Renewal Planning for 2020-21 and 2021-22.		High level of concern amongst BAME parents about racism and how it is dealt with. Some parents not aware of how they can escalate concerns if not satisfactorily addressed with school.	On track		ASL	Annemarie Procter
Page 53	Training for staff on tackling racist incidents	Learning sets training for key staff in secondary: Deputes and PSLs. Primary: DHTS and PTs by June 2021.	Revised timescale: October 2021		Parents stress that this is very important.	Delayed/ Revised Timescale		ASL	Annemarie Procter
	Work with YEA to ensure young people are aware of revised processes							LL	John Heywood

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Management									
We will improve how incidents of bullying and racism are managed and supported									
M1	Training and Support for Senior Leaders to embed an anti-racist perspective	Deliver Creative Conversation: Beyond BLM October 2020. Deliver Race Equality Seminars for Leaders. Dates for Primary 29/04/2021 6/05/2021 10/05/2021 Dates for Secondary 27/04/2021 Dates for Special - see note Dates for ELC - tbc	Creative Conversation delivered October 2020. Secondary seminar completed April 2021- no. of HTs attended?; evaluation? Primary seminars - 1 out of 3 completed to date - no. of HTs attended?; evaluation?			On track		QICS	Lorna French
M2	Scrutiny of anti-bullying/prejudice statistics	Monitor statistics by protected characteristics and other factors at least termly. Session 2020-21: September, December 2020, February, April, June 2021.	Statistics reported at Equalities Steering Group and ECF Committee session 2020-22. Shows an increase in bullying and prejudice-related incidents which may be due to 1. improved recording; 2. better reporting due to pupils being more aware and confident. It is not possible to say if this reflects an increase in no. of incidents as we don't currently have accurate baseline data.			On track		ASL	Annemarie Procter
M3	Training to improve handling of complaints of racism	Need clarification on this one - Stage 2 complaints? See A5 above.						ASL	Annemarie Procter
M4	Sampling of school record keeping for bullying and prejudice-based incidents in partnership with other agencies (Police)	Police PIP team identify sample incidents; LA verify records for these incidents at school level - by June 2021.	April 2021 - PIP team identifying sample incidents.			On track		ASL	Annemarie Procter

Curriculum

Action Number	Action	Key milestones and timescales	Progress report – action to date, including discussion of progress against milestones and timescales	Outcomes to date (where relevant)	Parent Reference Group Comments	RAG	UNCRC Links	Lead responsibility for delivery	Lead Officer
We will develop better approaches to providing a Rights-Based and Decolonised Curriculum									
Cm1	Develop staff network to revise and review curriculum	Establish staff reference group.	Staff reference group established... (2 meetings so far)			At Risk		ASL & ? (this would be stronger jointly)	
Cm2	Support partners to work with schools to review curriculum, e.g. Edinburgh Caribbean Association, ScotDec, IYS. - see also Cm6.	Secondary: pilot IYS Pro-Black and Anti-Racist Young Ambassadors programme (incl. curriculum advice) in 2 schools (2020-21); extend to additional schools in session 2021-22. Create guidance for schools to approach reviewing the curriculum by August 2021.	IYS Pro-Black and Anti-Racist Young Ambassadors Programme - curriculum work ongoing session 2020-21-22.			At Risk		ASL & ? (this would be stronger jointly)	
Cm3	Support and develop Saroj Lal Award	Develop award; launch award August/September 2021; judging panel; first award ceremony	May 2021: award developed by Creative Learning Team, in collaboration with Vineet Lal. Planning in progress for launch incl. communications.			On track		LL	Linda Lees
Cm4	Support and develop Heartstone	Pilot Heartstone Story Circles with 10 classes from April - Dec. 2021.	Heartstone training delivered April 2021.			On track		ASL	Annemarie Procter
Cm5	Collate and develop materials for pupils Ensure the curriculum reflects equalities duties.	Create Inclusive Curriculum resource database by Sep. 2020. Identify Curriculum Lead Teacher by June 2021. Create unit of work on Saroj Lal by Dec. 2021.	Inclusive Curriculum resource database launched Sep. 2020.			At Risk		ASL & ? (this would be stronger jointly)	
Cm6	Develop further training for staff	Develop training for secondary schools with Pran Patel to be available in session 2021-22. Work with ScotDec to develop training offer for primary schools to be available in session 2021-22.	Secondary training - update from SK? Primary training - work with ScotDec in early stages.			At Risk		ASL & ? (this would be stronger jointly)	
Culture									
We will improve the culture to protect all characteristics									
CI1	Provide guidance for pupil participation to embed anti-racist perspective, e.g. school uniform	To be scoped out for Session 21/22						LL/QICS	
Page 54	Annual Equalities Youth Summits per sectors	To be scoped out for Session 21/22						LL/QICS	John Heywood/Stephen Gilhooley
	Support cultural organisations to work with parent councils	To be scoped out for Session 21/22						ASL	Annemarie Procter

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Business Bulletin

Education, Children and Families Committee

10.00am, Tuesday, 18 May 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>Added Members for Education Matters</p> <p>Religious Representatives Margaret Therese Laing</p> <p>Mrs Fiona Beveridge</p> <p>Rabbi David Rose</p> <p>Parent Representative 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>

Child poverty Update – Schools and Lifelong Learning

The updates below are additional to child poverty actions already covered in the Lifelong Learning Update and appendices to that report. Much of Lifelong Learning's work has implicit actions to address poverty which is reflected in the main Lifelong Learning Report.

Parent and Carer Support for children and families

The Scottish Governments Tackling Child Poverty Fund helps parents gain new skills and take up learning and training. The Peep charity was awarded the 2 year contract to provide national training and support

Peep Learning Together programme is an early intervention that supports parents to recognise and understand how their child learns while empowering them to enhance learning with everyday opportunities. Training places were determined by the number of nurseries in the 20% most deprived areas and CEC was allocated 18 FLS delegate places.

Lifelong Learning Parent and Carer Support Officers coordinated and facilitated the first training cohort in November and 14 Senior Early Years Intervention Officers were trained in Peep Learning Together programme, under the FLS Programme. The data is requested by the Scottish Government and Peep will be reporting to the Scottish Government in June on the early impact measures across all LA's.

Impact

Parents/carers have more knowledge and understanding how their child learns. Parents/carers feel more confident and empowered to enhance learning with everyday opportunities

Planned next steps

Lifelong Learning Parent and Carer Support Officers continue to offer support in planning and implementation including measuring quantitative and qualitative data reporting to Peep.

Cost of Living Driver

Families are able to make use of cheap/free everyday use of resources /situations for learning.

Edinburgh Learns Equity

Pupil Equity Fund (PEF): The May 2020 self-evaluation report identified a need to review how the impact of key financial expenditure, including PEF is recorded and evidenced. This and the subsequent socio and economic impacts of Covid-19 on families, led to a new process for planning and evaluating PEF spend in each school. A group of Head Teachers was consulted on the new process and all schools now prepare a PEF Plan at the start of each session which outlines:

- the gaps
- planned approaches to address these gaps and improve outcomes for learners experiencing poverty-related barriers
- an evaluation of the impact of these approaches and interventions throughout the session

Schools now include this completed plan at the end of the session as part of their Standards and Quality self-evaluation submissions. Schools work with local authority officers to critically evaluate their planned use of PEF and ensure that it is used to support priorities for Renewal.

School Renewal planning for Equity and Inclusion: all schools were given an Equity and Inclusion renewal template (summer 2020) with links to resources assisting them to self-evaluate and gather baseline data upon the return to school from the closure period. This enables planning, and recovery, for children and young people living in poverty and deprivation and in particular, those supported by Attainment Scotland Fund (PEF and SAC).

The Care Experienced Fund: supported the appointment of a Virtual School Leader (QIEO Care Experienced) and this post has continued in 2020-21.

Professional Learning (Equity): In response to a detailed analysis of planning, practice and progress towards closing the poverty related attainment gap across Edinburgh and nationally, a suite of Professional Learning with a Focus on Leadership for Equity is currently in development.

Attainment: Schools submitted predicted levels of pupil attainment in February and November, 2020 and March 2021. The November data was analysed to identify schools predicting the most significant downwards trends. In response, additional staffing resource, in the form of Closing the Gap teachers, has been allocated to schools with a higher number of young people living in lower SIMD quintiles.

Impact

The CEC Equity Network which was set up in 2019/20 by the Senior Development Officer at Liberton High School, supported by our Education Scotland Attainment Advisor, has continued to thrive during 2020/21. The network is open to all staff, including Lifelong Learning, Pupil Support Officers, teachers who are equity leads or Development Officers in their schools, and Head Teachers/Depute Head Teachers. It has met 4 times this session and participants have contributed to SWOT analyses and provided feedback which has informed the focus of each meeting. Meetings have included:

- presentations from Education Scotland Attainment Advisors about effective use of baseline data and setting of effective measurable outcomes
- a session delivered by the Parental Engagement Development Officer about ways of engaging parents in school life during the current restrictions
- an overview of 1 in 5 Raising Awareness of child poverty

Meetings also provided a platform for sharing practice and professional discussions about how to overcome challenges of achieving equity and closing the poverty-related attainment gap.

Planned next Steps

Enhanced support for PEF planning and reporting established in 2020-21 will continue to be developed and delivered in 2021-22. In addition, the following next steps, identified in *The Scottish Attainment Challenge: 2015-20 Impact Report for the City of Edinburgh* (Education Scotland, March 2021) are key priorities for our authority:

- intensifying support for children, young people and families living in poverty and improving consistency across all schools in relation to practices supportive of closing the gap
- providing support for schools to develop decision making processes which meaningfully include parents in PEF planning
- developing the leadership for equity professional learning suite aimed at supporting further improvement by:
 - providing a sustainable approach to professional learning on equity
 - equipping leaders with the necessary knowledge, understanding, attitudes and skills which build on the lessons learned over the last five years

March 2021 attainment predictions will be analysed to review the allocation of additional CTG staffing resource for the remainder of the session.

Lifelong Learning Creativity, Health and Wellbeing

1 in 5 Child Poverty

- Over 300 people have attended 1 in 5 seminars on Raising Awareness, Family Homelessness & Digital Inclusion since October 2020.
- HWB team have identified and made schools aware of over 2000 children and young people experiencing family homelessness.
- Funding of 100k secured to support education and wellbeing for children, young people and their families experiencing homeless.
- Working group started looking at joining up council services to better support these families.
- Further funding to provide children living in poverty and who are adversely impacted by Covid to with materials, equipment and kit enabling them to participate in opportunities, activities and hobbies

- Addressing digital poverty through distribution of 300 mifi, Chromebook and iPad devices secured from Scottish Government for Discover families and those experiencing homelessness

Discover!

Discover Facebook Live successfully delivered over October, Christmas, February and Easter holidays. With over 300 families engaging and receiving activity and food boxes

- The number of recommendations to Discover has increased by around 50 more families for each holiday since October 2020
- There are now
- At Easter over 600 food and art boxes were delivered to over 300 families (1 box per week)
- Consistently high levels of engagement with the Discover Facebook Group with families offering each other encouragement and support

Family Support

- (SPACE Team) Production of **Support for Families Locality Leaflet**, every month from May 2020 which includes a range of services and also some information for parents, carers and professionals on various financial and food poverty support. See www.edinburgh.gov.uk/pacs

Local Child Poverty Action Plan – core group

The core group continues to meet fortnightly and is made up of council officers and colleagues from NHS and Capital City Partnership. The Group:

- Produced and submitted the second Edinburgh Local Child poverty Report (December 2020). Reported to Education, Children and Families in December 2020
- Met with the Improvement Service to discuss feedback from the LCPAR
- Is working to establish performance measures for the next LCPAR and the council's Poverty Delivery Plan
- Is working to identify key people from across the organisation to form a 'network of networks' aiming to ensure work to reduce poverty is connected, targeted and not duplicated
- Engages in regular national events with Child Poverty from other local authorities leads to share effective practice, for learning and professional discussion
- Is developing the next LCPAR

Is making strong connections with Edinburgh Learns

Sport and Outdoor Learning Unit: Edinburgh Outdoor Learning Network support

The Sport and Outdoor Learning Unit facilitates a network for outdoor learning providers across the city; the Edinburgh Outdoor Learning Network. In November we established a small working group drawn from a variety of organisations. This group coordinated the production of a directory of Outdoor Learning providers and their COVID offers; the directory was shared with all teachers in January via the Edinburgh Learns bulletin.

The working group also coordinated a series of 3 webinars, each webinar comprising four short presentations from different providers. Presenters were asked to share something practical that teachers could take away alongside promoting the services that they provide to schools. Feedback from attendees was extremely positive with over 90% stating that the sessions would have a positive benefit to their own delivery of outdoor learning.

Recordings of the webinars can be found via:

<https://www.experienceoutdoors.org.uk/schools-communities/networks>

Sport and Outdoor Learning Unit: Outdoor Learning In-School Support

In November and December members of the Sport and Outdoor Learning Unit supported schools by being placed in targeted schools alongside staff for a number of days. The placements were linked to our innovative resource; the [Outdoor Learning Map](#). Staff co-planned and co-delivered outdoor learning lessons and acted as a critical friend to reflect on the effectiveness of the sessions. For staff who had been largely working from home since the start of the pandemic, this was also a great opportunity to work with staff and pupils in a variety of outdoor spaces around Edinburgh. Visit the map to find details of what the classes got up to.

Sport and Outdoor Learning Unit: Coronavirus Excursions Toolbox

The Sport and Outdoor Learning Unit continues to produce a Toolbox providing Council position statements and resources regarding offsite visits. This considers Scottish Government guidance and applies wider Council requirements to enable Communities and Families staff to forward plan safe and effective offsite visits. Outdoor Learning is a core part of Schools/Settings responding to the pandemic and the Toolbox is intended to provide clarity and confidence to staff going offsite. It is aligned to the Scottish Government Protection Levels and is updated regularly.

Sport and Outdoor Learning Unit: Outdoor Learning via Epic Days!

The Sport and Outdoor Learning Unit (SOLU) is approved to deliver an extended outdoor learning day programme to Edinburgh P7 pupils from week beginning May 17. In order to offer this to all P7s, SOLU will deliver provision to 67 schools before the Summer holidays and then coordinate a further offer to the remaining P7s when they are S1s via their secondary schools (Epic Day programme has been organised via clusters to enable this). The Epic Days will be delivered by SOLU staff, including instructors from Bangholm, Benmore and Lagganlia Outdoor Centres, in partnership with the Bonaly Scout Centre. Each day will run between 10:00 and 21:00 and include onsite activities at Bonaly and short expeditions into the Pentland Hills Regional Park. Activity will follow the latest Covid-19 safety requirements.

Sport and Outdoor Learning Unit: DofE in a Virtual Setting

As part of our response to the pandemic, the Sport and Outdoor Unit has developed its virtual DofE Centre. This is assisting young people with advice and support. SOLU has created an online process to register participants and will support them using MS Teams meetings to make sure they can complete their Bronze, Silver or Gold Awards.

Expeditions will still need to be trained for and undertaken as part of the DofE incremental restart.

For further information please contact Fraser.Robertson@edinburgh.gov.uk

Sport and Outdoor Learning Unit: Barnardo's Hub Bike Programme.

During Easter, the Sport and Outdoor Unit delivered a bike programme at the Barnardo's hub. Sessions were delivered using a SOLU officer, Sean Webster, and bikes from our Bangholm Outdoor Centre.

Simon Robinson, the Team Leader at Barnardo's had this to say about the sessions:

Bikeability has proven absolutely central to the success of the Hub in ensuring that the children and young people who come here have a positive experience. It supports them to develop skills and confidence in bike-riding as well as having fun. The staff have a huge amount of experience in encouraging children to become competent and safe riders and we really appreciate their input.

Future provision is planned for the summer holidays and beyond.

Sport and Outdoor Learning Unit: Outdoor Learning Team Internal Training Programme

The Sport and Outdoor Learning Unit (SOLU) staff at the Council's three outdoor learning centres are delivering an innovative internal training programme to SOLU staff. Due to UK restrictions on activity since March 2020, it is important for the outdoor learning/adventurous activity sector to avoid a potential technical skills/knowledge fade. This training is one part of our response to this - enabling staff to 'shape'/prioritise their training, share good practice and develop knowledge and skills. It is also allowing Centres to develop provision linked to specific health and safety topics and curriculum outcomes.

Sessions are delivered online in 30-minute 'bite-sized' chunks by core staff based at each centre. Topics include dealing with emergencies in remote locations; curricular outdoor learning; working with young people with dyslexia, dyspraxia or dyscalculia; Lyme disease awareness; and updates on new Duke of Edinburgh's Award flexibilities.

Reflections of Swim Teacher Julia Kerr

We have been enjoying the beautiful spring weather in Balgreen Primary School woods since Easter. Since being redeployed in August from the Swim Team to Balgreen I have been enjoying outdoor learning with over 75 children, teachers and support staff each week. We are very lucky to have the support of the parents who keep us supplied with plenty of marshmallows, biscuits, hot chocolate and kindling and also the parent council who bought us our lovely hammocks. It has been amazing to experience all four seasons first hand and sometimes all in one day! I feel very lucky to have had this time

at Balgreen as I head back to the pool in early May to restart primary curricular swimming teaching.



Edinburgh Active Schools Go Active for 24 Hours

Edinburgh Active Schools completed a 24 hour virtual #ASmoveathon to raise vital funds for Edinburgh based projects supported by the Scottish Mental Health charity, SAMH. The team started the 24 hours at 5pm on Thursday 1st April with an hour HIIT session and finished 24 hours later learning a dance routine as a team. We had coordinators running, cycling, walking, litter picking, skipping, hula hooping and more throughout the 24 hours. The journey was documented through the Active Schools Twitter account @ActiveSchoolsED to highlight to our followers the importance of physical activity on positive mental health. The team raised an incredible £2410. Well done to the Edinburgh Active Schools Team!



Education, Children and Families Committee

10am, Tuesday, 18 May 2021

Report regarding petition: Review Cuts to English as an Additional Language for Dalry Primary School

Executive/routine
Wards
Council Commitments

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 note the ongoing work to develop a sustainable, equitable and capacity-building approach to provision for English as an Additional Language learners across all schools
 - 1.1.2 note the ongoing work to support Dalry Primary School to adjust and engage with this approach
 - 1.1.3 agree to the next steps proposed at section 5
 - 1.1.4 agree that an update is presented in October 2021 to report on the evaluation of the initial phase of implementation of the Language and Literacy Collaboration at Dalry Primary School
 - 1.1.5 agree that an update is presented in December 2021 to report on the recommendations and actions detailed in the Integrated Impact Assessment and the review of the criteria for allocating distribution of EAL Teacher support to all primary schools

Lorna French

Acting Head of Schools and Lifelong Learning

Contact: Annemarie Proctor, Depute Head Teacher

E-mail: Annemarie.proctor@edinburgh.gov.uk

Report

Report regarding petition: Review Cuts to English as an Additional Language for Dalry Primary School

2. Executive Summary

- 2.1 The authority recognises a legal requirement to make provision for learners who have English as an Additional Language under the Education (Additional Support for Learning) (Scotland) Act (2004 and amended 2009). Other relevant legislation includes: the Equality Act (2010) and UNCRC.
- 2.2 The number of learners with English as an Additional Language in our schools has increased significantly over the past decade and this trend continues. In this context, the authority has developed a strategic, capacity-building approach to provision for these learners.
- 2.3 The current report provides an interim update on the implementation of the capacity-building approach and the implementation of the 'Language and Literacy Collaboration' in Dalry Primary school. An overview of the Language and Literacy Collaboration can be found in Appendix 1. The collaboration, due to start in August 2020 was delayed due to COVID-19 and will now start in the summer term 2021.

3. Background

- 3.1 Following a valid petition entitled '[Review cuts to English as an Additional Language for Dalry Primary School](#)' considered on 10 December 2019, Committee requested a report on the issues set out relating to the level of EAL support in Dalry and the completion of the Equalities Impact Assessment (Integrated Impact Assessment).
- 3.2 A report was presented to the Committee on 3rd March 2020:
<https://democracy.edinburgh.gov.uk/documents/s14757/7.5%20Review%20Change%20to%20English%20as%20an%20Additional%20Language.pdf>
- 3.3 The next steps agreed in March 2020 have been significantly impacted by COVID-19. Therefore, this report will be limited to describing relevant work that has been undertaken to date, recognising that further reports will be required.

- 3.4 It can be noted that, throughout the pandemic, the EAL Team (EAL Teachers and Bilingual Support Assistants) has worked with schools and other agencies, with a focus on supporting the most vulnerable, including supporting home-school-home communication and supporting remote learning by working with class and subject teachers and through development of adapted home learning grids (central resource).

4. Main report

- 4.1 Integrated Impact Assessment (IIA) for the capacity-building model of provision (city-wide): a number of recommendations and actions detailed in the IIA have been carried out. A summary of progress can be found in Appendix 2.
- 4.2 The planned review of criteria for allocating distribution of EAL Teacher support to all primary schools has been postponed due to COVID. A short-life working group will be formed to consider this and will report back in December 2021.
- 4.3 Working with the restrictions imposed by COVID, the EAL Team has continued to support Dalry Primary School to transition to a capacity-building approach for meeting the needs of bilingual and minority ethnic learners. This has included an EAL specialist teacher continuing the collaborative work with two class teachers which started in January 2020.
- 4.4 EAL specialist teachers have supported the school with gathering information on new arrivals, to enable class teachers to support their transition into the school. They continue to work with the school to explore ways in which some aspects of this information-gathering can be incorporated into school processes, in line with the authority EAL advice and guidance.
- 4.5 In October 2020 and January 2021, EAL specialist teachers delivered training sessions for class teachers: one session with a focus on Writing; another based around professional reading and the Edinburgh guidance on supporting remote learning for EAL learners. The EAL Team has also delivered training for PSAs.
- 4.6 Additional 0.65FTE teacher funding has been in place since April 2020. This funding was intended to support the transition to a capacity-building model, including cover for class teachers to review and plan with EAL specialist teachers in Phase 1 of the Language and Literacy Collaboration. As the Language and Literacy Collaboration was postponed due to lockdown, the teacher employed with the additional funding has mainly delivered targeted support for learning more widely across the school, including teaching literacy interventions (Read Write Inc. and Fresh Start). In view of the delay to the start of the Language and Literacy Collaboration, the additional funding has been extended to October 2021. This will be reviewed in September 2021, when evaluation data from Phase 1a will be available.

- 4.7 Phase 1a of the Language and Literacy Collaboration will start in the summer term 2021, with Phase 1b running from August – October and Phase 1c from October-December 2021. In this way, each class teacher will have the opportunity to collaborate with an EAL specialist teacher for 8-10 weeks. Each individual collaboration will be evaluated, using three agreed measures which will be applied at the beginning and end: teacher self-evaluation, the Leuven scale of engagement and a pupil voice questionnaire/interview. The formats for these evaluations can be found in appendices 3-5. In addition, pupils' writing will be sampled and assessed using the Scottish Criterion Scale.
- 4.8 The work with individual class teachers during Phase 1 will underpinned by ongoing bespoke training for all teachers. Alongside the work on Learning and Teaching, EAL specialist teachers will continue to support information-gathering for new arrival EAL learners and other wider work identified in discussion with the school.
- 4.9 Following a Parent Council meeting in January 2021, the Parent Council sought clarification about EAL provision beyond March 2021 and this was provided. In response to a further letter from the Chair of Parent Council expressing continued concerns, Council officers met with representatives of the Parent Council in March to hear and respond to these concerns. At this meeting, the parent representatives requested further evidence of the effectiveness of the Language and Literacy Collaboration approach and this has since been provided, with the offer to answer any questions the parents may have. It was agreed to meet again in June 2021, towards the end of Phase 1a of the Language and Literacy Collaboration, and again in September 2021, prior to any decision about the continuation or otherwise of the additional 0.65FTE teacher funding.

5. Next Steps

General

- 5.1 Continue to carry out the recommendations and actions detailed in the Integrated Impact Assessment.
- 5.2 Convene a short-life working group to review the criteria for allocating distribution of EAL Teacher support to all primary schools.

Specific to Dalry Primary School

- 5.3 Implement and evaluate Phase 1 of the Language and Literacy Collaboration at Dalry Primary School.

6. Financial Impact

- 6.1 There is no additional funding required. The cost of this approach is met within existing budgets.

7. Stakeholder/Community Impact

General

- 7.1 Consultation and engagement regarding the Language and Literacy Collaboration have taken place with Head Teachers/ASL Team Leaders, teachers and pupils. Further consultation will be undertaken with any schools which engage in the Language and Literacy collaboration from January 2022, and this will include parents.

Specific to Dalry Primary School

- 7.2 We will continue to engage with the Dalry Primary School Parent Council as the phases of the Language and Literacy Collaboration are delivered in this school.

8. Background reading/external references

- 8.1 <https://www.gov.scot/publications/supporting-childrens-learning-statutory-guidance-education-additional-support-learning-scotland/pages/3/>
- 8.2 <http://www.legislation.gov.uk/ukpga/2010/15/contents>
- 8.3 https://www.unicef.org.uk/wp-content/uploads/2010/05/UNCRC_summary-1.pdf

9. Appendices

- 9.1 Appendix 1 Overview of Language and Literacy Collaboration
- 9.2 Appendix 2 Progress on recommendations and actions in the Integrated Impact Assessment
- 9.3 Appendix 3 Teacher self-evaluation format
- 9.4 Appendix 4 Leuven Scale of Engagement format
- 9.5 Appendix 5 Pupil Voice format

Appendix 1: Overview of three phases of the Language and Literacy Collaboration

	Phase 1	Phase 2	Phase 3
Focus	<ul style="list-style-type: none"> • Learning and Teaching: developing key skills and confidence through coaching and team-teaching with 4 self-selected teachers • Begin whole-school development 	<ul style="list-style-type: none"> • Learning and Teaching: continue to embed practice and share practice within school (Phase 1 teachers work with Phase 2 teachers, supported by EAL teacher) • Continue whole-school development 	<ul style="list-style-type: none"> • Learning and Teaching: continue to embed practice • Continue whole-school development through school improvement planning
EAL Specialist teacher provision	2 EAL Teachers, 2 days per week (4 days total per week)	1 EAL Teacher, 1 day per week	1 EAL Teacher, up to a day/month Advice, strategic input, development and training

Learning and Teaching Aims

- Class teachers identify the language demands of a curricular area and plan to support this language while teaching the content
- Class teachers transfer this skill to other areas of the curriculum (Literacy across Learning)
- Class teachers demonstrate increasing skill and confidence in supporting EAL learners' access to the curriculum and language development at all stages of English language acquisition

Whole-school development (examples):

- Identifying and moderating stages of English
- Developing/embedding enhanced enrolment system to support transition at any age/stage
- Working with parents / involving parents in their children's education
- Developing a culturally inclusive curriculum and opportunities to use home languages in school
- Equalities (in particular, Race Equality policy and practice)
- Developing an EAL induction programme for new staff

Appendix 2: Integrated Impact Assessment for capacity-building model of EAL provision – progress update April 2021

Section 12: Recommendations

Note that progress on actions has been impacted by COVID.

Area	Action	Progress
Communication	<ul style="list-style-type: none"> • During Language and Literacy Collaborations, continue to seek pupil views on types of support. This may include: simple questionnaires; pupil focus groups with appropriate support for pupils; Pupil Council. • Translation of parent leaflet into main community languages. May also include: parent focus groups in schools taking part in Language and Literacy Collaborations; information sharing with Parent Councils. • Continue to seek views of pupils and parents accessing targeted provisions. • Ensure all of the above are supported for those who require support for communication. 	<p>Collaborations delivered since August 2017 - have included pupils views.</p> <p>Translation in progress. Information on previous L&LCs has been shared with Dalry Parent Council.</p> <p>Formats to seek pupil and parent views of targeted supports developed.</p> <p>Ongoing</p>
English as an Additional Language (EAL) Capacity Building Model, including: EAL Framework for Inclusive Practice, Language and Literacy Collaborations, training and advisory support.	<ul style="list-style-type: none"> • Extend Language and Literacy Collaborations to primary schools with high numbers of EAL learners. Continue to evaluate impact. • Pilot Language and Literacy Collaboration in one secondary school and evaluate. • Continue to offer weekly or advisory* support to schools which are not yet participating in the Language and Literacy Collaborations, using the EAL Framework for Inclusive Practice. * level of support based on number of EAL learners. • Continue to deliver whole-school and Directory training. 	<p>Dalry is the 10th primary school to engage in the Language and Literacy Collaboration. Further roll-out paused due to COVID. New schools will be identified to start in January 2022.</p> <p>Phase 1 delivered and evaluated - Gracemount HS Aug.-Dec. 2019. Continued up to March 2020. Remote support during school closures – guidance, training etc. Working in 2-week blocks Aug – Dec. 2020 and current.</p> <p>Continued up to March 2020. All training developed so that it can be delivered online - includes new CECiL modules and webinars.</p>
Targeted support for vulnerable groups: Gypsy Roma Travellers, refugees and asylum seekers	<ul style="list-style-type: none"> • Continue to deliver targeted supports and to seek views of learners and parents on this provision 	<p>Targeted supports continued to be delivered in school to March 2020. Mainly delivered online since March 2020, with some face-to-face support for most vulnerable learners.</p>

Support for EAL learners who have other additional support needs at Pathways 2-4	<ul style="list-style-type: none"> Continue to develop joint working to ensure that these learners are appropriately supported, in particular taking into account linguistic and cultural factors. 	<p>The EAL Team has continued to work with Support for Learning teachers and other ASL Teams to support EAL learners with other additional support needs.</p>
Equality and Quality Assurance	<ul style="list-style-type: none"> Ensure the model is supported by a robust Equality strategy with particular reference to the protected characteristic of Race Ensure the model is supported by robust Quality Assurance Ensure the model is supported by effective use of the Interpretation and Translation Service Invite external evaluation of the model by an independent, recognised body 	<p>Communities and Families has developed a robust Equality, Diversity and Inclusion Action Plan, with a current focus on Race Equality. EAL will be included in Inclusive Practice Reviews, especially in schools with high numbers of EAL learners. It will also be considered in other self-evaluation and quality assurance processes. Revised guidance on effective communication with parents whose first language is not English shared August 2020. This will be progressed in session 2021-22.</p>
In relation to the above:	<ul style="list-style-type: none"> Review communication and engagement with parents, so that they are informed and consulted on the rationale and implications. Continue to seek views of EAL learners on their experience. Continue to engage with Head Teachers and ASL Team Leaders. Continue communication and consultation with EAL staff as part of this process as recommended through the ASL Project Board. Consult with wider stakeholders on the model to inform next steps (e.g. MCFB, Family Learning, Refugee and Migration Support Team, ELREC) Continue to develop capacity of the EAL Team to deliver this model, through high quality professional development and recruitment of appropriately experienced and qualified staff. 	<p>Planned for session 2021-22.</p> <p>Pupil Voice is a measure in the Language and Literacy Collaborations. We have developed formats for seeking pupil views on targeted interventions. We will identify further opportunities and ways to seek pupil views. Further communication planned for session 2021-22. Ongoing</p> <p>Impacted due to COVID. This will be planned for session 2021-22.</p> <p>This will be a focus in session 2021-22 and 2022-23.</p>

	<ul style="list-style-type: none"> • Develop links between the Edinburgh Learns Teaching and Learning Team, Literacy Officers to ensure models support and complement each other • Continue to link with other Local Authority Officers for EAL across Scotland • Continue to link with expert EAL colleagues in higher education • Review generic translated material to support good home-school-home communication; develop practical guidance for schools on effective use of interpreters; review ITS procedure 	<p>In early stages. This will be continued in session 2021-22.</p> <p>Ongoing, through SEALCC (Scottish EAL Co-ordinating Council).</p> <p>Ongoing.</p> <p>Revised guidance on effective communication shared August 2020; EAL-specific input as part of HT Briefing on Communication March 2021.</p>
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Section 13: Specific actions as a result of this IIA

Action	Progress
Develop risk register to help mitigate risk in relation to transition to new model.	To be progressed from August 2021
Further communication and consultation with EAL staff as part of this process as recommended through the ASL Project Board.	A key focus has been on re-aligning support to the COVID situation and supporting immediate needs. In recent teacher meetings we have re-focused on self-evaluation and progress with a capacity-building model and this will be ongoing.
Strengthen consultation with pupils by seeking their views on their learning experiences.	Pupil Voice is a measure in the Language and Literacy Collaborations. We have developed formats for seeking pupil views on targeted interventions. We will identify further opportunities and ways to seek pupil views.
Effective regular communication with schools on the plans, timescales and impact of these changes.	Not appropriate due to COVID pandemic. Appropriate times and formats from April 2021 onwards to be agreed with Senior Managers.
Communicate and consult with parents/carers on the plans and timescales of these changes.	Not possible or appropriate due to COVID pandemic. To be planned for session 2021-22.
Consult with wider stakeholders on the plans to inform next steps.	Not possible or appropriate due to COVID pandemic. Consultation to be planned during summer term 2021, to take place during autumn 2021.

Appendix 3: Teacher Self-evaluation format

Teaching Developing Bilingual Learners (Start and End of collaboration work)							
Class teacher:		Dates:					
HGIOS QIs	Learning, Teaching and Assessment	Rank					Examples of supportive practice
		<i>Strongly disagree</i>		<i>Strongly agree</i>			
2.2 2.3	1. I identify the language demands across all curricular areas.	1	2	3	4	5	
2.3 2.4	2. I plan and teach language while teaching curriculum content.	1	2	3	4	5	Use examples a-g below to help you assign an overall ranking
Page 74	a) I support children's understanding in a variety of ways	1	2	3	4	5	
	b) I plan for regular talking opportunities and to structure these to support bilingual learners.	1	2	3	4	5	
	c) I plan opportunities which focus on support to understand texts across the curriculum.	1	2	3	4	5	
	d) I plan opportunities which focus on preparatory activities before writing tasks (across the curriculum).	1	2	3	4	5	
	e) I ensure that the curriculum engages with bilingual learners' interests, previous experiences, cultural/religious diversity & ambitions for the future.	1	2	3	4	5	
	f) I ensure that bilingual learners have opportunities to work with peers and adults who provide a good model of English, according to their academic potential rather than their current stage of English.	1	2	3	4	5	

	g) <i>I understand the importance of bilingual children using and developing their home language and build this into learning and teaching.</i>	1 2 3 4 5	
2.3 2.4, 3.1, 3.2	3. I identify the Stages of English of bilingual learners in my class and use this to inform planning.	1 2 3 4 5	
2.3, 2.4, 3.1, 3.2	4. I provide access to the curriculum and appropriate cognitive challenge for bilingual learners at different stages of language acquisition.	1 2 3 4 5	
2.2, 2.3, 2.4	5. I know how best to support bilingual learners when administering and interpreting the results from standardised assessments.	1 2 3 4 5	
2.2, 2.3, 2.4, 3.1, 3.2	I am confident in identifying and meeting the needs of bilingual pupils at Pathway 2 and 3.	1 2 3 4 5	
Notes/Comments/Questions:			
Areas for development (Max 3)	Refer to 'Links to GTCS Standard for Full Registration' or 'Standard for Career-Long Professional Learning' documents, as appropriate		

Appendix 4: Leuven Scale for Levels of involvement

The Leuven Scale for Involvement

Level	Well-being	Signals
1	Extremely low	Activity is simple, repetitive and passive. The child seems absent and displays no energy. They may stare into space or look around to see what others are doing.
2	Low	Frequently interrupted activity. The child will be engaged in the activity for some of the time they are observed, but there will be moments of non-activity when they will stare into space, or be distracted by what is going on around.
3	Moderate	Mainly continuous activity. The child is busy with the activity but at a fairly routine level and there are few signs of real involvement. They make some progress with what they are doing but don't show much energy and concentration and can be easily distracted.
4	High	Continuous activity with intense moments. They child's activity has intense moments and at all times they seem involved. They are not easily distracted.
5	Extremely high	The child shows continuous and intense activity revealing the greatest involvement. They are concentrated, creative, energetic and persistent throughout nearly all the observed period.

Example

Time	Activity	Support for understanding & engagement	Leuven involvement score	Suggested supports to try to increase engagement
9.00	Teacher talking/ whole class listening	Pictures on whiteboard	2 Pupil loses focus and distracting others	Turn & talk, modelled talking, speaking prompts, L1 support
9.20	Independent writing	Teacher works with pupil in a group	3 pupil needs refocussing sometimes	Paired writing with a supportive peer, substitution table, cloze
9.45	Teacher plenary	Pupils share examples	2 Pupil not engaged when peers talking	Sentence starts to share work, active listening task

Learner 1 _____

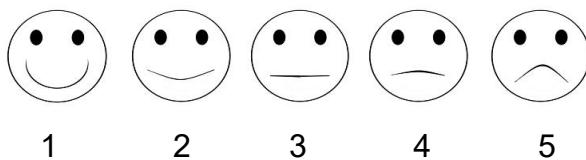
Time	Activity	Support for understanding & engagement	Leuven involvement score	Suggested supports to try to increase engagement

Appendix 5: Pupil Voice

Writing - Pupil Response

Name: _____

Date: _____



1. Strongly agree 2. Agree 3. Neither agree or disagree 4. Disagree 5. Strongly disagree

1. Do you like writing? (from scale)					
2. Are you good at writing? (from scale)					
3. What do you do when you get stuck?					
Do any of these strategies make writing easier? (✓)					
Strategy name	Visual	yes 	unsure 	no 	don't know ???

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Education, Children and Families Committee

10am, Tuesday, 18 May 2021

Response to Incidents Survey

Executive/routine
Wards
Council Commitments

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 Note ongoing work with unions to ensure that physical incidents are reported and recorded correctly
 - 1.1.2 Note ongoing work on Quality Assurance of reporting of physical incidents to ensure that these are being recorded consistently
 - 1.1.3 Note that the Relationships, Learning and Behaviour Procedure details the actions that are taken when physical incidents are reported, including support for staff

Lorna French

Acting Head of Schools and Lifelong Learning

Contact: Anna Gray, Acting Quality Improvement Manager Special Schools

E-mail: anna.gray@edinburgh.gov.uk

Response to Incidents Survey

Annual Report

December Committee by EIS, "to consider the findings in the survey and report back to the next Committee on proposed changes and improvements which can be made."

2. Executive Summary

- 2.1 This report is to provide an update on the actions undertaken in response to the deputation by the EIS to the December 2018 Committee following their 'Violence at Work' Survey.

3. Background

- 3.1 In December 2018, the EIS made a deputation to the Education, Children and Families Committee regarding the results of their 'Violence at Work' Survey, undertaken jointly with UNISON.
- 3.2 A motion was put forward and passed by the Committee instructing officers to consider the findings in the survey and report back to the next Committee on proposed changes and improvements which could be made.
- 3.3 Following this, information about recording and reporting of physical incidents on the SHE portal was shared with all school staff via posters and at staff meetings.
- 3.4 A short-life working group was convened to review and update guidance and procedures related to Inclusion to support measures addressing concerns relating to physical incidents in schools.
- 3.5 A short animation, 'Preventing and Responding to Behaviours of Concern, was shared with all school staff as part of the in-service programme in August 2019.
- 3.6 A group was convened to review and update the SHE Portal to support improved consistency in recording of physical incidents.

4. Main report

- 4.1 The Edinburgh Learns Inclusion Framework forms a key part of all schools' and Early Years settings' approach to inclusion. The framework is underpinned by a range of documents which support Headteachers, Centre Managers and school staff to embed inclusive approaches.

- 4.2 The Relationships, Learning and Behaviour Procedure was developed in 2019 as part of the suite of documents to support schools to embed inclusive approaches. This procedure includes information about proactive approaches and strategies to support learners exhibiting distressed behaviour, and also information about reporting and recording physical incidents and supporting staff involved in a physical incident.
- 4.3 This procedure is next due for review in 2022, and the review will be undertaken as part of the Edinburgh Learns Inclusion Board involving schools and the relevant stakeholders.
- 4.4 An internal audit for 'Managing Violent and Aggressive Behaviour' was planned for February 2020. Due to the impact of Covid-19 on the service areas across the Council, Internal Audit paused core audit work with effect from March 2020 and this audit was carried forward to the 2020/21 audit plan, so is currently in progress.
- 4.5 The working group convened to review and update the SHE portal was temporarily halted due to the Covid-19 pandemic. This group has now re-convened to complete this piece of work with a target date for completion by July 2021.
- 4.6 The Edinburgh Learns: Inclusion Board will continue to take forward work to support all establishments to embed inclusive approaches, to make sure all learners are provided with inclusive learning environments further reducing the number of physical incidents in schools.

5. Next Steps

- 5.1 Review Relationships, Learning and Behaviour Procedure for May 2022, involving schools and the relevant stakeholders.
- 5.2 Complete internal audit for 'Managing Violent and Aggressive Behaviour', to report back to GBRV Committee.
- 5.3 Finalise SHE Portal update and share information with schools and Early Years Establishments, by August 2021.
- 5.4 Continue to liaise with Trade Unions and Corporate Health and Safety colleagues to review the number of physical incidents in schools and identify further actions as required.

3

6. Financial impact

- 6.1 None

7. Stakeholder/Community Impact

- 7.1 Improved attendance, attainment and achievement for learners with additional support needs.
- 7.2 Reduction in exclusions

7.3 In Edinburgh every child or young person irrespective of identity, background or ability is part of a resilient and positive learning community where they feel;

We belong

We contribute

We learn

We are supported and we help others

8. Background reading/external references

- 8.1 Included, Engaged and Involved 1 (2019)
<https://www.gov.scot/publications/included-engaged-involved-part-1-positive-approach-promotion-management-attendance-scottish-schools/>
- 8.2 Guidance on the Presumption to Provide Education in a Mainstream Setting (2019)
8.2 Included, Engaged, Involved 2 (2017) 8.3 The Additional Support Needs Act 8.4 Equality Act (2010) 8.5 Developing a positive whole-school ethos and culture – relationships, learning and behaviour (2018) 8.6 Health and Social Care Standards; My support my life (2017)
- 8.3 Included, Engaged, Involved 2 (2017) <https://www.gov.scot/publications/included-engaged-involved-part-2-positive-approach-preventing-managing-school/>
- 8.4 Guidance on the Presumption to Provide Education in a Mainstream Setting (2019)
<https://www.gov.scot/publications/guidance-presumption-provide-education-mainstreamsetting/>
- 8.5 Developing a Positive Whole School Ethos and Culture : relationships, learning and behaviour (2018) <https://www.gov.scot/publications/developing-positive-whole-school-ethos-culturerelationships-learning-behaviour/>
- 8.6 Additional Support for Learning Action Plan – Scottish Government
<https://www.gov.scot/publications/additional-support-learning-action-plan/>
- 8.7 Additional Support for Learning Statutory Guidance 2017
<https://www.gov.scot/publications/supporting-childrens-learning-statutory-guidance-education-additional-support-learning-scotland/>
- 8.8 Equality Act (2010) <https://www.legislation.gov.uk/ukpga/2010/15/contents>
- 8.9 Edinburgh Learns: Inclusion Framework
<https://democracy.edinburgh.gov.uk/documents/s11747/7.10%20Edinburgh%20Learns-Inclusion%20Framework.pdf>

4

9. Appendices

- 9.1 Appendix 1 Relationships, Learning and Behaviour Procedure

Procedure Title - Relationships, Learning and Behaviour
Procedure Number -

Management Information	
Lead Officer	Name: Lorna Sweeney
	Designation: Schools and Lifelong Learning Senior Manager
	Tel: 469 3138
Lead Service Area	Communities and Families
Date Agreed	May 2019
Last Review Date	
Next Review Date	May 2022
Agreed by	
Has <u>Screening for Equality Impact</u> been undertaken for this procedure	Yes/No: No, Integrated Impact Assessment not required Date
Has <u>Implementation and Monitoring</u> been considered for this procedure	Yes/No: Yes Date 3 rd July 2019
If appropriate has Health and Safety section had oversight of this procedure	Yes/No: Yes Date: February 2019
Name of Health and Safety contact	Martyn Philips

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- 1. Purpose**
- 2. Scope**
- 3. Definitions**
- 4. A Positive Culture for Relationships, Learning and Behaviour**
- 5. Whole Establishment Approaches**
- 6. Behaviour and Communication**
- 7. Early Intervention and Support**
- 8. Prevention and De-escalation**
- 9. Physical Contact and Physical Intervention**
- 10. Physical Contact for Care and Positive Relationships**
- 11. Pupils Seeking Comfort**
- 12. Individual Child Planning for Planned Physical Contact**
- 13. Rights of the Child**
- 14. Staff Accountability**
- 15. Principles for Best Practice**
- 16. Physical Intervention to Prevent Harm**
- 17. Establishment Systems and Supports**
- 18. Duty of Care**
- 19. Recording and Reporting Physical Incidents and Near Misses**
- 20. Support to Staff and Debriefing**
- 21. Investigations**
- 22. Staff Continuing Professional Development**

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23. Responsibilities

24. Policy Base

25. Associated Documents

26. Record Keeping

27. Appendices

Appendix 1 Guidance to Schools and Template Policy and Procedure

Appendix 2 De-escalation Techniques

Appendix 3 Supporting Pupils and Staff Following Physical Harm, Physical Intervention or Pupil Isolation from Peers to Prevent Harm

Appendix 4 Local Authority Inclusion Statement 2019

Appendix 5 Additional Guidance on Physical Contact for Early Years Settings

Procedure Title - Relationships, Learning and Behaviour

Procedure Number -

1. Purpose

1.1 The purpose of the procedure for Relationships, Learning and Behaviour is to promote a positive ethos and culture as the foundation for developing good relationships, positive behaviour and successful learners in their learning communities and their wider community.

1.2 The procedure supports learning communities and services to protect and promote children's rights and the implementation of the Council's Policy Included, Engaged and Involved in Edinburgh. It also aims to address the recommendations made by Scottish Government in Included, Engaged, Involved 2 (2017) and Developing a Positive Whole-school Ethos and Culture – relationships, learning and behaviour (2018). In writing the procedure the recommendations of the Children and Young People's Commissioners report 'No Safe Place' have also been taken into consideration.

1.3 The procedures will:

- help to establish and maintain mutual respect and positive relationships
- support all children to have a positive learning experience and receive their statutory right to education
- promote a positive and safe environment for all staff and learners
- support children's emotional and social development, recognising that positive relationships enable positive behaviour, effective learning and promote children's development, skills and wellbeing
- enable learning communities to manage competing needs and support restorative practice and nurture a shared understanding that when difficulties do arise we work collaboratively to find solutions

2. Scope

2.1 The scope for application of this procedure is all City of Edinburgh Council staff and learning communities.

2.2 This procedure and guidance sits within and is informed by the Communities and Families Included, Engaged and Involved in Edinburgh Policy. The ethos, values and practice outlined in the policy underpin all our work, all staff should be familiar with the policy.

2.3 This procedure should be referred to within the context of Getting It Right for Every Child (GIRFEC) child planning processes and strong collaborative working within the learning community and with partner services such as Psychological Services, Additional Support for Learning Service (ASL), Health and Social Work. It should be used as a reference document alongside wider training and development opportunities focussed on positive relationships.

2.4 The commitment of CEC Communities and Families Department to the principles of GIRFEC underlines this guidance; taking a child centred approach means consistently putting the needs of children first.

2.5 This procedure does not cover all strategies and supports but provides a broad overview of effective practice. Further advice can be sought from core partners such as Educational Psychologists and the ASL service.

3. Definitions

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

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Authoritative Leadership: places an emphasis on professional learning, both by themselves and others, and acts in various ways to foster the development of learning communities geared to improvement in educational outcomes (Dinham 2007¹).

Child / children: Describes any person under the age of 18.

Corporate parents: Describes the role of all City of Edinburgh Council staff with regard to the provision of care and support for all looked after children.

Family: Describes those considered to be related to the child by birth, affinity, choice or close personal ties and who can be contributors to the wider care and wellbeing of the child.

Harm: to cause physical or emotional injury.

In loco parentis: The term used to describe the role adults take on for children left in their care for example in a school or early years setting. We are acting 'in place of parents'.

Logical Consequence: This is a consequence which is directly linked to the behaviour or choice, for example if a child has refused to complete work (appropriately set) they may have to work for part of break. A logical consequence is meaningful and links cause and effect, it is not a punishment.

Natural Consequence: This is a consequence that is a natural result of a behaviour or choice for example if a toy is broken it can't be played with.

Parent: Describes any person who has parental responsibilities and any person who has custody of a child, including foster carers and a parent who shares custody of a child.

Physical Contact: An active process which involves no greater activity than the action of touch to:

- guide, sooth, comfort, encourage or protect a child
- provide intimate care for a young child or a child with complex additional support needs or a disability where this is provided for in the child's care plan
- restore relationships between staff and children after a distressing incident or event where physical intervention was used
- support learning for example in hand over hand approaches.

Physical Intervention: Describes a range of approaches, which include restraint and also strategies where restrictive holding is not used, such as physically guiding an individual away from a harmful situation.

Restorative practice: Describes a council wide way of working based on shared values including working with families collaboratively, listening to what matters to children and families and building on strengths. This way of working together has a clear focus on shared and meaningful outcomes. A restorative approach that many schools use is the facilitation of restorative conversations between those involved in incidents that undermine positive relationships.

Restrictive Physical intervention: Is justifiable only when a child or young person is at risk of inflicting serious physical harm on themselves or another individual. In some special schools, due to the frequency of incidents, staff are trained to used planned physical intervention in the form of CALM this is not the case in mainstream schools or early years settings.

Seclusion: The act of isolating a child from their peers to prevent harm. This is distinguishable from agreed use of 'safe space' or 'cool down' strategies with children. It is carried out without the child or

¹ https://research.acer.edu.au/cgi/viewcontent.cgi?article=1001&context=research_conference_2007

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parent's consent (compliance is not considered to be consent), it is for not a negligible amount of time (eg. 5 mins thinking time is not considered to be seclusion) and it is carried out at the direction of staff. It is a form of physical intervention and should only be used as a last resort.

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. The UK ratified the UNCRC in 1991. The Scottish Government and the Council 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.

4. A Positive Culture for Relationships, Learning and Behaviour

- 4.1 The long-term aim of an establishment's relationships, learning and behaviour policy and procedure is to support resilience, understanding of rights and responsibilities and the ability to deal with difficulties positively and restoratively. This should be done through the implementation of clear and consistent community approaches and the development of effective practitioner skills and adult role modelling.
- 4.2 A positive culture and restorative ethos is essential to developing good relationships and positive behaviour in learning environments, playground and wider community. Staff perceptions of school ethos is also the strongest predictor of their experience of negative behaviour.²
- 4.3 Positive approaches to support behaviour focus on relationships, skills building and when appropriate developmentally appropriate logical or natural consequences rather than the implementation of punishments.
- 4.4 All learning communities must have a clear Relationships, Learning and Behaviour policy and procedure written in straightforward, accessible language. This must be known and implemented by all staff. It should be regularly reviewed and discussed. Guidance on recommended content for the policy and procedure can be found in appendix 1.
- 4.5 A positive ethos and culture which promotes positive relationships and behaviour cannot be delivered without strong school leadership which is authoritative and distributive in nature (Dinham 2007)
- 4.6 This guidance presumes that all staff take an anticipatory, positive and preventative approach to issues within the learning community, adopting early, least intrusive and collaborative approaches to meeting needs and managing safe and productive environments for learning.
- 4.7 There should be a focus on strategies and supports that facilitate and teach individual skills and responsibility to promote learners' independence over time.
- 4.8 Developing skills in self-regulation and in being able to cope with challenge have been identified as key contributors to resilience.³
- 4.9 We understand that everyone learns best when they feel good about themselves. Punishments can make children feel bad about themselves. This can hinder their ability to engage in their learning, including their behaviour.⁴

² Developing a positive whole school ethos and culture – Relationships, Learning and Behaviour (2018)

³ **Strengthening the Foundations of Resilience 3**, WWW.DEVELOPINGCHILD.HARVARD.EDU

⁴ Education Scotland – [Parentzone Restorative Approaches](#)

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4.10 All schools and early years settings should summarise their procedure and policy in a short one-page reference document for staff, parents and learners.

5. Whole Establishment Approaches

5.1 In order to create an environment for effective learning and teaching there should be a shared understanding of wellbeing based on the wellbeing indicators and underpinned by children’s rights (as defined in the UNCRC) and a focus on positive relationships across the whole school community.⁵

5.2 Every child or young person should feel secure; nurtured, valued and supported within their learning community.

5.3 It is the role of leadership teams to provide support and challenge to all staff to ensure the ongoing development of core teaching skills and values and ethos in relation to relationships, learning and behaviour.

5.4 Establishments should engage directly with parents and families to foster a positive and inclusive environment where they are encouraged to work with the school to develop consistent messages.⁶

5.5 There are a number of establishment approaches which support a positive ethos and culture for relationships, learning and behaviour. This is particularly true of models which recognise the importance of relationships and encourage the adoption of a shared set of values across the learning community.

5.6 Every member of staff should recognise that they have the potential to be a key adult for the children they work with. Research on resilience has shown the presence of one or more supportive key adults is a common protective feature in the lives of those who strive despite having had a history of adverse childhood experiences.

5.7 Work done in Edinburgh identified four pillars for our practice and approaches; relationships, resilience building, rights respecting and restorative approaches.

- The Edinburgh Learns Health and Wellbeing Framework outlines recommended local authority training and resources.
- Cluster partners such as the ASL Service and school Educational Psychologist can offer training and consultation to support professional learning.
- Online learning available through CECiL include Relationships for Positive Behaviour and the CIRCLE Inclusive Classroom Resources.



6. Behaviour and Communication

6.1 The key to supporting children with (di)stressed behaviour is to recognise that all behaviour is communication.

6.2 (Di)stressed behaviour can also often indicate an area of skill deficit requiring support.

⁵ Developing a positive whole school ethos and culture – Relationships, Learning and Behaviour (2018)

⁶ Developing a positive whole school ethos and culture – Relationships, Learning and Behaviour (2018)

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6.3 It is crucial to understand how a child's needs might impact on behaviour and to identify any known triggers or warning signs. It is important that whenever possible we work together to intervene early and act preventively.

6.4 Positive behaviour is promoted when we work together to effectively identify and support underlying needs and provide learning experiences that are individualised and appropriately differentiated.

7 Early Intervention and Support

7.1 Role Models

All adults are role models for the behaviour they expect to see from children. A key element of this is the way in which we demonstrate respectful relationships and value everyone within the learning community. When there are difficulties all staff should model a willingness to positively engage with restorative approaches and seek to repair relationships.

7.2 Learning Environment and Teaching and Learning

An Inclusive learning environment is the starting point for positive relationships and behaviour. The CIRCLE Inclusive Practice resource, Classroom Environment tool and Up, Up and Away tools can be used to review, reflect on and develop positive learning environments.

Ensuring appropriate and accessible learning opportunities and experiences is a key aspect of an inclusive learning environment. Adults should consider;

- Adapting activities and success criteria to include all learners
- Pace and challenge for all learners collectively and individuals
- Reasonable adjustments for identified learners
- Differentiation for identified needs

Discussion with Support for Learning, stage partners and wider colleagues can be helpful in sharing ideas and effective practice.

For children who require targeted supports and strategies the CIRCLE or Up, Up and Away documents are key resources for staff. Documents such as Child Plan's, Individualised Educational Programmes, the Circle Participation Scale, Up, Up and Away tools and action plans should keep a record of supports, aid monitoring over time and enable the continuation of supports at points of transition.

7.3 Clear Values and Routines

A small number of clear, positively worded and developmentally appropriate values should be in place in every learning setting. In most settings these will be supported by visual cues and prompts. It is helpful if these mirror wider value based establishment rules or expectations. For example there might be a value based rule 'We respect one another' which forms the basis of conversations regarding acceptable and unacceptable behaviour to others.

Values should take a form of words or visual images (as is developmentally appropriate) that are agreed by and discussed with learners. These should be regularly spoken about, revisited and reviewed over time. They should be the basis for supporting learners to understand expectations and resolve issues.

Staff should actively plan and establish clear expectations for their regular routines for example; entry and exit to learning spaces, seeking help, the use of resources, requesting water or toilet breaks. Staff should actively teach expectations in relation to routines. Some children will need extra support to understand and follow routines and understand expectations.

Some routines will be specific to the learning environment whilst others may be applicable across the whole community. It is important that each area has a brief summary of the routines and values that can be easily

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accessed in the event of supply staff cover. It is important that values and routines are regularly and consistently supported and referred to.

7.4 Communication

There must be a shared understanding across the learning community that children may communicate and understand communication in different ways. Staff must be given good information and where necessary training and resources to support children's preferred and most effective communication.

There is a strong link between communication difficulties and behavioural difficulties. Group instructions should be short, simple, clear and positively worded. Children with communication difficulties will often need instructions repeated to them individually, demonstration, non-verbal or signing support and or visual supports to aid their understanding and co-operation.

Often children need more time than they are given to process communication. This may or may not be associated with a specific diagnosis. The time required to process information or instructions will ordinarily increase when individuals are upset, stressed, overwhelmed or overstimulated.

Many children may have undiagnosed communication difficulties, so it is important to carefully consider communication in relation to children who are experiencing difficulties. When communication is used well it can reduce the likelihood of confrontation, support participation and be a key element in fostering positive relationships. Adults working with children should remember to give them Take Up Time (TUT) e.g. longer time to process communication. If in doubt keep verbal communication short, precise and simple!

7.5 Clear Expectations

Having considered individual communication needs as outlined in section 7.4, for most children who are not following an instruction, it can be useful to implement the following steps;

- Observe – Notice what they are doing: *'X you are out of your seat'*
- Explain – Explain what you are asking them to do: *'We are all listening. You need to sit down and listen. Thank you'*
- Partially agree – If they offer a reason for what they are doing partial agreement can be a useful way to avoid disagreement: *'You may need a pencil but you need to sit down just now and I will make sure you have one when we do our written task'*

Children who have been identified as struggling more widely with expectations within the learning environment may require a tailored and more specific support strategy.

7.6 Encouragement

When we know what we have done well we are more likely to do it again in the future. Descriptive encouragement or praise should be a key tool to encourage positive behaviour in all learning environments. Specific descriptive detail will support the child to understand what they are doing well and therefore the development of their behavioural awareness e.g. "You told yourself the right thing to do and then you did it." "You stopped pushing. Thanks!"

7.7 Preparation for Change

Lots of children and adults find change difficult. This can be particularly true for children with specific additional support needs. Preparing individual children and whole classes for changes, big or small, can be crucial in supporting children to feel safe and lower anxiety levels. Feeling unsafe or anxious can be key drivers for distress that can lead to behavioural issues. Many children will benefit from the regular use of visuals in supporting preparation for change.

7.8 Settings

If difficulties are beginning to emerge for individual children or groups, it can be useful to reflect on the settings where the difficulties occur. Who was there, where the child or children were, time of day and the activity that is taking place can all be triggers for behaviour. In particular, for children who are known to have sensory

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sensitivities, visual, auditory or tactile stimulation may make the environment more or less manageable. A behavioural analysis can be an effective way to better understand the triggers and purpose of repeated behaviours.

7.9 Behavioural Analysis

When a behaviour is frequent and durable, e.g. It does not respond to regular positive strategies in the learning environment, it is important to gain a better understanding of the underlying drivers for the behaviour e.g. 'what is the behaviour communicating'.

- The Inclusive Practice CIRCLE Pupil Participation tool can be used to look at individual engagement and consider if there are any individual unmet needs or skills deficit's requiring targeted supports and strategies. The Up, Up and Away tools can also be used to identify underlying needs and appropriate supports.
- Using a tool such as Antecedent, Behaviour, Consequence (ABC) or Setting, Trigger, Action, Result (STAR) charts can be helpful in identifying patterns or triggers. Examples of these can be found in the [Inclusion Hub](#). How to use a STAR chart is also covered in module one of the CECiL e-learning Relationships, Learning and Behaviour.
- Partner services such as Psychological Service can offer support and advice in the use of approaches to behavioural analysis and identification of additional support needs.

7.10 Supporting Motivation

Ideally children experience the activities they participate in intrinsically motivating e.g. they get pleasure or satisfaction from the activity itself. Adults who have positive relationships with their learners, consider their age and stage to differentiate and plan engaging and meaningful activities.

Giving children clear recognition when they positively engage, interact with others and persevere with their learning and wider activities is a really effective way to promote motivation and develop positive relationships (see section 7.6). Noticing and recognising when children have made an extra effort or 'gone above and beyond' supports learners to value one another and see the importance and benefit of going beyond the minimum requirements. This also links with literature that identifies individual wellbeing benefits from carrying out acts of service / small acts of kindness for others.

However, despite good planning and preparation for learning and a positive culture of recognition a small number of children will struggle to sustain motivation for activities that they have not selected themselves or find challenging. In these situations the team around the child should in the first instance consider adapting learning opportunities to increase their desirability, with consideration of adaptations for recognised sensory needs. Following this it may be appropriate to adapt the pace and demand of the day. For example, alternating desirable and less desirable activities in an individual timetable which will often be supported by visuals.

Further advice on strategies for motivation are detailed in the Up, Up and Away and CIRCLE resources.

7.11 Target Setting

Sometimes whole group or individual targets will be used to work on clear expectations and skills development. It is important that targets are:

- Achievable (taking consideration of additional support needs, age and stage)
- Positively worded and easily understood eg. I / We listen when others are talking
- Few in number, no more than 2 to 3

Having clear shared targets can support adults to focus their encouragement and recognition. This supports the child or group to link their effort with the positive effect on relationships and achievements. If charts or

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incentives (for example extra time on a preferred activity) are felt necessary they must be used within the context of encouraging relationships and should be focussed on developing a new skill. This should be time limited with the aim of phasing out over time.

7.12 Collaboration and GIRFEC

Working with parents, children and partner services through the GIRFEC Child Planning Process can help identify and find solutions to difficulties before situations escalate. This is particularly important for children with additional support needs or vulnerabilities such as being Looked After or experiencing loss.

Good collaborative working and GIRFEC child planning processes should facilitate appropriate and proportionate sharing of information about a child's situation and new factors in their lives which have the potential to trigger behaviour change or escalation.

The GIRFEC child planning process (and where appropriate positive behavioural support plans or risk management planning - see Managing and Reducing Risk procedure) should result in a clear shared understanding of the current and most appropriate strategies and supports and provide a mechanism for reviewing and evaluating them over time.

By working together to address all of the factors that may be contributing to a child's needs we are more likely to bring about lasting progression.

8 Prevention and De-escalation

8.1 Self-Manage

The easiest behaviour to change is always our own. When dealing with a situation that may escalate our first response should be to self-manage. This should focus on how to establish calm control, manage our own emotions and protect relationships in what can be a very stressful or distressing situation. Appendix 2 outlines some key considerations and techniques in relation to de-escalation.

8.2 Communication

Section 7.4 on communication is also particularly important in relation to prevention and de-escalation.

8.3 Proximal Praise

Using descriptive praise and encouragement for children who are successfully demonstrating target behaviours near others who are struggling is a useful way to reinforce and clarify the behaviour you would like to see.

8.4 Primary and Secondary Behaviour

Learners may follow an instruction in relation to a primary behaviour (for example the primary behaviour is walking around the classroom and they are asked to sit down). However, in doing so they may exhibit secondary behaviours (being noisy, making faces, tutting). The secondary behaviours, unless serious, should be ignored. If appropriate these should be addressed later and on an individual basis. Being overly responsive to secondary behaviours can result in a situation escalating.

It is also important to note that some learners may exhibit behaviours that serve a function for them in terms of their ability to cope with situations and / or self regulate. For example, learners who have a diagnosis of autism may use 'stimming' (self stimulatory behaviour, such as hand flapping, repeating words or phrases or other repetitive behaviours).

8.5 Physical Presence

This is the use by staff of their own physical body presence as a passive activity to reassure or remind a learner of expectations non-verbally. For learners who are over stimulated or finding self-regulation

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challenging a non verbal approach can be especially effective in helping de-escalate anxiety and disruptive behaviour.

Using physical presence may be a cue to remind or prompt expectations and lead to a preferred behaviour change or outcome. To achieve this, it may be supplemented by: appropriate movement, body language, symbols, sign language or verbal communication. For example, an adult might walk towards the child's table and look at how everyone is getting on with their work.

The use of physical presence to restrict a child's movement in any way should be used with extreme caution as in many circumstances it is likely to escalate the situation further. However, in some exceptional situations it may be a reasonable alternative to physical intervention to prevent likely serious harm (section 16).

8.6 Distraction

For some an activity or the use of humour to distract or remove them from a conflict or frustration may give them an opportunity to self regulate their emotions and responses or give them an opportunity for mutual regulation with adult support. Similarly offering children a restricted choice can offer a legitimate alternative to an activity that could potentially result in difficulties.

8.7 Safe Space and Time In

Planned use of a safe space can be an effective support strategy that gives a child the opportunity and time to calm down, reduce stimulation and allow them the opportunity to self-regulate.

Using a safe space is very different from the use of seclusion which is not supported by City of Edinburgh Council as an appropriate support strategy. If in exceptional circumstances seclusion is used to prevent risk to self or others it should be managed in the same way as physical intervention, as detailed in section 16.

Time in is where the adult brings the child closer to them when they are beginning to struggle rather than distancing them. This can be particularly important for children who have not had strong experiences of nurture or often feel excluded. For example the adult might bring them to sit beside them whilst they read a group story or bring them to work alongside them by their desk.

8.8 Avoid an Audience – Praise in Public, Reprimand in Private (PIP and RIP)

Staff should try to preserve individual dignity and use positive relational approaches to resolve difficulties. Redirection or a quiet word will be more successful and appropriate than a conversation carried out in full view of a class or group. Staff may need to ask the class or group to work independently for a few minutes to allow this to happen.

In situations where this is not possible and a difficulty escalates in front of others it may become necessary to remove the group from the learning environment whilst the situation is dealt with. In these circumstances it is particularly important that all staff know their establishment procedures for seeking support from colleagues.

8.9 Principle of Least Intrusive Measures

Staff should always use their professional judgement and knowledge of individual children to seek the least intrusive and most effective measures to de-escalate a situation; for example, planned ignoring or distancing may be more appropriate than physical presence for some children and distraction through humour may work well for one child but be likely to upset another.

8.10 Collaboration to Reduce Risk

If behaviours are resulting in risk to the child or others, schools should refer to the procedure 'Managing and Reducing Risk' to agree and implement a risk management plan.

Learning Communities should also have a procedure in place to respond to a child leaving the building. This should take into consideration the age, stage and skills of the individual child and should always include clear and timely communication with parents and if appropriate police.

9 Physical Contact and Physical Intervention

9.1 The following sections will look at legislation and best practice in relation to physical contact and physical intervention. Sections 10 to 15 will look at physical contact to support positive relationships and provide care, section 16 will discuss the justification for physical intervention to prevent likely serious harm.

9.2 In considering physical contact of any sort the welfare of the child is paramount. Every child has the right to be treated as an individual, with respect and dignity and have their views heard, recorded and acted on, where safe to do so. This applies to all children, even in circumstances where they display behaviour that is challenging or dangerous.

9.3 In day-to-day situations leadership teams should ensure staff deliver an appropriate balance between each child's preferences and needs, the needs of the group and protection of individuals and/or others from harm, whilst sustaining a culture of positive relationships.

10 Physical Contact for Care and Positive Relationships

10.1 The following sections offer guidance that need to be considered alongside individual professional judgement and reference to the Code of Professionalism and Conduct (CoPAC). Physical contact in the context of care and positive relationships is something that can and should be appropriately offered but never imposed on children. It should be offered in the context of positive and trusting relationships. Individual children and staff may be more or less comfortable with physical contact. Physical contact should never be used where it is not acceptable to the child unless it is to prevent greater immediate harm. It will be useful for individual settings to reflect on and discuss these sections for their unique context and the developmental stage of their children.

10.2 For the purpose of this procedure physical contact refers to:
An active process which involves no greater activity than the action of touch to:

- Guide, sooth, comfort, encourage or protect a child
- Provide intimate care for a very young child or a child with complex additional support needs or a disability where this is provided for in the child's care plan
- Restore relationships between staff and children after a distressing incident or event where physical intervention was used (see section 9)
- Support learning for example in hand over hand approaches

Physical contact can therefore range from shaking a hand to congratulate someone to intimate care related to health needs or changing a nappy.

10.3 The sense of touch is a fundamental human need to connect with other people and appropriate touch is often a vital element for the building and sustaining of good relationships.

10.4 Touch may be integral to the day to day care of a child, especially in the care of very young children or a child with complex additional support needs or a disability, where this is provided for in the child's care plan.

10.5 A child's experience of physical contact with staff will contribute to the range of influences they will take forward into adult life. Therefore contact of any type by staff must be consistently positive, appropriate and focused on the individual child's need.

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10.6 Staff acting as role models by their sensitive, consistent and suitable use of physical contact will help children to understand and learn what is appropriate in their own lives as they build their own relationships.

10.7 Forms of appropriate physical contact occur day to day in all of Edinburgh's learning communities.

10.8 Unless there is a need to conduct contact in private, e.g. for care needs, it is advisable that any physical contact is carried out publicly e.g. the offer of a cuddle for an upset child or a pat on the arm for a teenager. This provides protection to staff as it reduces any risk of misinterpretation.

11 Pupils Seeking Comfort

11.1 Staff should seek peer support and if appropriate liaise with parents to consider appropriate levels of physical contact for children regularly seeking comfort. This will change depending on the age, stage and capacity of the child concerned. Leadership teams should consider how they support staff more generally to reflect on and respond appropriately to children in distress or seeking physical contact.

11.2 If staff consider it is inappropriate in the circumstances to respond to a child seeking physical comfort, try to explain the reasons for denying this to the child in a way they understand and comfort the individual verbally if necessary. The adult concerned should advise the child's named person of the difficulties experienced.

11.3 It is important to help children understand socially appropriate times, ways or places/situations to seek physical comfort;

- Staff may need to seek further advice/reference on managing such circumstances for children who have experienced emotional trauma or with attachment difficulties
- For children seeking unusually high levels of physical contact or comfort this should be discussed with the designated school manager for child protection

12 Individual Child Planning for Planned Physical Contact

12.1 Regular, close physical contact or any form of physical intervention deployed must be documented as an integral part of a child's plan and shared and agreed with parents, partners and where possible the child.

12.2 In a mainstream setting, planned physical contact will ordinarily be in relation to a physical care need, a proportionate response to a pupil regularly seeking physical contact or comfort, in relation to sensory needs or at the advice of allied health professionals e.g. Occupational Therapy.

12.3 If the team around the child are considering implementing planned physical contact to support a child the Child's Plan should include clear information on:

- Reasons why such contact or intervention is considered justified in specific circumstances and what those circumstances are
- Nature and parameters of such contact or intervention sufficiently prescribed, for example, who will be supporting the child and the context for intervention
- The views of the child
- The date the plan will be reviewed

13 Rights of the Child

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- 13.1 At all times, the rights of children must be respected and effective communication, relevant to individual needs and developmental stage, must be used to convey important information to them. More information on children's rights is available on the Council Orb.
- 13.2 In situations where it is agreed appropriate for staff to have planned physical contact with learners, it is crucial that staff ensure contact is solely in response to the learner's needs at the time, is of limited duration and is appropriate to their:
- Additional support needs / disability
 - Age and maturity
 - Stage of development
 - Ethnicity/cultural background
- 13.3 If at any time a child demonstrates verbally or otherwise that they are not comfortable with physical contact, staff should respect this unless to do so puts the child or others at risk (please refer to section 16).
- 13.4 Adults must always treat all children who require intimate care respectfully; their welfare, safety and dignity is of paramount importance.
- 13.5 Where feasible, staff should seek the child's permission before initiating contact and should listen, observe and take note of the child's reaction or feelings and – so far as is possible – use a level of contact which is acceptable to the child for the minimum time necessary.

14 Staff Accountability

- 14.1 Staff should use their professional judgement at all times and act within the parameters of the working practices and protocols agreed within their own establishment.
- 14.2 Staff must ensure that physical contact with children is age and capacity appropriate, only occurs in ways appropriate to their professional role and is for as short a timescale as possible
- 14.3 Whilst any form of physical contact that a reasonable person would judge to be a conscious, self-aware, reasonable and justifiable act is acceptable, leadership teams must establish clear physical contact guidance related to their own setting to ensure all staff are aware of council practice and procedures.
- 14.4 If physical contact could be misinterpreted, the incident and circumstances should be recorded as soon as possible and be made readily available for future reference if required.

15 Principles for Best Practice

- 15.1 Contact should be for the minimum time necessary to complete the activity and take place wherever possible in an open environment. Staff should remain sensitive to any discomfort expressed verbally or non-verbally.
- 15.2 Staff should support individuals to achieve the highest level of autonomy possible, given their age and abilities, by encouraging them to do as much for themselves as they can.
- 15.3 Staff must always be prepared to explain their actions and accept all physical contact must be open to scrutiny in order to ensure safety for all.

16 Physical Intervention to Prevent Harm

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16.1 Physical Intervention is a term used to describe a range of approaches which are used with the intention of preventing a child or young person causing harm to themselves or others, by physically intervening to restrict their movement. This includes:

- The use of 'reasonable force' to prevent injury to self or others
- Guiding an individual away from a potentially harmful situation
- Mechanical restraints (e.g. wheelchair straps) except those used during the course of usual activities or transportation
- Crisis and Aggression Limitation and Management (CALM) restraint

Restrictive Physical intervention, is justifiable only when a child or young person is at risk of inflicting serious physical harm on themselves or another individual, for example;

- Holding a child back to prevent them running into traffic or climbing out a high window
- Preventing a child from eating a dangerous substance
- Reasonable measures to prevent a child injuring another child or adult

In some special schools, due to the frequency of incidents, staff are trained to used planned physical intervention in the form of CALM. This is not the case in mainstream schools or early years settings.

16.2 Physical intervention is never a legitimate first course of action to manage behaviour. All other agreed strategies must be employed prior to using physical intervention which should be used only as a last resort to prevent serious harm. Staff should anticipate and prevent difficulties by giving the child information, support and encouragement as described earlier in this document.

16.3 Despite appropriate strategies and supports being in place there will be rare occasions in which staff have to make decisions or take action in the child's best interests to prevent serious harm. Having established the positive relationships and learning environments described earlier in this procedure means that any necessary physical intervention is within the context of safety and trust. Staff can therefore maintain communication to clearly and quickly explain the reason for physical intervention to the child during and after any incident.

16.4 The law requires that physical intervention should always be a last resort and used only when every other approach to de-escalate a situation has been attempted. The rights of children must be a key consideration when restrictive physical intervention is being considered.

16.5 However, all staff also have a duty of care to prevent children, themselves and others from serious harm. All staff are expected to take reasonable action to prevent serious harm. It is therefore essential that all staff understand both the legal justification for physical intervention and their duty of care.

An example of when physical intervention would be legally justifiable is to prevent a child running in front of an oncoming car. An example of when it would not ordinary be legally justifiable would be to try and get them down from standing on a low and stable chair or table. Damage to property would only be considered a relevant justification for physical intervention when such damage presents a serious physical risk to the child, or another individual.

The legal justification for unplanned physical intervention is when;

There is evidence to indicate that the adult is acting to prevent serious harm

And

There is good reason to suggest they will be successful in preventing a greater harm

A key question that should be asked is;

Would a reasonable person judge this action to be a conscious, self-aware, reasonable and justifiable act in the circumstances?

16.6 Staff should ensure their actions are acceptable to the child, however, immediate instances may occur where there is not opportunity or time to seek agreement from a child or where a child lacks capacity to understand the risk of harm or danger. For example, when the behaviour presented is so extreme and/or the degree to which a child is putting him/herself or others at risk is judged likely to cause significant harm

16.7 When physical intervention is an appropriate and justifiable course of action staff should ensure that they;

- use the minimal amount of physical intervention required to prevent significant harm and ensure safety eg. if leading by the hand is likely to be successful it would not be justifiable to hold the child
- use physical intervention for the shortest period of time possible

16.8 It is the responsibility of the Headteacher to ensure that staff have access to the required training and are following correct procedures with regard to de-escalation strategies and, in special schools and classes, CALM approaches.

16.9 All staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions; any incident with this potential must be reported and recorded.

17 Establishment Systems and Supports

17.1 Appendix 3 provides checklists for immediate actions in relation to incidents that have required either physical intervention or the child to be isolated from their peers for a period due to an escalating situation. This includes communication with parents at the earliest opportunity on the day the incident has occurred.

17.2 Staff must work and be seen to work in an open and transparent way and discuss and/or take advice promptly from an appropriate member of their leadership team over any situation which may give rise to concern. The establishment leadership team should clearly document and where appropriate investigate any situation that may give rise to concern.

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- 17.3 Staff have a duty to take action to prevent harm but also to include the individual in developmentally appropriate post incident debriefing and where possible restorative approaches.
- 17.4 In situations where physical intervention has been used to prevent serious harm learning communities must refer to the procedure Managing and Reducing Risk to implement a plan to appropriately manage and reduce future risk.
- 17.5 Staff in mainstream City of Edinburgh schools and early years settings are not trained to implement planned physical intervention to support and manage challenging behaviour (for example CALM). Planned restrictive physical intervention is therefore not permitted and alternative approaches should be agreed between the family and the team around the child through the GIRFEC child planning process.

18 Duty of Care

- 18.1 There is a duty of care:
- For all staff to ensure the health and safety of children wherever practicable
 - For leadership teams to protect the health, safety and welfare of staff and other people who might be affected; employers must do whatever is reasonably practicable to achieve this
- 18.2 Duty of care means that staff have a responsibility to intervene using the least intrusive practicable means as a reasonable and proportionate response to a child's actions or threats. This is in circumstances to prevent an unacceptable risk of serious harm to the individual or others
- 18.3 If staff need to use physical intervention, they must be guided by the principle of '**reasonable force**'; using an amount of force in proportion to the circumstances, with as little force as is necessary in order to maintain safety and for as short a period as necessary.
- 18.4 Ordinarily this will be in specialist settings and involve the implementation of strategies and supports agreed through the child planning process. In exceptional circumstances staff in mainstream or specialist settings may need to take immediate action to prevent serious harm as described in section 16.
- 18.5 Even if the timescale is limited-staff must endeavour to consider all other options available before physical intervention to achieve any of the above goals. In all cases, it will be remembered that physical intervention may escalate the difficulty.
- 18.6 Safety is always a paramount concern and staff are not advised to use physical intervention if it is likely to put them at risk

19 Recording and Reporting Physical Incidents and Near Misses

- 19.1 All incidents of restrictive physical intervention to prevent harm must be recorded on the SHE portal along with incidents that cause harm or weapons in school (see procedure Managing and Reducing Risk). This includes instances where seclusion has been used to prevent harm.
- 19.2 Incidents of restrictive physical intervention to prevent harm should be reviewed weekly as part of Senior Leadership Team meetings.
- 19.3 Where incidents occur requiring recording and reporting in order to meet Health and Safety Executive (HSE), other legislative or Council requirements, they must be recorded via the SHE online portal which links to the Council's Health and Safety system.
- Further guidance is provided in the SHE guidance
 - *SEEMIS pastoral notes must also be used to record details that are relevant to the care and planning of individual pupils*

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19.4 If physical intervention has been used by a member of staff trained in CALM, a full record of the incident including CALM holds used and the debrief undertaken should be completed and stored securely within the pupil's PPR.

20 Support to Staff and Debriefing

20.1 Situations resulting in physical incidents or requiring physical intervention can be upsetting to all concerned and, on occasion, may result in injuries to children and staff. After incidents have subsided, all those present must be given emotional support and basic first aid treatment for any injuries and access to medical help arranged if required.

20.2 When appropriate all establishments should also refer to the council policy and toolkit regarding violence at work.

20.3 An important element of the support offered is post-incident debriefing. The debriefing process is supportive and allows for review and analysis of planned strategies and interventions, along with the proactive development of further support strategies to minimise the risk of future incidents.

20.4 Debriefing enables Senior Leadership Teams to:

- Respond to physical incidents in a structured and supportive manner, allowing those involved to reflect on the impact of the incident.
- Engage in a supportive conversation to clarify the issues that led to the incident occurring.
- Examine and reflect on the techniques used to de-escalate the situation.
- Collaboratively plan proactive strategies to minimise the risk of similar incidents occurring in future.
- Consider and address any necessary individual or establishment development or training needs
- Ensure appropriate supports for those directly effected
- Inform future risk management and reduction measures
- Agree appropriate restorative approaches

The debriefing meeting should be undertaken as soon as possible following an incident and should be offered to all involved.

20.5 The meeting should take place in a comfortable and confidential environment and should be conducted in a constructive and non-judgemental manner. It will usually be led by a member of the establishment's Senior Leadership Team. A written record of the meeting should be retained by the school and shared with the people involved.

20.6 The meeting should follow a format similar to that outlined below:

- a. Establish the facts
 - What were the circumstances leading up to the incident?
 - What happened?
 - Who was involved?
 - Which planned strategies were effective? Which were not?
- b. Allow the member of staff to discuss their feelings
 - How did they react?
 - How did they feel at the time?
 - How do they feel now?

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- On reflection, is there anything they would have done differently?
- What further supports do they need?

c. Allow reflection on strategies and supports for the learner:

- How might similar circumstances be avoided/prevented?
- What additional strategies would have been helpful in supporting this learner?

20.6 The debriefing process offers an important opportunity for safe and supported reflection. It is important to ensure any learning from this process feeds into Child Planning, Risk Management planning and whole school strategic work on predictable needs.

20.7 In addition to the debriefing meeting, staff may also benefit from the following supports:

- Arrange for staff to talk about the incident individually / in a group, with a member of staff who understands the likely impact; offer access to the Council's counselling service if required
- Appropriate time to ensure that wellbeing issues were assessed and any actions put in place to support staff
- Follow-up action after a period of time to ensure that staff affected have fully recovered and do not require any additional assistance or support
- Offering staff at risk from physical harm protective clothing e.g. arm/shin guards/hats
- Refer staff to the *Procedure for Protection against Infection with Blood-borne Viruses in all Children and Families Educational and Care Settings*, if required

20.8 Further advice and support regarding debriefing can be sought from Psychological Services.

20.9 In situations where the Headteacher has been directly involved they should notify and discuss this with their line manager. If they are unable to contact their line manager they can also access support from Psychological Services either through their link Psychologist or the service managers.

21. Investigations

The Headteacher or head of establishment should ensure investigation of the incident where appropriate to establish the facts and circumstances

This will help to assess the effect of particular measures, review requirements and need for new measures. Where a preventive strategy has been introduced in one area or aspect of a child's plan but not another, a comparison can be made to judge effectiveness.

Further assistance to aid the review process can be obtained from Communities and Families senior management / Psychological Services where necessary

22. Staff continuing professional development

- All staff should be offered the opportunity to review their professional development needs in relation to relationships, learning and behaviour through Communities and Families Induction and Performance, Review and Development (PRD)

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Some recommended resources include;

- Up, Up and Away and CIRCLE Inclusive learning and collaborative working resources
- CIRCLE CECIL e-learning
- Getting it Right for Every Child (GIRFEC) CECIL e-learning
- Promoting Positive Relationships for Learning and Positive Behaviour CECIL e-learning / blended learning (this training includes guidance on physical intervention)
- Sharepoint Inclusion Hub
<https://cityofedinburgheducation.sharepoint.com/sites/365CentralResources/inclusionhub/SitePages/Home.aspx>
- City of Edinburgh Council Pupil Support Guides
- Dix, P. (2017) *When the Adults Change Everything Changes*, Independent Thinking Press, Wales
- Hook, P. and Vass, A. (2011) *Behaviour Management Pocketbook 2nd Edition*, Teachers Pocketbooks, Hampshire
- Strathclyde Vulnerable Children Course <https://www.futurelearn.com/courses/vulnerable-children/0/steps/5876>

23. RESPONSIBILITIES

The senior managers for Schools and Lifelong Learning have responsibility for the maintenance and review of this procedure.

Establishment management teams are responsible for the implementation of this procedure within their learning community.

24. POLICY BASE

This policy has been developed to support the local authority to implement Scottish Government Guidance and best practice in relation to positive relationships:

- Included, Engaged, Involved 2 (2017) <https://www.gov.scot/publications/included-engaged-involved-part-2-positive-approach-preventing-managing-school/>
- Guidance on the Presumption to Provide Education in a Mainstream Setting (2019) <https://www.gov.scot/publications/guidance-presumption-provide-education-mainstream-setting/>
- Developing a Positive Whole School Ethos and Culture : relationships, learning and behaviour (2018) <https://www.gov.scot/publications/developing-positive-whole-school-ethos-culture-relationships-learning-behaviour/>

25. ASSOCIATED DOCUMENTS

Appendix 1 Guidance to Schools and Template Policy and Procedure

Appendix 2 De-escalation Techniques

Appendix 3 Supporting Pupils and Staff Following Physical Harm, Physical Intervention or Pupil Isolation from Peers to Prevent Harm

Appendix 4 Local Authority Inclusion Statement 2019

[Violence at Work - toolkit](#)

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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: Guidance to Schools and Policy and Procedure Template

City of Edinburgh Council, Communities and Families Department Guidance to Schools on Developing and Reviewing Your Relationships, Learning and Behaviour Policy and Procedure

This guidance has been prepared to help schools in Edinburgh develop their own 'Relationships, Learning , and Behaviour Policy and Procedure. It is based on the Communities and Families Department 'Relationships, Learning and Behaviour Procedure.

A number of conventions have been used in the text.

Text in which is underlined and in italics, gives ideas on content that you will likely wish to amend for your individual context.

Text which is not underlined or in italics, this is recommend text that must be included in your school policy and procedure with very minimal or no changes.

All establishments should also develop a one page summary of their policy and procedure as a day to day reference document for staff, ensure core consistencies and promote a common message and experience for all children.

Example Relationships, Learning and Behaviour Policy and Procedure

1. Purpose

This policy and procedure is based on City of Edinburgh Council policy and procedure and the views of staff, parents and pupils within our learning community.

In Edinburgh every child or young person irrespective of identity, background or ability is part of a resilient and positive learning community where they feel;
We belong,
We contribute,
We learn,
We are supported and we help others.⁷

Every child should feel secure; nurtured, valued, included and supported within our learning community. Our aim is that every child is present, participating, achieving and supported⁸.

This policy and procedure should help to establish and maintain positive relationships and mutual respect resulting in a positive learning community and a supportive and restorative ethos.

2. SCOPE

All staff in our learning community are covered by this policy and procedure. It encompasses:

- Whole school approaches
- Clear expectations
- Building skills
- Additional Support Needs
- Responding to (Di)stressed Behaviour
- Our Staged Approach to Positive Behaviour
- Professional Development

3. DEFINITIONS

Family: Describes those considered to be related to the child by birth, affinity, choice or close personal ties and who can be contributors to the wider care and wellbeing of the child.

Parent/s: Describes any person who has parental responsibilities and any person who has custody of a child, including foster carers and a parent who shares custody of a child.

Children's rights: are protected by the UN Convention of the Rights of the Child and the Children and Young People Act 2014. There is a shared understanding that these rights are unalienable entitlements which cannot be taken from children. These rights are not dependent on the child accepting certain responsibilities or on them feeling or behaving in a certain way. Children's rights will not be withdrawn as a consequence of behaviour.

Logical Consequence: This is a consequence which is directly linked to the behaviour or choice for example if a child has refused to complete work (appropriately set) they may have to work for part of break. A logical consequence is meaningful and links cause and effect, it is not a punishment.

⁷ Included, Engaged, Involved in Edinburgh Policy and Edinburgh Learns Inclusion Framework

⁸ Guidance on the Presumption to Provide Education in a Mainstream Setting (2019)

Natural Consequence: This is a consequence that is a natural result of a behaviour or choice for example if a toy is broken it can't be played with.

Further definitions can be added if appropriate from the City of Edinburgh Relationships, Learning and Behaviour procedure.

4. POLICY CONTENT

Every child and young person has the right to a high quality education. Positive relationships are fundamental to enable effective teaching and learning to take place. We have adopted the following key principles to create a caring, supportive, learning environment:

- an ethos that values positive, restorative and respectful relationships and promotes shared values
- an inclusive and safe learning environment which supports children and develops their skills and resilience enabling them to become responsible for their own behaviour
- recognising that all behaviour is communication and that understanding what is being communicated and the underlying needs is crucial for assessing and meeting children's needs and finding solutions.

There may be other principles identified by parents, staff and pupils of the school that complement those above. These must be in keeping with the City of Edinburgh Relationships, Learning and Behaviour procedure.

5. IMPLEMENTATION

Whole School Approach

Good organisation, lesson planning and preparation will help to create the right learning environment.⁹ Flexibility, choice and, where appropriate, differentiation will also help to support individual needs and promote positive relationships and behaviour.

However, even in these conditions, some children and young people will present with behaviour that challenges or is difficult to interpret. The school uses approaches and strategies which are designed to help prevent and de-escalate difficult situations and identify and support individual support needs.

We understand that everyone learns best when they feel good about themselves. Punishments can make children feel bad about themselves. This can hinder their ability to engage in their learning, including their behaviour.¹⁰ Positive approaches to support behaviour focusses on relationships, skills building, restoration and when appropriate logical or natural consequences appropriate to the child, rather than the implementation of punishments.

⁹ CEC CIRCLE / Up, Up and Away resources include tools for Inclusive Learning environments.

¹⁰ Education Scotland – [Parentzone Restorative Approaches](#)

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To achieve this positive ethos all staff are committed to;

- Relationships - Developing positive relationships and being positive role models
- Rights Respecting - Respecting and protecting the rights of all children
- Resilience building - Through identifying strengths and developing skills
- Restorative - Acting restoratively to prevent difficulties and repair relationships when difficulties do arise.

We want to engage directly with parents to foster and develop our positive ethos. To work together to maintain and support shared learning community values and excellent home/school communication. We want to work together to address, prevent and resolve any difficulties should they arise and to build on our strengths together.

Clear Expectations¹¹

We have a small number of easily remembered rules / values which everyone in our learning community knows. These are summarised in three¹² words / short phrases:

1. Ready
2. Respectful
3. Safe

These form the basis of all our conversations in relation to behavioural expectations. It is helpful if parents can also discuss these rules / values with their children if there has been an incident in school. The purpose of these conversations is to find solutions and develop skills that will prevent problems in the future.

Our values / rules and ethos are summarised in a one page visual¹¹ that is displayed throughout our building, shared with parents and discussed regularly.

Building Skills for Relationships

The school uses lessons and activities that contribute to positive relationships and behaviour and support children to build the skills they need to develop positive relationships, resilience, be rights respecting and act restoratively. This includes:

- Building Resilience Programme
- Cool, Calm and Connected
- Rights Respecting Schools
- Mentors in Violence Prevention (MVP)
- CIRCLE / Up, Up and Away resource

Additional Support Needs

¹¹ It is important that whether the term rule or value is used there is a small number of positively worded expectations as opposed to a list of do's and do not's.

¹² Dix, P. (2017) *When the Adults Change Everything Changes*, Independent Thinking Press, Wales

We provide support that meets children's needs and identifies **additional support needs** as early as possible in order to prevent further difficulties developing later. The needs of most children can be met in class however for a small number of children an individual child's plan will outline additional supports that should be put in place. This is co-ordinated with parents through a child planning meeting and may involve partner services like our Educational Psychologist or Additional Support for Learning Service link. The school uses the following targeted supports:

- A support base and / or behaviour support staff
- Key workers: a named person for specific children
- Link workers: e.g. home-school link workers, family support, pupil support officer
- Staff being available at critical times e.g. transitions, break times
- Nurture Groups
- Social Skills Groups

Responding to (Di)stressed Behaviour

The school recognises that supporting children and young people with their behaviour requires:

- acknowledgement that all behaviour is communication
- understanding how a child's needs and setting might impact on behaviour
- identifying any known **'triggers' and early warning signs**
- considering the environment, body language and speech in this process
- intervening early if warning signs are detected to prevent a situation from escalating

We explore and establish "what's happened" with children. To do this we listen to their response whether that is given verbally or expressed non-verbally and act appropriately. Once the reason and purpose for the child's behaviour is known we explore how we can develop appropriate support or adaptations to address the issue by promoting well-being, offering coping strategies and agreeing constructive solutions.

Our Staged Approach to Positive Behaviour

Positive Relationships and Encouragement

All staff focus on positive relationships by looking for opportunities to encourage learner skills, recognise effort and build on strengths. Positive relationships form a foundation that minimises difficulties occurring. This includes:

- Positive communication home through postcards or calls
- Time to share success with a key adult
- Sharing achievements with peers
- Supporting peers with a skill mastered

When a difficulty does occur we have a clear and consistent staged approach that all learners know and can predict:

- Reminder of rule / value and clear short instruction re: expectation
- Reminder of rule / value and short break from class activity to regain focus. Adult briefly 'checks' in with child before they return to activity
- Final reminder, supervised time working out with classroom e.g. in another classroom, with supportive adult or base, communication to home and time set for restorative conversation

When a challenging situation develops our main objective is to reduce the level of arousal or distress. The school uses De-escalation Techniques found in Appendix 2 of the Council's Relationships, Learning and Behaviour procedures. All physical intervention to prevent harm is strictly in accordance with the city of Edinburgh Relationships, Learning and Behaviour Procedure. If a child has been supported through physical

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intervention from an adult to prevent harm, parents will always be informed and this will be recorded in pastoral notes.

Professional Development

We support all staff to develop their skills to support relationships learning and behaviour, this includes but is not limited to:

- Use of the CIRCLE Inclusive Classroom resource / Early Years Up, Up and Away resource (online training available)
- Understanding and implementing Edinburgh's Getting it Right for Every Child approach (online training available)
- Implementing strategies outlined in the CEC procedure Relationships, Learning and Behaviour
- Promoting Positive Relationships for learning and behaviour (online training available)
- City of Edinburgh Council Nurture Training
- City of Edinburgh Council Autism Training

6. ROLES AND RESPONSIBILITIES

You should refer to the comprehensive list of responsibilities in the Included, Engaged, Involved in Edinburgh policy and Relationships, Learning and Behaviour procedure and briefly describe how these responsibilities are applied in your school.

The **headteacher** has overall responsibility for ensuring the effective implementation of this policy. In particular, the headteacher ensures that the concerns of pupils are elicited, listened to and appropriately addressed and that the provisions of 'Getting it Right for Every Child' are taken into account when working in partnership with children, families, and other professionals on issues of communication and behaviour. To do this they have.....

All staff are responsible for ensuring that the policy and procedures are followed. All staff encourage positive relationships and act as role models within our learning community.

Parents and families are regarded by the school as key partners who are asked to work in partnership with the school. Parents are expected to assist in maintaining positive relationships and support restorative approaches and high expectations for positive behaviour. Parents are invited to raise with the school any issues arising from the operation of the policy.

Learners participate in supporting this procedure and contribute to our positive school ethos. All learners know our school values / rules. Learners are supported to ensure that incidents of disruption, violence, bullying and any form of harassment are reported. The implementation of this procedure allows learners to understand the cause and effect of their behaviour.

7. EQUALITIES AND RIGHTS

All staff implementing these procedures have responsibilities under **The Equality Act 2010**. Having due regard for advancing equality includes;

- Removing or minimising disadvantages suffered by people due to their protected characteristics.
- Taking steps to meet the needs of people with protected characteristics where these are different from the needs of other people.
- Addressing and preventing discrimination arising from disability

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- Making reasonable adjustments in relation to the implications of a learner's additional support needs or disability and the impact this may have on their relationships and behaviour.
- Paying due regard to cultural factors that are relevant in ensuring that the school's ethos is inclusive.
- Implementing the local authority framework for preventing and responding to bullying.

CONCERNS, COMPLAINTS AND COMPLIMENTS: You should include reference to relevant documents with information on how parents and others can provide feedback or raise a concern/compliment.

8. RECORD KEEPING

Reflection, evaluation and de-briefing strategies

The school records any incidents of behaviour requiring significant support on the school database called SEEMIS. Details will include an interpretation of events by different parties (including the child), possible factors of settings, triggers, reasonable adjustments in place, an evaluation of how the incident was managed and 'lessons learned' to help prevent or better deal with a similar incident arising again.

Incidents that have resulted in physical harm or physical intervention being used to prevent harm are recorded on the council health and safety database (SHE portal).

The Senior Management Team reviews these records of incidents on a regular basis. Please find below a list of all Records, including completed forms that may be generated or amended by this procedure.

9. SELF EVALUATION AND REVIEW

You should include information about how you plan to communicate this policy and procedure to all stakeholders including parents and pupils. You should also include the means by which you will evaluate and review this document, how you will include parents and children in this process, and the date when this policy will be due to be reviewed.

10. RELATED DOCUMENTS

Scottish Government

- Standards in Scotland's Schools etc Act (2000)
- Included, Engaged, Involved 2 (2017)
- Guidance on the Presumption to Provide Education in a Mainstream Setting (2019)
- Developing a Positive Whole School Ethos and Culture: relationships, learning and behaviour (2018)
- Additional Support for Learning Act (2004) - amended 2009
- Parental Involvement Act 2006
- The Equality Act 2010
- UN Convention of the Rights of the Child
- Children and Young People Act 2014

City of Edinburgh Council

- Edinburgh Learns Framework: Inclusion (2019)
- Included, Engaged, Involved in Edinburgh Policy (2018)
- Relationships, Learning, Behaviour Procedure (2019)
- Managing and Reducing Risk Procedure (2019)
- Preventing and Responding to Bullying in Children and Young People (2019)
- City of Edinburgh Council Equalities and Rights Framework
www.edinburgh.gov.uk/downloads/file/9516/equality_diversity_and_rights_framework_2017-21

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School

List relevant school documents here.

Record Title	Location	Responsible Officer	Minimum Retention Period
Education Records	Education Establishments	Headteachers/Managers	As per records retention schedule
Examples: Behaviour Incident	Pastoral Notes of SEEMIS	Head Teacher	
Physical harm or physical intervention to prevent harm	SHE portal	Head Teacher	

Appendix Two: De-escalation Techniques

Physical

- Think about your position in the room – make sure you are closest to the door. But do not stand across the doorway to block someone's exit.
- Respect personal space by keeping your distance (up to 4x more than normal) and turn your body so that you are presenting at an angle to the other person.
- Be aware of your body language – try to present with a relaxed and non-threatening stance with your hands open and visible.
- Stand on the same side as their dominant hand (reducing the likelihood that they will try to grab or hit out)
- Make only intermittent eye contact – more than this is threatening
- Adopt a 'slow motion' mode to offset the natural tendency to match the other person's behaviour – i.e. talk slowly, walk slowly, move your hands slowly.
- Lower your voice and try to retain a warm and empathic tone
- Make sure your facial expression is congruent with what you say
- Remain calm
- Make use of familiar objects, sign language, emotion talk symbols, places of refuge and visual timetables as appropriate
- Where possible separate them from the others / or remove the audience
- Get everyone to sit down – sitting helps you to calm down

Communication

- Calm tone of voice - self-monitor pitch, pace and volume of voice
- Use simple short clear language and give extra time for the child to process
- Listen
- Use the young person's name
- Remember that all behaviour is communication
- Take into consideration preferred communication and communication needs eg. use of visuals and signing
- Ensure the dignity of all concerned. Try to offer the child a legitimate way out of the situation for example offering a controlled choice.
- Ask onlookers to ignore an escalating situation; in some circumstances requesting they leave the scene.
- Cue others to what to do 'Continue working on X I'll just be a moment or two'
- Ask 'What's happened'
- Give them a way out/offer 'time out' – "Would you like to take a break..?"
- Respond empathically - recognise the emotions and feelings that the child has by naming them.
- It can be useful to acknowledge distress or wonder aloud e.g. 'I can see you are really upset, I wonder if you are feeling frustrated'
- Tell them that it's ok to have these feelings.
- Separate the behaviour from the person
- Tell them that you want to hear what they have to say – "Help me to understand what you're saying to me"
- Reflect back to them – "Can I just check? I think what you're saying to me is that you are unhappy about.... Have I got that right?"
- Encourage them to reflect on the situation when calm, consider the impact on others and how to resolve the situation

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- Model and support problem-solving skills “What would help right now?” (This might only be possible once they have started to calm down)
- Offer praise where you can – “Well done! You’re doing really well to control yourself. Keep on taking deep breaths.”
- Soothing reassuring words can help the child to feel calmer

Personal attributes that will help

- Always show **warmth** and **positive regard** for children and young people
- Try to be **consistent** and **predictable**
- Be calm and reassuring , model respectful interactions
- Know your limits - don’t make promises you can’t keep and get help if you need it.

Feelings

Issues affecting the child / young person:

- All behaviour is a form of communication. The young person has something to communicate to you. Let them know that you want to listen to what they have to say and value them as an individual and their viewpoint. Make it clear that it is the way that they are communicating that is problematic and not them as a person.
- ‘Challenging behaviour’ often meets a need for the young person. For them it is a solution – a means to an end - and not a problem.
- Under stress, the young person’s survival response may dominate their actions.

Issues affecting you:

- In response to a potential threat your defence/survival system may also have been activated – your brain will be sending signals to you to fight, flight or freeze.
- The use of de-escalation techniques is therefore counter-intuitive. It goes against our natural instinct in a threatening situation.
- You must try to appear to be calm and in control of yourself and try to engage the ‘thinking’ part of your brain.

What’s not helpful?

Physical

Avoid

- Adopting a threatening stance or standing across the doorway to block someone’s exit
- Invading the young person’s space (unless you are moving towards them to restrain them)
- Compromising your own safety

Communication

Avoid

- Shouting, threatening, preaching, arguing etc.

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- Pointing or shaking your finger
- Continuing to discuss the 'issue' or to ask 'why did you do that'?
- Trying to 'win' or have the last word
- Interrupting e.g. "No, you listen to what I'm saying for a change..."
- Saying anything that might connect the young person to strong feelings of guilt or shame. This is not the time.
- Dealing with issues publicly where possible

Feelings

Avoid

- Telling them you know how they feel
- Dismissing their feelings
- Taking it personally. Even when comments or insults are directed at you, they are not really about you. Try not to respond to them and concentrate on calming the situation down.

Appendix 3 – Supporting Pupils and Staff during and Following the Need for Physical Intervention, physical harm or Pupil Isolation from Peers to prevent harm

Immediate Support to Pupil	
Follow strategies and procedures specific to the child or general principles of the establishment about staying with them or allowing them space	
Move the pupil to a calm environment or remove the danger/hazard, where possible and safe to do so	
Help them to calm down using agreed strategies; calming words or, where considered appropriate, touch	
See, ask and check whether the child is hurt; needs first aid or any other practical help e.g. offering a drink; seek medical help immediately if required	
Reassure through actions and what is said that the child knows staff still care for them and want to continue to help	
Decide who should work with the child and the amount of discussion/reflection reasonable to undertake; be aware the child may need time to fully regulate (even after they appear calm)	
Decide whether the child needs time away from the rest of the group or if the group needs time away from them	
Ensure agreed, local processes are followed by relevant staff to inform parents or carers of any incident that has involved their child; what happened and what the next steps will be.	
Following Immediate Supports	
Seek the view of the child at a developmentally appropriate level (consider the use of Emotion Talks, Talking Mats, Wellbeing Web, Solution Focussed Conversation)	
The head teacher should ensure investigation of the incident where appropriate to establish the <u>facts and circumstances</u>	
Investigate the <u>likely cause</u> of the incident e.g. was the child or young person: <ul style="list-style-type: none"> • Affected by the environment, routine, behaviour of others or other circumstances • Under stress • Frustrated by the inability to express feelings or to complete task • Angry with another child, staff or him/herself • Acting in self defence • Affected by family or personal circumstances • Missing support or adjustments • Bullied or provoked 	
Communicate what has happened to the parents of the child at the earliest opportunity on the day it has occurred	
If appropriate review Child’s Plan and / or Risk Management Plan	
Engage those involved in restorative approaches where appropriate	
Wider Pupil Supports	
Be aware of others who were in the room or immediate areas and how they felt / what they heard or saw – they may need explanations and calming	

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Procedure Title - Relationships, Learning and Behaviour**Procedure Number -**

Look after the needs of the other children or young people and work to get the group back together; provide appropriate explanations and reassurance	
Where appropriate, get back to planned activities but be open to the possibility of change. Try to honour commitment to other children so that an individual child's needs do not continue to take priority over all others	
Stay in tune with the mood of the group listening closely to what is being said and be sensitive to how the incident may have affected them	
Ensure agreed, timely, local processes are followed by relevant staff to inform parents or carers of any incident that has involved their child; what happened and what the next steps will be.	
If appropriate review Child's Plan and / or Risk Management / Safety Plan for individuals who have been most affected	
Engage those involved in restorative approaches where appropriate	
Relevant staff should conduct an internal review of the incident itself to consider investigation findings and identify the need for revised strategies including measures to reinforce positive behaviour, prevent or reduce the risk and level of intervention required to manage unavoidable risk in the future	

Support to Staff	
Inform the head teacher about the nature of any physical intervention (including seclusion) used to keep child or others safe	
Make sure no staff are physically hurt/need medical attention; take appropriate steps to help them deal with the current situation; check how they are feeling	
Ensure the incident has been recorded and reported in line with council procedures (SHE portal, pastoral notes and where appropriate critical incident form)	
Arrange a debriefing meeting - the head teacher should ensure that emotional support and practical information/guidance is offered automatically without an individual having to ask; they should be assured they will receive sympathetic and sensitive treatment and can express anxiety without fear of criticism	
Reassure staff of appropriate risk management and safety planning. Take care to avoid immediate comment on measures that will be taken	
Consider the impact on the relationship between staff and the child and give them the time, space, support and contact they need; to restore good relationships over time	
Engage those involved in restorative approaches where appropriate	
Examples of further staff support may include: <ul style="list-style-type: none">• Arrange for staff to talk about the incident individually / in a group, with a member of staff who understands the likely impact; offer access to the Council's counselling service if required• Appropriate time to ensure that wellbeing issues were assessed and any actions put in place to support staff	

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<ul style="list-style-type: none">• Follow-up action after a period of time to ensure that staff affected have fully recovered and do not require any additional assistance or support• Offering staff at risk from physical harm protective clothing e.g. arm/shin guards/hats• Refer staff to the Procedure for <i>Protection against infection and Blood-borne Viruses in all Children and Families Educational and Child Care Settings</i>, if required	
Headteachers can seek support and advice from Psychological Services	

Appendix 4 – Local Authority Inclusion Statement 2019



In Edinburgh children and young people are at the heart of our vision for the future.

As an inclusive community we work with parents, carers and, where appropriate, partner agencies to support all children and young people.

By working together, we help children and young people to develop understanding about relationships, respect, teamwork, honesty, fairness, patience, and compassion. We do this by offering interesting and relevant learning experiences, by providing our staff with the training and resources they need, and by working with the whole community to accept and care for one another. This isn't always easy, but we believe it is essential so that our children and young people understand the people they meet and learn how to work together to handle setbacks and difficult situations throughout their lives.

When children and young people experience adverse events or as a response to their additional support need, they let us know by reacting in different ways. This presents difficulties for those around them. By working together, by understanding the cause and working out solutions, we can find a way to solve or deal with a problem. If it takes time to get over a problem we will work with a child, young person, and their family to work out the best way forward. This may involve making adaptations and providing additional support or in exceptional circumstances identifying a change of environment.

We recognise that we all experience difficult times, and that everyone deserves the best possible care and support. In Edinburgh we support children and young people to learn in different ways according to their needs. As children and young people learn to read, write, and count some require more support than others do. This need for support arises for a variety of reasons learning difficulties, challenges with emotional regulation and social communication issues. We must meet the needs of all our students in a fair, compassionate, and proportionate way.

In considering how to support all children and young people reach their full potential it may not always be possible to arrive at a resolution all parties agree. However, we will listen to any parent, young person, child or member of staff and work together to resolve difficulties.

We are committed to do all we can to make Edinburgh an inclusive place to live and learn.

Alistair Gaw
Executive Director for Communities and Families



Appendix 5: Additional Guidance on Physical Contact for Early Years Settings

Early Learning and Childcare: Physical contact

Touch is often an important element in building positive relationships and a sense of security with very young children.

Intimate Care

In Early Learning and Childcare settings intimate care is regularly required. There is an expectation that each setting will have wet clothes/ nappy-changing procedure to ensure a consistent approach to intimate care from all members of the staff team. This procedure should include guidance on:

- Respect for children's dignity
- Developing children's independence throughout the process
- Supporting children's emotional wellbeing
- Demonstrating a positive model of physical interaction
- effective hygiene procedures

No child should be forced to change their clothes. If necessary, the family may need to be informed. For a few children, a written agreement of the steps to follow should be produced following discussion with the parents/carers.

Emotional wellbeing

Best practice includes ensuring there are opportunities for children to initiate close physical contact if they need it for reassurance, to communicate, or to enhance a learning experience; when sharing a story, for example. Some children will seek this level of reassurance regularly, some children will not be comfortable with this. It is appropriate for members of the staff team to respond warmly to children initiating contact. It is also appropriate for staff members to use physical contact to support children through moments of conflict or distress, if this is welcomed by the child. No child should be cuddled against their wishes. Members of staff need to know their children well and should observe each child closely to determine whether physical contact is an appropriate support for an individual child.

Lifting children

Babies

Babies need a high level of physical contact and interaction. Responsive care is fundamental to ensuring high quality provision. The adult is the caregiver and it is important that key staff members are identified to ensure consistency and warm attachments. [See Pre-birth to Three national guidance]

Young Children

Lifting young children should be considered carefully. There are physical risks to the staff member to consider, as well as previously noted considerations regarding independence and dignity for the child. There may be times when lifting a child is appropriate, if a child is hurt, for example. Professional judgement is required as to what is appropriate, and a whole-setting, consistent approach is recommended.

Education Children and Families Committee

10am Tuesday, 18 May 2021

Promoting Equality

Executive/routine
Wards
Council Commitments

1. Recommendations

- 1.1 The Education Children and Families Committee is asked to:
 - 1.1.1 Note the progress and work underway to promote equality, diversity and inclusion across City of Edinburgh schools and youth work, in all aspects of education and Lifelong Learning systems, procedures and practices.
 - 1.1.2 Approve the strengthened procedure for Preventing and Responding to Bullying and Prejudice amongst Children and Young People
 - 1.1.3 Approve the supplementary guidance on Tackling Racist Incidents and Creating an Anti-Racist Culture
 - 1.1.4 Agree next steps at 5.1 – 5.3
 - 1.1.5 Agree that updates on the work detailed in this report and the Action Plan are presented at every Committee until further notice.

Lorna French

Acting Head of Schools and Lifelong Learning

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Report

2. Executive Summary

- 2.1 This report provides a summary of progress in the Equality, Diversity and Inclusion Action Plan and outlines a number of new initiatives. Our work continues to involve primary, secondary and special schools, the ASL Service, Quality Improvement and Curriculum Service and Lifelong Learning (CLD).
- 2.1 This report describes work to raise awareness of discrimination and inequality. We reaffirm our commitment to confronting and addressing the harmful and deep-rooted problem of interpersonal and systemic racism and discrimination in all its forms.
- 2.2 The conclusions of the Investigation into Racism in Schools reflect work set out within the Equalities Action Plan and will be reported at each Committee cycle as part of this report.

3. Background

- 3.1 The current Equality, Diversity and Inclusion Action Plan was approved at Policy and Sustainability Committee in July 2020. The updated Action Plan can be found in Appendix 1.
- 3.2 Previous reports on equalities and inclusion and measures to improve the opportunities, experiences and outcomes for children and young people have been presented to the Education, Children and Families Committee, the last written report being presented at the October 2020 Committee:
(<https://democracy.edinburgh.gov.uk/documents/s27898/7.4%20Promoting%20Equality%20Full%20Committee.pdf>). A verbal update was given at the December 2020 Committee (https://edinburgh.public-tv/core/portal/webcast_interactive/533013/start_time/4443000).
- 3.3 This work sits within the Council-wide Diversity and Inclusion Strategy and overlaps in some area, e.g. Human Resources and cultural assets.
- 3.4 A report on the investigation into allegations of racism was presented at the March 2021 Committee
<https://democracy.edinburgh.gov.uk/documents/s32017/7.1%20Equalities%20-%20Investigation%20into%20Allegations%20of%20Racism.pdf>.

4. Main report

- 4.1 Communication and Engagement:** there is strong engagement across all sectors in Equalities work. This is being developed and sustained by a number of well-established and more recently-formed groups involving a range of Council officers, staff, partners and stakeholders: the Communities and Families Equalities Steering Group and subgroups, Parent Reference Group, school Equality Co-ordinator Network, and Staff Reference Group. At school level, pupil-led Equality groups are the key forum for making change happen and examples of their activity can be found in appendices 2 and 3 (The Best of Black History Month 2020 and The Best of LGBT History Month 2021). Pupil-led Equalities groups determine their own priorities and actions through self-evaluation and participation as outlined in our guidance 'Pupil Equalities Groups: guidance for schools' (Appendix 4) and using self-evaluation tools such as 'How Good is OUR School?'. This term we're running workshops to support schools further with strengthening and developing these groups.
- 4.2** The new Saroj Lal Award will be launched early in session 2021-22. The award, run by the Arts and Creative Learning Team, is designed to raise awareness of diversity and equality. Created in honour of Saroj Lal (1937-2020), a pioneering figure in race equality and social justice in Edinburgh and Scotland, the award aims to shine a light on the impact of prejudice and the potential to use art for positive change. Teachers will be asked to nominate pupils' art work under three categories and cash prizes will be made to a number of winners. All nominated artworks will be collated into a resource bank for schools and pupils to use to stimulate discussion and action. The City of Edinburgh Council award has been highlighted in recent media communications on two other awards which bear Saroj's name: the GTCS Saroj Lal Award for a Pioneering Spirit in Equality and Diversity; and the Moray House Saroj Lal Scholarship which will be awarded to an applicant accepted onto a PGDE Primary programme from a Black, Asian or Minority Ethnic (BAME) background. Further media communication is planned for the launch of the City of Edinburgh pupil award in August 2021.
- 4.3 Representation, recruitment and retention:** The scope of the planned consultation with our current BAME staff on their experience of working in Communities and Families has been widened to include Lifelong Learning youth workers and school librarians. A pre-consultation took place in March and the consultation period will be during the summer term. Findings will be reported at the October 2021 Committee.
- 4.4** Work is underway to strengthen recruitment processes to support increasing diversity. An inclusion statement now appears in all education post advertisements, we are preparing to pilot anonymised shortlisting and are actively identifying opportunities to use positive action measures. We have initiated a discussion with the BAME colleague network to explore mentoring for colleagues and young people as well as supporting potential applicants for posts in Communities and Families.

- 4.5** Planning is underway for joint work with Developing the Young Workforce (DYW), Skills Development Scotland (SDS) and Intercultural Youth Scotland to embed the Restless Natives programme in two schools: Tynecastle High School and St. Augustine's RC High School. The programme aims to help fulfil the objectives of the Young Person's Guarantee, ensuring that BAME young people receive equitable support to achieve a positive destination aligned with their ambitions and potential. The programme will also support school and SDS staff to better understand the cultural barriers facing young Black and People of Colour and their understanding of anti-racist practice in education. Further detail can be found in Appendix 5.
- 4.6 Teaching and Learning:** an Equalities Staff Reference group has been established, with representation across all sectors, from teachers, middle management and senior leaders and support from partners. The initial focus of this group is the curriculum. Through open and reflective professional dialogue, colleagues have begun to explore and work towards a shared understanding of the distinct concepts of a *diverse* and *decolonised* curriculum and to suggest creative ways to take this work forward, with depth and authenticity.
- 4.7** Ten primary classes will take part in the Heartstone Story Circle Project (<https://heartstonechandra.com/projects/heartstone-education-projects/anti-hate-crime/>) which uses stories alongside images from the past and present to explore the many facets of prejudice and intolerance. By looking at the origins of prejudiced behaviour, it helps children break away from learned behaviour and develop resilience. It explores identity, being proud of yourself and raises aspirations. There will be training and ongoing support for teachers involved. The project will begin with current P6 and P7 classes in the summer term and continue into P7 and S1. Participating schools are the St. Augustine's cluster, Craigour Park and Stenhouse primary schools.
- 4.8** Links are being established with a range of partners including Scotdec (<https://scotdec.org.uk/>), Intercultural Youth Scotland, Lisa Williams (Edinburgh Caribbean Association) and Pran Patel (<https://theteacherist.com/>), to ensure a sustained programme of individual and whole-school professional learning to support a diverse, decolonised and anti-racist curriculum. A summary overview of training can be found in Appendix 6.
- 4.9** Information, resources and good practice are shared across schools through the bi-monthly Equalities Newsletter for all staff – the March/April 2021 newsletter can be found in Appendix 7. In addition, two special issues 'Best of Black History Month 2020' and 'Best of LGBT History Month 2021' have been produced to share the wide range of activities which took place across primary and secondary schools in October and February – see appendices 2 and 3.

4.10 A number of schools have set up staff Equality reading groups and we are working with partners to produce a series of recommended reading lists to support these groups.

4.11 Health and Wellbeing: the strengthened procedure on Preventing and Responding to Bullying and Prejudice amongst Children and Young People (Appendix 8) and supplementary guidance on Tackling Racist Incidents and Creating an Anti-Racist Culture (Appendix 9) is being implemented in all schools. Training to support the implementation is detailed below.

Training	Participants	Date
Respectme: Bullying is Never Acceptable	Equality Co-ordinators	Nov. 2019 – Feb. 2020
Follow-up training on strengthened procedure with a focus on tackling racist incidents, creating an anti-racist culture and hate crime.	Equality Co-ordinators	Nov/Dec. 2021
Respectme: Bullying is Never Acceptable	PSAs	Jan. 2021
Respectme training for parents/carers	Parents and Carers	May 2021

4.12 Bullying and prejudice incidents data continues to be monitored closely and a complete summary of the most recent figures is found in Appendix 10. The data for 2019-20 and 2020-21 are not representative of a full school year due to periods of school closure.

4.13 For the current school session to April 2021, in both primary and secondary, the highest proportion of prejudice-based incidents are those based on race - 21% and 28% respectively. In primary, incidents based on additional support needs account for 9% and those based on sexual orientation account for 3%. Other recorded incidents were based on body image, care experience, mental health, sexism and gender, gender identity or trans identity, and religion or belief. In secondary, incidents based on body image account for 15%, those based on sexual orientation 6% and those on sexism and gender, 4%. Other recorded incidents were based on additional support needs, disability, socio-economic prejudice, gender identity or trans identity, asylum seeker or refugee status and mental health.

4.14 We will continue to monitor bullying and prejudice incidents at authority level on a termly basis and use this data to evaluate against outcomes and to inform planning for Equalities and Health and Wellbeing.

4.15 LGBT Youth Scotland is funded to take forward the LGBT Charter across Edinburgh secondary schools over the next three years. We encourage all secondary and secondary special schools to take advantage of this grant-funded support to promote

LGBT equality, as part of their wider Equalities work, over the three-year funding period. Schools can take this forward as an improvement priority in line with their wider school improvement planning, informed by self-evaluation. To date, 11 secondary schools and one special school have registered. In addition, 2 primary schools have registered independently for the Charter. We will report fully on this work at a future Committee.

4.16 The Investigation into Racism in Schools report drew conclusions on the following 4 themes: process, management, curriculum and culture. Actions in respect of each theme are shown below, cross referenced against work ongoing and reported through the Equality Diversity and Inclusion Action Plan. Actions not yet in train will be included in the revised Equalities Action Plan. Phase Two of the Self-Evaluation on Equalities will gather data on the impact of each action.

4.17 Table detailing Authority Actions following from Investigation into Racism in Schools

Theme	Authority Actions
Process	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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

5. Next Steps

- 5.1 Progress work as outlined in the Equality, Diversity and Inclusion Action Plan (Appendix 1), ensuring alignment with Children's Partnership members.
- 5.2 Progress additional initiatives as outlined in this report.
- 5.3 Discuss actions from Investigation into Racism in Schools with all Equalities Groups (staff, parent, Steering, youth)

6. Financial impact

- 6.1 Heartstone Story Circle Project – match funding £7500.

7. Stakeholder/Community Impact

- 7.1 The Communities and Families Equalities Steering Group has representation from schools, relevant partner agencies and parents. It will continue to engage with stakeholders in a range of ways, for example by inviting presentations and consulting reference groups. A parent reference group has been established. Engagement with pupils takes place principally at school level through school Pupil Equalities Groups.

8. Background Reading / External References

- 8.1 Included, Engaged and Involved (Education Scotland) 2018
- 8.2 City of Edinburgh Council: Included, Engaged and Involved – policy
- 8.3 City of Edinburgh Council: Preventing and Responding to Bullying and Prejudice Amongst Children and Young People – procedure
- 8.4 City of Edinburgh Council: Edinburgh Learns Framework for Inclusion
- 8.5 City of Edinburgh Council: Edinburgh Learns Framework for Health and Wellbeing

9. Appendices

- 9.1 Appendix 1 Communities and Families, Equality, Diversity and Inclusion Action Plan 2020-21
- 9.2 Appendix 2 The Best of Black History Month 2020
- 9.3 Appendix 3 The Best of LGBT History Month 2021
- 9.4 Appendix 4 Pupil Equalities Groups: guidance for schools
- 9.5 Appendix 5 Restless Natives in Schools: initial outline for schools
- 9.6 Appendix 6 Overview of Equalities, anti-racism and curriculum training
- 9.7 Appendix 7 Equalities Newsletter March/April 2021
- 9.8 Appendix 8 Procedure: Preventing and Responding to Bullying and Prejudice amongst Children and Young People

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

<ul style="list-style-type: none"> BME / black history and culture across all curricular areas in primary school education through youth work 	<ul style="list-style-type: none"> Carry out formal audit of Black History across BGE and Senior Phase Identify ways to support the teaching and learning of Community/Heritage Languages as L3 (1+2 Language Strategy) Language Ambassadors Programme and Young Interpreters Scheme: obtain baseline information and agree a target number of participating schools 	Practitioners Local Authority Local Authority	November 2020 August 2020 November 2020	<ul style="list-style-type: none"> See Inclusive Curriculum working group above Work on resources for L3 ongoing. Longer-term work with SCILT and e-sgoil initiated.
3. Health and Wellbeing Anti-bullying. Implementation of revised procedure.	<ul style="list-style-type: none"> Engagement with Parent Council Locality groups Professional Learning: Respect for All training for Equality Co-ordinators Strengthen section of procedure on reporting, investigation and follow-up of incidents, with particular ref. to prejudice-based bullying and racist incidents. [R] Professional Learning: Follow-up training on recording, prejudiced-based bullying, dealing with racist incidents, hate crime [R] All schools establish/re-constitute pupil-led Equalities Groups [R] 3 secondary schools pilot IYS Race Ambassadors programme Respect for All training for Parents-Carers Professional Learning: Respect for All training for PSAs Analyse recorded bullying incidents data by protected characteristics [R] 	Parents & Carers Partners Learners, Partners, Local Authority School leaders Learners Partners Parents & carers Support staff Local Authority, School leaders Local Authority	February 2020 March 2020 August 2020 December 2020 December 2020 Aug. 2020-June 2021 December 2020 June 2021 Aug. 2020, Jan. & August 2021	<ul style="list-style-type: none"> Completed 5 of 6 sessions delivered to March 2020. Online learning modules now available covering same content. Revised procedure and supplementary guidance on tackling racist incidents issued to schools November 2020. Ongoing support for implementation. 4 sessions delivered Nov/Dec. 2020 Included in HT Race Equality training April/May 2021 Guidance to support issued September 2020 Sharing practice workshops April/May 2021 Initial participating schools: Liberton HS, the Royal High School. Review and planning for next phase in progress. Schools engaging with parents-carers to review local policy. Training May 2021. Delivered to 220+ PSAs on January in-service. Online learning modules available. Ongoing – termly.

<p>Youth Work</p> <p>Support for transgender young people</p>	<ul style="list-style-type: none"> • Carry out and analyse equalities survey of Council and third sector youth providers to inform actions. • Deliver training for anti-racist youth work • Revise Edinburgh guidance on supporting transgender young people after publication of revised national guidance (<i>publication delayed</i>) 	<p>Youth workers, Partners</p> <p>Teachers & practitioners, Partners</p>	<p>March 2020</p> <p>March 2021</p> <p>August 2021 (<i>provisional</i>)</p>	<ul style="list-style-type: none"> • Completed • <i>Revised national guidance not yet published.</i>
<p>4. Professional Learning See also Themes 1, 2 and 3.</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Page 130</p>	<ul style="list-style-type: none"> • core (required) Equalities training (online) for all school staff (leadership, teaching and non-teaching), CLD managers and youth workers • progress development of whole-school Equalities training (Learning & Development) • create database of recommended Equalities training (internal, third sector, other) 	<p>Teachers & practitioners</p> <p>Teachers, practitioners</p> <p>Partners</p>	<p>June 2021</p> <p>June 2021</p> <p>January 2021</p>	<ul style="list-style-type: none"> • Included in Working Time Agreement for teachers 2020-21. • See training overview. • In progress
<p>5. Adaptation and Renewal Edinburgh Learns for Life</p>	<ul style="list-style-type: none"> • planning for all themes gives due regard to equality including socio-economic disadvantage, sustainability and human rights [R] 	<p>Local Authority School leaders</p>	<p>June 2020 and ongoing</p>	<ul style="list-style-type: none"> • Ongoing. Equality, Equity and Inclusion are key themes in School Renewal Plans for 2021-22.
<p>6. Communication</p>	<ul style="list-style-type: none"> • Develop communication strategy <ul style="list-style-type: none"> ➤ For young people, by young people ➤ ELATE (Edinburgh Learns Magazine) 	<p>Local Authority Learners</p>		<ul style="list-style-type: none"> • Ongoing
<p>7. Self-evaluation</p>	<ul style="list-style-type: none"> • Create and implement a schedule for review of data by Equalities Steering group (incl. ownership) (e.g. attainment, bullying incidents, exclusions, pupil survey, employment) 	<p>Local Authority, School leaders, Partners</p>	<p>October 2020</p>	<ul style="list-style-type: none"> • Ongoing

Note

Updates are shown in blue font.

[R] indicates actions related to the recommendations from the investigation in allegations of racism.

EQUALITIES NEWSLETTER SPECIAL EDITION

The Best of BLACK HISTORY MONTH 2020

SHARING GOOD PRACTICE

Black History Month All Year Round!

“Black British history is not merely a theme for October, but started hundreds of years before Windrush and pre-dates European colonial enslavement....(it is important to) provide a contextual, globalised history that roots the Black British experience in histories of movement and migration - 365 days a year.”

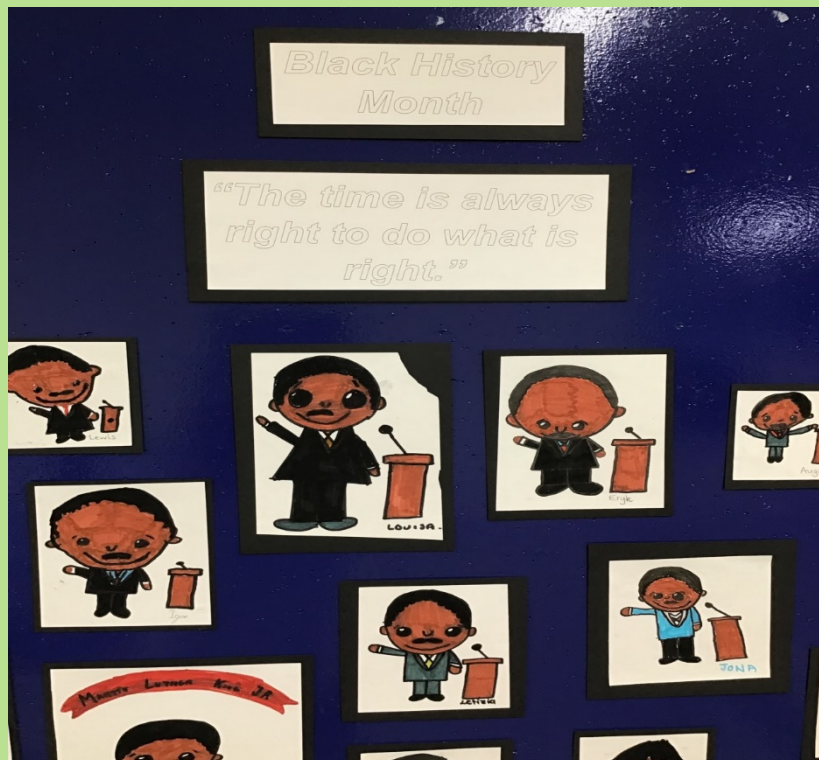
Adapted from ‘The Black Curriculum’ <https://theblackcurriculum.com/about>

This special edition includes some items of good practice, around Black History Month, which can be weaved into the curriculum, ensuring that it is inclusive in terms of anti- racist education all year round.



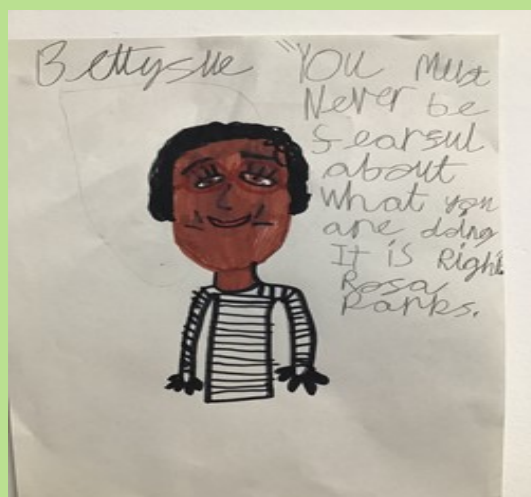
St Cuthbert's RC Primary School

During the month of October, Black History Month, St Cuthbert's school encouraged a whole school focus on human rights, equality and the celebration of famous and influential figures from black history. In P1, children listened to "Coming to England" by Floella Benjamin. This enabled the pupils to have conversations about families moving from other countries across the world to live in Britain and how we are so lucky to have a diverse and inclusive school. In the upper stages, the classes focused on the Windrush Generation, the Slave Trade and the roles of pioneering civil rights activists, such as Martin Luther King Jr and Rosa Parks.



"The time is always right to do what is right."

Pupils across the school have been inspired to talk openly about equality and fairness alongside the need to treat everyone with respect, irrespective of race.



Forrester High School

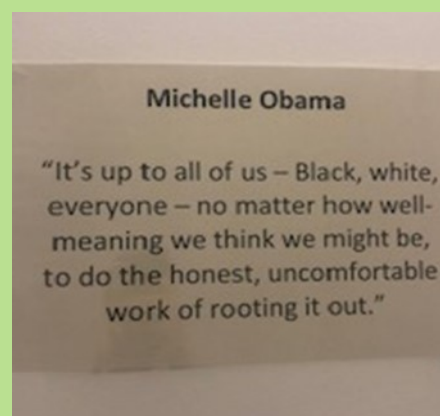
Black History Month: Equalities Group and Black Lives Matter

To celebrate Black History Month our Equalities Group focused on the global Black Lives Matter movement. Our notice boards at the front of the school displayed pupils' stories (#saytheirstories), the story of George Floyd's death (#icantbreathe), the Black Lives Matter protest at Holyrood (#nojusticenopeace) and the story of taking the knee (#taketheknee).



We included a QR code that linked directly to the BLM website and displayed the hashtags, quotes and the QR code around the school. Our plan advising not to scan worked!

QR code, hashtags and quotes



Forrester High School

For #saytheirstories the English department focused on 'Diversity and Discrimination'. We looked at who we are, who other people think we are, how we fit into society, embracing diversity and difference, while exploring different forms of discrimination and marginalisation. Tying it in to respect for our peers and our school. They also had their own BLM board! In Social Education pupils have been watching the documentary 'Black and Scottish' and S5 have just completed an intensive block on tackling prejudice and discrimination. In lessons we explored where prejudice starts and how this can lead to discrimination, inequalities and violence. We explored our own unconscious bias and discussed what white privilege means and the impact that it has.

We displayed flags round the school, sold badges to staff and pupils and encouraged staff to use images on their signature strips in emails to promote the celebration.



Badges, signature strips images and flags

Forrester High School

S6 Pupil Equalities Group

Our S6 Equalities pupils created a powerful and empowering video for all our pupils to see and to help promote dress down in red to support Show Racism the Red Card on Friday 16th October and to reiterate the message around the school.



<https://web.microsoftstream.com/video/743e7305-9151-47cb-addd-6efdc1715a18>



The last week of October we are showing another video and getting feedback from Daily Morning Tutor groups about what we have learned during Black History Month!

Newcraighall Primary School

Show Racism The Red Card Virtual Workshop Series

P7 at Newcraighall Primary School were the first class in Scotland to take part in the 'Show Racism The Red Card' Virtual Workshop series. Class teacher, Sophia Field, explains further...

Primary Seven were very excited to be the first class in Scotland to take part in this session's Show Racism the Red Card virtual workshops. We have had two workshops so far and are looking forward to the final session on the 28th of October.

The first workshop focussed on what racism actually is and the four forms of abuse that can be endured by anyone who is a victim of racism. The children feel that they are now more aware of the groups of people who suffer from racism and how it affects their lives.

We also discussed the issue of stereotypes and how they can make us behave in a discriminatory way towards people we don't know. We learned about the stigma felt by the victims of stereotypes. The children were annoyed that a Scottish stereotype is that we all wear kilts, drink Irn Bru and eat haggis, when clearly, we don't. They were also frustrated that we are judged by people who don't know us!

In our second workshop, we covered issues relating to immigration. We discovered the reasons why people leave their country and move to another. We discussed the differences in status between refugees and asylum seekers and what that means for their quality of life in another country.

The children were surprised to learn that 40% of the world's refugees are children; that asylum seekers only get £5 per day to live on and that only 1% of all immigrants live in the UK. They feel that what they see and hear in the media suggests that asylum seekers 'take' a lot more from the country and that the UK has a much higher percentage of immigrants.

One of the activities was to decide what we would do if there was an 'alien arrival' at school in the next 5 minutes. We were surprised to discover that most of us viewed this as a negative thing and made plans to defend the classroom, hide or attack. We repeated this activity but with having 6 months to prepare and we had a similar response.

This highlighted to us that we were responding to a stereotype that the 'alien arrival' would result in a negative experience; without knowing anything about them. We also realised that even when we had months to prepare, most of us did not think to take passports or official documents with us when we decided to move away from the 'alien arrival'. This deepened our understanding of why asylum seekers find themselves in situations where they are left for years without rights in a country, simply because they cannot produce the documents required.

Firrhill High School

Black History Month initiatives in Partnership with the Rights Respecting Schools Group



Sarah Kerr, Pupil Support Leader at Firrhill High School, shares some of the initiatives that staff and learners at the school have been leading and participating in.

Pupil displays

Some of our Senior pupils decided to create a timeline display of important figures and events from UK Black History to go on our library windows at the entrance of the school. They have spent time researching and designing pop art style images including Mary Seacole, Dame Jocelyn Barrow and Stormzy. Some of our S4 pupils also re-created the fist symbol and helped to design some clear statements explaining Black Lives Matters, Black History Month, UNCRC Article 2 on Non-Discrimination and the controversy around All Lives Matter.

Classroom Subject Specialists

Teachers were invited to create classroom displays of subject specialists highlighting some of the amazing contributions Black and Minority Ethnic people have made to education.

Black Lives Matters pupil and staff video

A number of Firrhill pupils and staff got involved in creating, interviewing and making a video about the history of Black Lives Matters, and the lived experiences of people in our school community. We will be showing a film premiere of this in November.

Meet the Author – S2 History event

Mr Rory Murray in our Support for Learning team arranged for one of our S2 History classes to do a virtual Q&A 'Meet the Author' session. They hosted Mr Nelson Mundell over 'Teams' and conducted a Q&A on his award winning non-fiction graphic novel 'Freedom Bound' on slaves who were brought back to Scotland and had escaped. S2 had read the book as they are currently studying the Atlantic Slave Trade.

Firrhill High School

Black History Month book and media display

A number of pupils and our school librarian Declan McCann designed a Black History Month PowerPoint display and selected a range of BAME related literature displayed in our school concourse area.

Microaggressions and non-discrimination PSE lessons

A group of S4 pupils contributed to designing a PSE lesson for all year groups on 'microaggressions' and explaining to other students the day-to-day examples of language that can discriminate and cause hurt to others. All of our S5 PSE classes also took part in a lesson from UNICEF on UNCRC Article 2: Non-Discrimination.

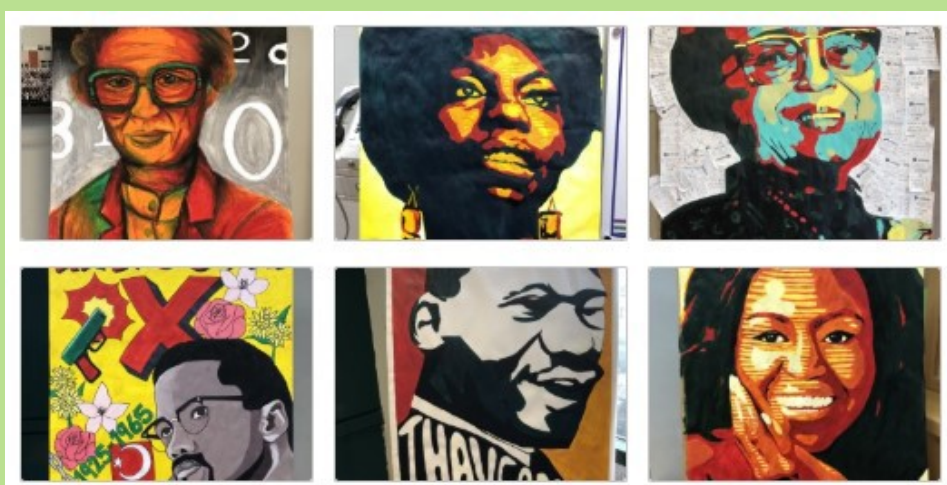
BAME staff working group

Ms Simone Kupisz in our Maths department has recently set up a BAME staff working group and is currently working with the group on initial thoughts on how this can be taken forward over the next few months.

Work across the curriculum

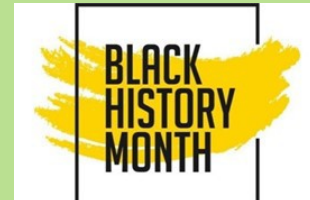
There have been lots of examples shared from the Firrhill English department showing how they have integrated novels, poetry and other activities to increase awareness of BAME writers and poets. This is an ongoing activity and we are using Black History Month as the starting point of this piece of planning. Similarly the Firrhill Social Subjects team have been promoting Black History Month resources on their Twitter and Instagram accounts as well as through a range of lessons.

Artwork Created by Advanced Higher Art Students for Black History Month



Drummond High School

October is Black History Month, and Drummond Community High School celebrated it in several ways. Black History Month is a celebration of black culture, traditions and history. As an incredibly diverse school, we value equality, inclusion and all different cultures. To celebrate this diversity, the leadership class of 2021 arranged several events and ways to open the discussion about racism and multicultural communities.

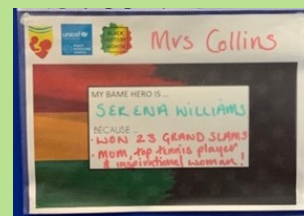
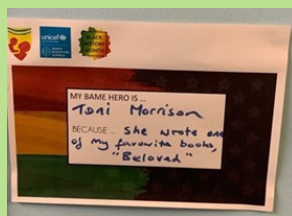


The class have an ongoing Peer Education Project in partnership with Didem Kaner from ELREC (Edinburgh & Lothians Regional Equality Council). We have regular virtual lessons from Didem on issues surrounding equality, such as racism. After our training with Didem, we would like to offer Peer Education workshops to targeted year groups in our school building on the Upstander/Bystander work from last year's Leadership class, as we are aware that tackling racism is an ongoing issue and does not stop after 'Black History Month'.

On 15th October, the leadership class held a dress down day to raise funds for 'Show Racism the Red Card'. This day was to show our support for the organisation and what they stand for. We encouraged all students to wear a piece of red clothing or a red accessory, to show that the school actively opposes racism and that it is not welcome in our school. We also took photos of various staff holding the organisation's slogan to show their support.

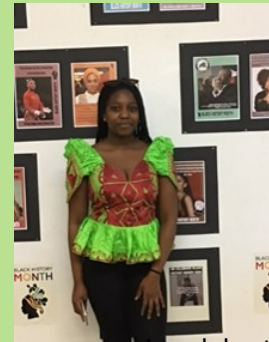


Staff across the school also have posters on their classroom doors letting students know their BAME heroes and why they are their heroes. This is to show our young people that there are as many black and ethnic minority role models that deserve recognition.



On 16th October, we held a 'Diversity Day' to celebrate the multicultural school we are. Each student was encouraged to bring in an item that represented their culture and identity. This helped to open the conversation about diversity in Drummond, and let the students learn all about the different cultures of their peers. By having this conversation, young people had a chance to share their cultures and feel proud of their identity in the school community.

Drummond High School



The leadership class also hung various flags of the world in the school's concourse, in celebration of our community and the many different nationalities that are part of it. By hanging the flags in a communal area, it allows for our students to see representations of their countries, and it simultaneously allows for young people to have discussions with their peers about their heritage.

The class also placed 'confidential drop-in boxes' in various areas across the school. These boxes are for young people to write down their experiences with racism or how the school can improve on tackling racism, with the promise of anonymity.



The leadership class organised a poster competition for BGE students. They submitted posters they had designed in support of our efforts as a school to tackle racism. The winner was second-year student Priya Khan, who created a moving and powerful poster with the slogan – We are all different but in unity. The poster has been copied and displayed throughout the school.

We also held an Anti-Racism video competition of a similar nature. The competition was for senior students. The winner was fifth-year student Omar James, who produced an anti-racism video that was incredibly powerful and impactful. It featured several Drummond students talking about the various racial slurs used against people, and the negative impact that they have. The video

was shown to all students across the school to highlight the issue of racism and to further educate our students therefore promoting an active anti-racist culture.

The Leadership Class 2021

Drummond Community High School

October 2021



St Mary's (Edinburgh) RC Primary School

Black History Month library display by PSA Lisa Haniff



Our virtual library display for Black History Month, highlights the contribution and achievements of black people past and present. The theme this year is **Inspirational Black Women**.

↓ EMBRACING OUR SHARED HISTORY

FICTION

- Betsey Bigalow Detective *Malorie Blackman* (AR 3.5)
- Ghost* Jason Reynolds (AR 4.6)
- Battle of the Cyborg Cat Ade Adepitan (AR 4.7)
- High Rise Mystery Sharna Jackson (AR 3.5)
- Ghost Boys Jewell Parker Rhodes (AR 3.0 (7 up))
- A Medal for Leroy Michael Morpurgo (AR 5.1)

NON FICTION

- Benjamin Zephaniah: My Story
- Traditions from the Caribbean Paul Dash
- Young Gifted and Black Jamia Wilson
- Black & British David Olusoga

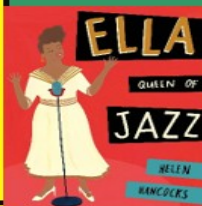
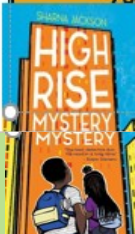


INSPIRATIONAL WOMEN

- Ballerina Dreams Michaela De Prince (AR 4.1)
- Oprah Winfrey Gary Jeffrey (AR 4.9)
- Ella Queen of Jazz Helen Hancocks (AR 3.0)
- Michelle Obama Robin Doak (AR 6.1)
- Rosa Parks Kitson Jazyuka (AR 4.2)
- Great Women Who Changed the World (AR 5.7)
- Great Women Who Made History (AR 6.8)
- For the Right to Learn Malala Yousafzai (AR 4.9)

PICTURE BOOKS

- My Hair Hannah Lee (AR 3.3)
- Julian is a Mermaid (AR 0.8)
- Amazing Grace Mary Hoffman (AR 3.5)
- My Big Brother JJ Odette Elliot (AR 2.3)
- Look Up Nathan Bryon (AR 3.5)
- Lubna & Pebble Wendy Meddour (AR 1.9)



QUICK READS

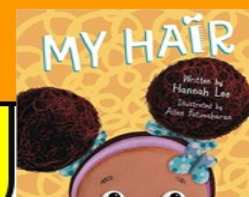
- Hostage (AR 2.9)
- Queen Nzinga (AR 3.7)
- Arctic Hero (AR 5.7)
- Ballet Breakdown (AR 3.7)
- Misty Copeland Ballet Star

LEADERS & ACTIVISTS

- Nelson Mandela (AR 4.3)
- Martin Luther King
- The Long Walk to Freedom
- Barack Obama (AR 5.9)
- The Freeing of Nelson Mandela (AR 8.7)

SPORTING HEROES

- Lukaku (AR 4.9)
- Pogba (AR 5.5)
- Bolt
- Olympic Heroes (AR 3.9)



EQUALITIES NEWSLETTER SPECIAL EDITION

The Best of LGBT HISTORY MONTH 2021

SHARING GOOD PRACTICE

LGBT History Month!

LGBT+ History Month is a month-long annual celebration of lesbian, gay, bisexual trans, and non-binary history, including the history of LGBT+ rights and related civil rights movements. In the United Kingdom it is celebrated in February each year, to coincide with the 2003 abolition of Section 28.

LGBT+ History Month was initiated in the UK by Schools Out UK and first took place in February 2005. The event is intended to raise awareness of, and combat prejudice against, LGBT people and history.

We're delighted to bring you this special edition to share wonderful examples of how you celebrated LGBT History Month! Of course, so much can be woven into the curriculum, ensuring that it is inclusive and actively challenges prejudice all year round. Enjoy!



Edinburgh School Students Twitter Takeover

Project delivered by:

Julie Sutherland Forrester High School
Christine Babbs Liberton High School
Fiona Aleksandrowicz Boroughmuir High School
Steven Hume Craigmount High School

All project members are Lifelong Learning Development Leaders (schools)



When an opportunity arose for the school librarians and secondary pupils to takeover Edinburgh City Libraries Twitter (@TalesofOneCity) as part of LGBT+ History Month, we knew our students would leap at the chance to take part.

Students in every secondary school were given the chance to nominate their favourite LGBT+ identified 'Unsung Heroes' fictional character. The project group asked for nominations via an online form, and then we compiled a shortlist of ten. The words and sentiments our students had for the characters they chose was evident, their descriptions were both thoughtful and meaningful.

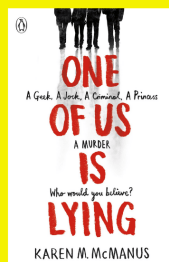
To give our takeover more momentum images of the books were created with the reasons behind each student's nomination. Tweets were crafted and many a conversation was had as to what emoji and hashtag to use!

The day of the takeover was a huge success, we saw some great interactions with schools across the country, book festivals and most importantly our students.

The images created will also be used in displays in Edinburgh school libraries when they reopen. This experience has left all contributors with a sense of achievement and we are on the lookout for more takeovers and collaborations!

Edinburgh School Students Twitter Takeover!

Celebrating Edinburgh school students favourite 'Hero' fiction characters for LGBT+ History Month Scotland 2021.



COOPER CLAY

FROM 'ONE OF US IS LYING' BY KAREN M. MCMANUS

His [Cooper's] journey is inspiring.

HOLLY
TYNECASTLE HIGH SCHOOL

Cooper is an unsung hero because he deals with bullies everyday and doesn't let it get in the way of his life. Even when he lost baseball scholarships after coming out as gay and then only had a few to choose from...

O
CRAIGMOUNT HIGH SCHOOL

He stays strong even when he's scared and confronted by the death of a friend and by homophobia from people he's close to.

L
BOROUGHMUIR HIGH SCHOOL



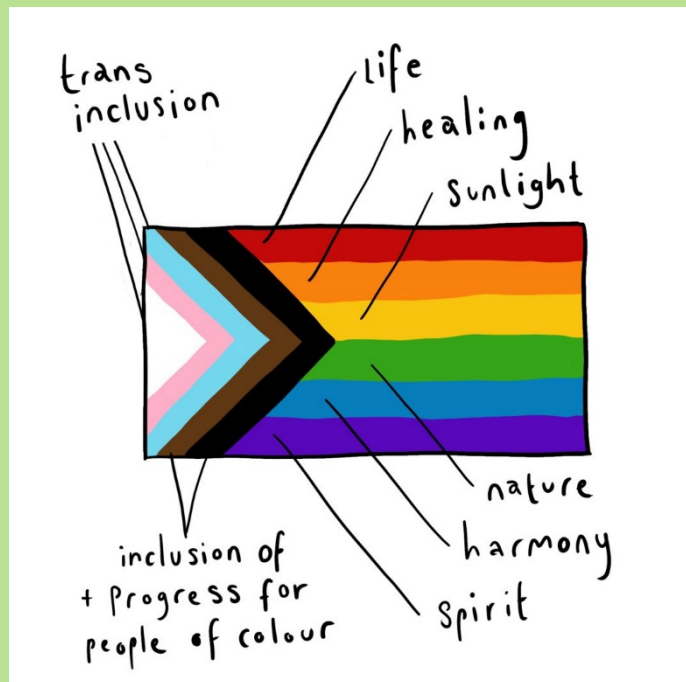
@LGBTHistoryScot
#EdinburghSchoolLibrarians

Portobello Library

Hannah from Portobello library developed content for LBGTHM for the library's Facebook page.

3 posts a week under the themes of LGBT+ Symbols, LGBT+ History, and LGBT+ Futures, with illustrations to run alongside some of the posts. As of 01/03/2021, the posts had garnered a total reach of 13k+ and 1.1k+ engagements on Facebook.

These posts were also shared on Twitter, so actual engagement will be higher. Her post about the Progress pride flag, and her post about Hamish Henderson, both had over 2k engagements. Her posts on Lavender Menace and the symbolism of flowers also had over 1k engagements each.



Her posts received following comments:

'Thank you Hannah & Spooky! I have learned loads more about the LGBT+ community and have appreciated the variety and detail of all the posts' and 'What a lovely read to wake up to', among others.

Her post about Val McDermid was retweeted by the author herself.

LGBT+ futures posts provided valuable signposting for service users. As a member of the community herself, Hannah reflected on the content of the posts to discuss LGBT+ resilience and unity; and encouraged readers that, (in her own words) ***'The future IS bright when we stand together'***.

Firrhill High School

Last year our pupils made some great posters celebrating LGBT heroes around school. This year, despite lockdown, at Firrhill we felt it was important to celebrate LGBT+ History Month in a way that reminded our pupils of our strong school community so we decided that making an upbeat and fun video would be the best way to do this. Our staff were asked to take a selfie with one of their LGBT+ heroes and these were collated and put to music. The result is an educational and uplifting showcase of our solidarity for the LGBT+ community. We shared this online with our staff and pupils.

Here's the link: <https://www.youtube.com/watch?v=RAe6j85a-PQ> (it starts with a short intro by DHT), 4 mins 09 secs



LGBTQI+ History of Scotland

2000: the Scottish Parliament repeals Section 28. Schools can now talk about LGBTI+ issues with pupils.

Mrs Kerr with champion swimmer Mark Foster



Mr Kerr with musician and producer SOPHIE

Modern Studies staff celebrate the work of dancer, choreographer and activist Alvin Ailey



We

celebrate

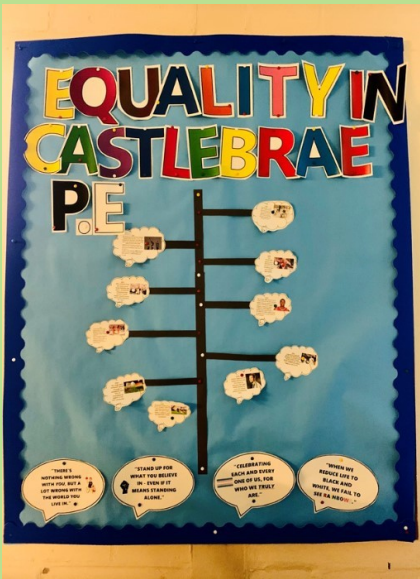
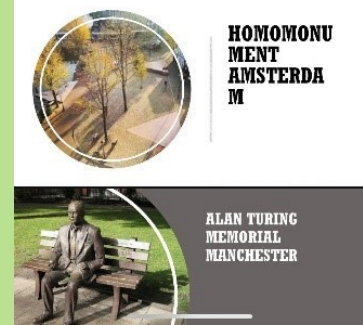
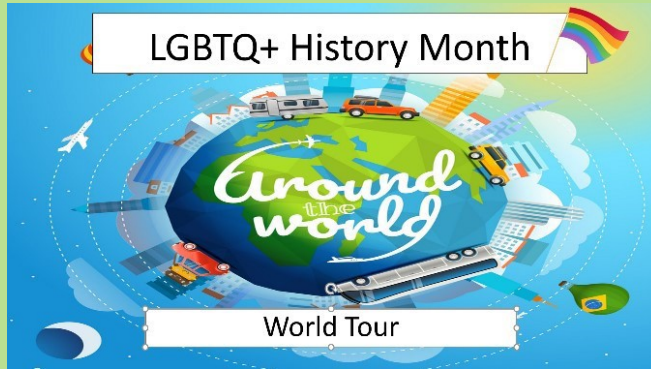
LGBTQI+

identities

Castlebrae Community High School

Our Castlebrae community celebrates and welcomes diversity and inclusion and this was abundantly clear throughout the month of February during LGBTQ+ History Month. To celebrate this year's theme of 'Unsung', staff at Castlebrae incorporated LGBTQ+ themes into their lessons or collapsed their usual curriculum to teach a block of lessons celebrating the LGBTQ+ community and their achievements. Remote learning required adaptations to our learning and teaching, so we even managed to combine our themes and lessons with new digital learning platforms, such as Padlet! Well done to all! #TeamCastlebrae. **Stewart Mackenzie**

Pupils were taken on a world tour of important LGBTQ+ monuments/ places using Google Maps.



PE created an equalities board

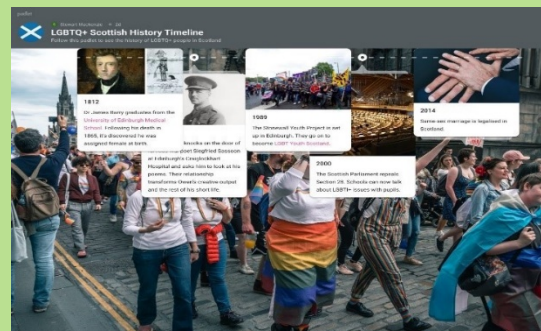


Modern Languages incorporated LGBTQ+ inclusive words into their vocab

The online tool Padlet was used to create a whole class project looking at Un-sung people of the LGBTQ+ community



The online tool Padlet was used to create a timeline tracing LGBTQ+ Scottish history.



Forrester High School

In February we celebrated LGBT+ History Month/Purple Friday

Lockdown did not stop us celebrating this month in true Forrester fashion. It's been a huge part of our calendar for many years and nothing could stop us! We celebrated 28 days on Twitter with a timeline over the decades – we shared some sad and some inspiring stories.

We sent out a powerful message on YouTube about the journey from Section 28 to where we stand today with inclusion in education and had over 450 views!

https://youtu.be/Vlum1G_njKo



From Section 28 to LGBT+ Inclusion

Our staff and seniors pledged their support as LGBT+ allies and everyone changed their Teams icons to represent the LGBT+ community.



LGBT+ Allies at Forrester



LGBT+ History Month lesson in Business Education

Our Business Education department celebrated with a lesson for all S1/S2 pupils. They learnt how businesses can support and raise awareness during LGBT+ History month – this included changing logos to rainbows and using same sex couples in advertising. The lesson also covered laws that protect the LGBT+ community.

Mr Nisbet in PE delivered an excellent lesson to his classes which included watching clips regarding homophobic abuse shouted at sporting events, what shocked them, what they learnt and about LGBT+ icons in the sporting world.



LGBT+ in Sports PE Lesson

Then we went all out for Purple Friday!



The Equalities Group Forrester High School

WHEC Community High School



Despite school closures and COVID restrictions, staff and pupils at WHEC still managed to celebrate and promote #PurpleFriday both in school with our HUB pupils and virtually with our pupils at home. Hub pupils in school designed and created their very own purple Torch to symbolise this year's #PassTheTorch theme and pupils at home were encouraged to design their own torch too.

Pupil support staff wore purple feather boas, hair scrunchies and even painted their nails purple, as can be seen in the photos.

WHEC is proud to support the LGBT community and as a school, demonstrated our passion for equality and our commitment to standing against hate and prejudice.





Leith Academy

LGBT History Month 2021

at Leith Academy



This year, as well as our celebration of LGBT History Month in classes and through communication with pupils, parents and partners – and our “Pass the Torch” staff video - our LGBT+ Council, led by one of our excellent S6 pupils, organised a live Teams panel discussion focussing on the themes of this year’s event. We were very lucky to have panel members from LGBT Youth Scotland and the Equalities Network joining our discussion; the panel also featured representatives from Women’s Aid and a mental health support group, plus an anti-racist campaigner. The discussion questions focussed on what it means to be an ally, the links between LGBTQ activism and Black Lives Matter activism, the unsung heroes of equalities activism and the challenges facing the LGBTQ community at present.

It was an excellent event and was hosted by a friend of the school - a gay journalist and author - who ensured the discussion was topical, engaging and informative for the audience of staff and pupils. We recorded the live event and shared it with all staff as part of our continuing focus on equalities training. It also linked nicely to our pupil-led equalities session for all staff, delivered by three of our current S6 pupils.

Ben Stewart, DHT and Equalities Coordinator

Leith Academy

Pupil-led Equalities Training for Leith Academy Staff 26.2.2021

Sal: Melisa, Julia and I gave a presentation to all members of staff last week and it was a great success with lots of positive feedback. Our plan was to give the teachers somewhat of a reality check that racism and prejudice are still prominent in and around the Leith area, and to make sure everyone would know how to handle a situation if it came up. We also spoke about tackling prejudice head-on to prevent situations coming up in the first place and we agreed this could be done with more attention to all the cultures we’re lucky to have at Leith Academy.

Melisa: The presentation was a great opportunity that was given to us to voice our opinions. One of the main points I was thinking about while preparing for it was: "how can we make the school a safer and more inclusive place?" Leith Academy isn't the perfect school, but we are working together towards making it even better; and the fact that as students we were shown that our voices mattered is a huge step towards that goal. That is why I am a proud student at Leith Academy.

By Sal Scott and Melisa Mba Nze, S6, Leith Academy

Castleview Primary School

In the month after signing up to the LGBT Youth Scotland schools charter, we kicked off our journey by celebrating LGBT+ History month. We did work with our pupils on what LGBT+ means and how to use these words in an appropriate way. These discussions opened up a safe space for pupils to talk about their own experiences and ask questions. The pupils researched LGBT+ inspirational icons and we shared these with our school family.

We marked Purple Friday by wearing purple and joining the Pass the Torch relay, by encouraging our staff and school community to nominate each other to take on a challenge.

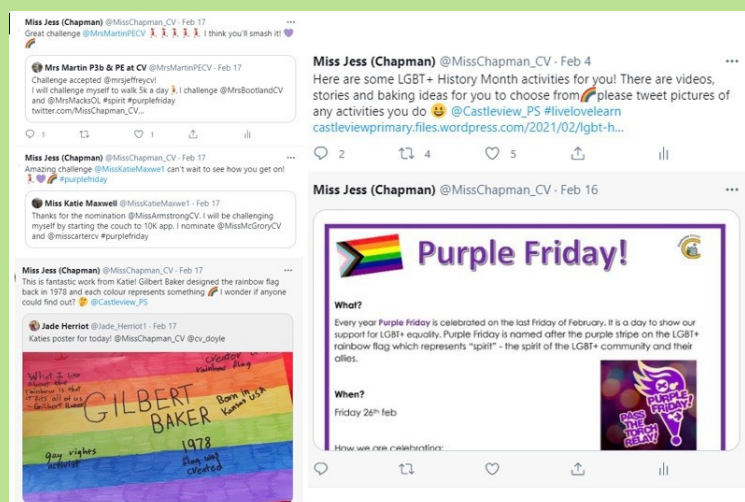
Our LGBT+ display board now sits by our entrance foyer and we have received some lovely comments from staff, visitors, parents and carers about it.



Quote from a member of our school family:

“As a member of the LGBT+ community, I felt that the topic of Equality and Diversity was not a part of school growing up. Being different was never addressed and it is so amazing to be part of the Castleview family who embrace and celebrate difference. I know this will have a positive impact on all pupils, whether they identify as LGBT+ or not.”

A collage of purple Friday staff challenge tweets and an example of a P7 pupil's work.



Jess Chapman—Attainment Teacher and Equalities Coordinator

Boroughmuir High School

All year we have gone without our weekly Gender Sexuality Alliance get togethers, losing important social contact for up to 40 regular attendees, as well as a key safe space within our school community. We have moved our group onto Teams to stay connected. We now post weekly PowerPoints celebrating the LGBT community and work to educate and inform ourselves about the parts we know less about. For LGBT History Month we took this idea and shared it with the whole school with a focus on International LGBT Laws and how they can differ across the world, as well as encouraging others to do their own research to find out what they can to stay informed. These were researched and made by students of our Gender Sexuality Alliance group and shared through our schools Year Group Teams pages in order to reach as many people as possible.

Boroughmuir High School Gender Sexuality Alliance



Image description 1: Each slide used flags to distinguish countries and gave descriptions of what their stance on LGBT issues were. In this case Indonesia, South Korea and Vietnam.



Image description 2: Different slides dealt with different countries and aspects or timelines of their laws.

Communities and Families Pupil Equalities Groups: Guidance for Schools

AIM

We are committed to equalities and the wellbeing and protection of children and young people from bullying and prejudice by others. We develop positive relationships with all members of our school communities and partnerships as part of our approach to Getting it Right for Every Child. Our aim is to create communities that allow children to be Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible and Included.

PURPOSE

This guidance is designed to support practitioners in setting up or reviewing pupil-led Equalities groups in all schools. It should be read alongside the Communities and Families Procedure on *'Preventing and Responding to Bullying Amongst Children and Young People'*.

The current guidance supports key stakeholders in their responsibilities, as outlined in the procedure.

Communities and Families is responsible for:

- *Supporting establishments to develop their own local policies and procedures to reflect local authority guidance and communicating this to staff, volunteers, children, young people, parents and carers.*

Heads of establishments are responsible for:

- *Encouraging all staff, volunteers, children, young people, parents and carers to express their concerns and views through robust consultation exercises.*
- *Communicating their local policy and procedure to staff, volunteers, children, young people, parents and carers.*
- *Identifying a designated senior manager as the Equalities Co-ordinator.*

All other Communities and Families staff are responsible for:

- *Building the capacity of children and young people to challenge prejudice and bullying behaviour.*

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

- *Promoting positive attitudes and relationships.*
- *Seeking support from others to report bullying, if they need it.*
- *Challenging bullying and prejudicial behaviour, if safe to do so.*

Parents and carers are expected to:

- *Work in partnership with staff to maintain the rules, regulations and expectations of the establishment.*

Several sources have been used in creating this guidance, including Respect Me, Stonewall and UNCRC (*see Resources section*). The guidance covers the following areas: Key Points to Consider; How does this group relate to other groups in the school?; Lead by Example; Hardly reached; A Child-Centred Approach; Let the Group Lead; The Tricky Bits; Support; Support and Resources.

Do you know the diversity of all your pupils?

Use data about your pupil cohort that will support this e.g. SEEMiS, EDICT.

Be mindful of protected characteristics and understand that for many, these may not be disclosed.

Use the resources and links provided to explore practical measures and support.

Pupil Equalities Groups Key points to consider

Strong relationships help conversations with individuals who could bring their knowledge and experiences to the group.

How do you ensure there is a broad and diverse representation of your school community?

Relevant priorities will encourage membership into the group.

Be sensitive to individual needs. Some pupils may not want to be representatives because of concerns about what may happen if they talk openly about their own identity or experiences.

What are the best resources to support the school and our context?

Use the authority procedure to ensure you are meeting all legal and legislative requirements.

Know who your relevant partners are within the community. Work together to ensure the group is valued and resources are in place.

Ask questions about pupils' own and others' experiences, providing them with the opportunity to respond anonymously if preferred.

How will we know where to begin?

Prepare to hear difficult answers and create a climate where everyone knows their different experiences will make things better by working together.

How does this group relate to other groups in the school?

Each school has its own context and may already have some pupil groups established. The Equalities Group will usually be an overarching group. When forming the Equalities Group, it is important to consider what other groups already exist within your school and how these existing groups may support the Equalities Group. For example, if you have an LGBT group and a Pupil Council already established in your school, it would be advisable to have members from those groups represented in the Equalities Group. This ensures a consistent message across all groups. On the other hand, you may not currently have associated groups and in this case the Equalities Group provides a platform to address the issues that are relevant to your school and community.

Lead by Example

Careful consideration and planning are needed to support this group. Members may be addressing difficult and contentious issues and so trust, agreed ground rules and appropriate supervision are important, especially when discussing sensitive situations. Adult members of the group have a duty of care to ensure that children and young people can speak to an adult if the issues the group is discussing cause upset or distress.

Create a Baseline

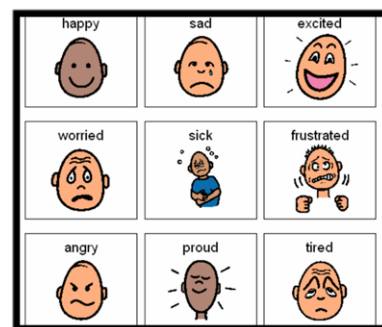
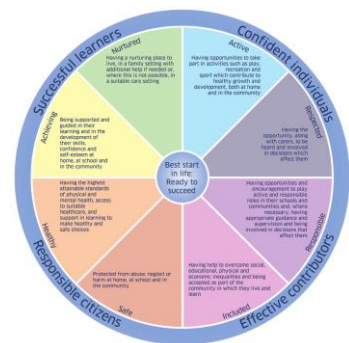
Creating a baseline of attitudes, feelings, values etc. provides the group with starting point to discuss and agree priorities. Various resources can support this e.g. How good is OUR school? (Part 2) challenge questions and the Getting it Right Wellbeing Wheel. When designing surveys, consider how you will be able to analyse the views of pupils with protected characteristics, including gender identities, as well as other groups including pupils with English as an Additional Language, young carers and pupils experiencing poverty.

Create the right Conditions

To get the best from your group members, it is important and good practice to ensure that they understand what participation within the group will look like and how each voice can be heard. This is an opportunity to explore Article 12 of the UNCRC 'I have the right to be listened to and taken seriously'. The 7 Golden Rules of Participation is an effective resource (see references). Some pupils may not want to be members of the group for a number of reasons, including fear of what may happen if they share information. Provide opportunities for these pupils' voices to be heard, for example through surveys, listening posts. Always consider the unintended consequences when trying to engage with pupils.

Meeting Everyone's Needs

Aiming to have broad representation on the group is important and this means minimising barriers to engagement. For example, how will pupils with additional support needs or English as an Additional Language be supported to participate? Are you using common and easily understood language? Do you need additional resources to support this, e.g. symbolised or pictorial supports?



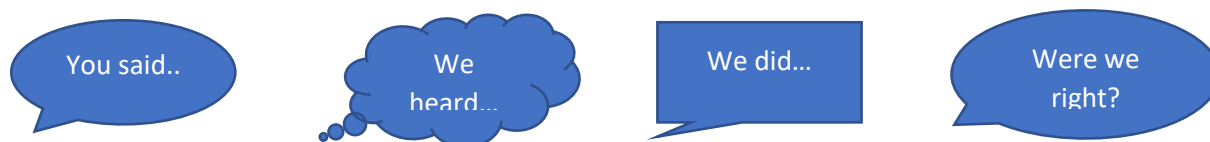
Hardly Reached – do you know?

Often, we talk about our “hard to reach” children and young people. They can include - but don’t always match up with - our “hardly reached” children and young people. When you are beginning to find out what your school would like to improve, consider who you have and who you haven’t heard from. A short survey or similar audit can provide you with basic quantitative data and allow you to dig deeper through focus groups or targeted lessons. Broadening your reach to parents and the wider community may help to gather the views of all.

A Child/Young Person-Centred Approach

If children and young people feel they are being listened to and their views and concerns acted upon they are more likely to continue to engage and support the priorities the group has identified. Giving them ownership of any procedures and agreements is likely to lead to better outcomes. There are a number of toolkits to support schools with this (see resources).

A useful approach to ensuring there is clarity when providing feedback is: “*You said – We did*”. However, if we really want this to be a fully participative approach it might be more robust to consider:



This not only makes sure we did get it right but provides our children and young people with a sense of empowerment.

Letting the Group Lead

Letting the group lead the work of the group can be daunting, however the benefits are highly significant. Letting them lead is not the same as not supporting or facilitating their work. It is vital that the work of the group is planned for and that it is a collaboration between pupils and staff. Priorities identified by the group should be shared with all staff, as well as how the group will run.

If your school is at the early stages of pupil participation it is important that staff development is undertaken to ensure that there is a shared understanding of true participation. How Good Is OUR School? (Part 1) is an excellent self-evaluation resource to help staff and a school identify how well placed they are to take forward effective participation. It also supports the work required to create the right culture and ethos to take an Equalities Group forward in schools. If the foundations are set correctly from the outset, a pupil-led group is much easier to sustain.

The Tricky Bits

By its very nature, an Equalities Group will bring up challenges and encounters that will need to be addressed appropriately. There may be number of issues that arise in relation to the work of the group.

Parents may show concern over certain issues e.g. bullying, racist attitudes and, when brought to the fore, there can often be a rise in the number of associated incidents relating to them. It is important not to see this as a negative but to appreciate that both the raised profile and commitment from everyone to address and improve a situation has created the conditions where people feel safe to share.

Sharing the successful work that takes place is important especially when trying to shift attitudes and mindsets. Strong and nurturing relationships are key to supporting not only the group but all stakeholders as you move forward with your Equalities work.

Support and Resources

The Communities and Families team are committed to offering support to all schools and there are a number of key learning and development opportunities available, delivered in partnership with relevant organisations. Training includes: Anti-bullying training for Senior Leaders and Equalities Co-ordinators (Respectme); Implementing our Equalities and Anti-bullying Procedure for Equalities Co-ordinators (CEC and partners); Anti-bullying Parent workshops (Respectme); Anti-bullying training for non-teaching staff (Respectme).

Resources

FOCUS	RESOURCE	AGE OR STAGE	LINKS	ADDITIONAL INFORMATION
Self-evaluation and Participation	How Good is OUR School – Part1	All Ages	https://education.gov.scot/improvement/Documents/HGIOURS-Part1.pdf	Staff resource for evaluation and readiness
	How Good is OUR School – Part2	All Ages	https://education.gov.scot/improvement/Documents/HGIOURS-Part2.pdf	Pupil resource to evaluate and lead school improvement
Participation	Learner Participation in Educational Settings	3-18	https://education.gov.scot/improvement/Documents/learner-participation.pdf	Whole school toolkit to implement participation.
	7 Golden rules for Participation	All Ages	https://www.cypcs.org.uk/education/golden-rules	Toolkit to support young people participate effectively
Anti-Bullying	Respect Me Toolkit	All Ages	https://respectme.org.uk/	Resources to support lessons and policy up to date information and provides legislative details
	Change Starts with Us Toolkit	P7 – S6	https://respectme.org.uk/wp-content/uploads/2019/11/22734_RespectMe_Toolkit-Booklet_V5_Digital.pdf	New campaign 2019-20 that encourages participation of young people as the way to improve outcomes
Equalities	Stonewall	P1 – P7	https://www.stonewall.org.uk/	Resources, toolkits and case studies. Contains useful information for setting up groups

LGBT	LGBT Youth Scotland	All ages	https://www.lgbtyouth.org.uk/	Links to groups, support, resources and the LGBT charter
	Respect Me “Effectively Challenging Homophobia, Biphobia and Transphobia”	All Ages	http://respectme.org.uk/wp-content/uploads/2017/11/Addressing-Inclusion-FINAL-NOV-17-1.pdf	A guide to support and challenge Homophobia, Biphobia and Transphobia in schools. Contains support and practical ways to address and improve outcomes for children and young people.
Anti-racism	Respect Me “Addressing Inclusion and Challenging Racism”	All Ages	http://respectme.org.uk/wp-content/uploads/2019/01/Addressing-Inclusion-Effectively-Challenging-Racism-in-Schools.pdf	A guide to support and challenge racism in schools. Contains detailed definitions, legislation and policy information and practical solutions to improve outcomes.
	Show Racism the Red Card	All Ages	https://www.theredcard.org/scotland	Resources and details of support offered.
Disability	I am Me - Charity	Primary School Resource	http://www.iammescotland.co.uk/	I Am Me is a charity that aims to change attitudes and behaviours so that disabled and vulnerable people feel safe in their communities.
Sex (gender)	Education Scotland Improving Gender Balance and Equalities	All Ages	https://education.gov.scot/improvement/learning-resources/improving-gender-balance-3-18	Resources and research to help: challenge gender stereotypes; improve gender balance in subject uptake and learner pathways; promote whole-establishment approaches to equality.
Religion / belief	Edinburgh Inter Faith Association	Secondary	https://www.thegroundweshare.com/	This resource supports practitioners to open conversations about the beliefs of different faiths, addressing misconceptions and encouraging interfaith understanding.



Restless Natives in Schools: Initial Outline for Schools

In the context of increasing race consciousness and awareness around the need for a continued and persistent fight against racism in our society alongside the launch of the Young Person's Guarantee, IYS and DYW are proposing a new program of support for BAME young people in schools including anti-racist support for school and SDS staff. The program aims to help fulfil the objectives of the Young Person's Guarantee, ensuring that BAME young people receive equitable support and that school support staff are sufficiently aware of their specific needs, with especial attention to BAME school leavers and helping them in reaching a positive destination aligned with their ambitions and potential.

We have identified four schools (2 in Glasgow and 2 in Edinburgh) to pilot the program which involves a 'Restless Natives' practitioner working in the school for a half-day or full-day, depending on the size of the school and the number of students who would likely require support. 'Restless Natives' is the name of the existing program at IYS that offers one-to-one support to BAME young people in Glasgow and Edinburgh. The target group for the support is students from a 'non-white Ethnic Minority' background.

The Restless Natives practitioner will:

- Offer holistic, one-to-one support for young BPOC from a specifically anti-racist perspective and with an expert knowledge of cultural barriers and greater cultural proficiency. Ensuring preparedness for BPOC school leavers during the transition from school into a positive post-school destination.
- Support SDS staff and careers advisors to better engage and support BPOC students.
- Offer a safe space for the concerns of BPOC students to be heard and engaged with properly. Signposting to school staff and external support, including relevant resources or in relation to child protection, where necessary.
- Develop a system to engage with school staff, including teachers and leadership, on questions of (anti-)racism; offering support to staff to improve their engagement with and understanding of anti-racist practice in education.
- Signpost the young person to other IYS teams and projects to offer the young person the chance to engage with others from their community outside of school, further integrating our objectives and coordination with other IYS work. Also ensure that IYS has an obvious presence in the school in order to develop ties with the local community.

The program intends to improve the level of support that young BPOC receive, and the quality of this support with particular attention to the experience of racism in Scotland and the various cultural barriers in place that disproportionately affect BPOC. The holistic, whole school approach that the practitioner will take will ensure that the support provided is not solely an external element separated from the school's existing support, but rather built into wider school practices, particularly in their support for BPOC school leavers.

While the general intentions and role of the Restless Natives practitioner has been laid out above, the specific nature of their role in the school with regard to how they might engage with teaching staff and already-existing careers support staff is to be determined alongside the school (ideally with some input from BPOC students, to identify the key areas in which they believe the school might be able to improve their anti-racist approach).

A note on COVID: As an organisation, IYS has experience working within a school's pre-existing online system to deliver various programs. The Restless Natives practitioner will be able to deliver the service online, if necessary, and so long as the school is able to build them into the existing system.

We hope you can join us in taking this exciting opportunity to offer more equitable support for our BPOC young people!

29/01/2021 – Murid Laly, Restless Natives Manager; Intercultural Youth Scotland.

Appendix 6 Overview of Equalities, anti-racism and curriculum training

ONLINE MODULES

	Early Years – School / EYC / Special	PPNs	Primary / Special	Secondary / Special
All staff incl. supply, BM/Admin. FM (CORE) Required	CECiL core modules: Equality Law Basics, What is Equality and Diversity?, Unconscious Bias 1&2	<i>CECiL core modules when available on Thrive: Equality Law Basics, What is Equality and Diversity?, Unconscious Bias 1&2</i>	CECiL core modules: Equality Law Basics, What is Equality and Diversity?, Unconscious Bias 1&2	CECiL core modules: Equality Law Basics, What is Equality and Diversity?, Unconscious Bias 1&2
Teachers / practitioners	<i>Introduction to supporting bilingual and minority ethnic children in the EY (EAL Team) Culturally Inclusive Settings (EAL Team) Equality, Cultural Proficiency, Racism (EAL Team)</i>	<i>Introduction to supporting bilingual and minority ethnic children in the EY (EAL Team) Culturally Inclusive Settings (EAL Team) Equality, Cultural Proficiency, Racism (EAL Team)</i>	GTCS Diversity and Inclusion modules: https://www.gtcs.org.uk/professional-update/equality-diversity-hub.aspx	GTCS Diversity and Inclusion modules https://www.gtcs.org.uk/professional-update/equality-diversity-hub.aspx
Promoted staff - in addition to 'All staff' training	CECiL additional modules: Equality and Diversity, Direct and Indirect Discrimination, Achieving Equality and Diversity	<i>CECiL additional modules when available on Thrive: Equality and Diversity, Direct and Indirect Discrimination, Achieving Equality and Diversity</i>	CECiL additional modules: Equality and Diversity, Direct and Indirect Discrimination, Achieving Equality and Diversity	CECiL additional modules: Equality and Diversity, Direct and Indirect Discrimination, Achieving Equality and Diversity
Equality Co-ordinators	Respectme: Bullying – It's Never Acceptable https://respectme.org.uk/training/online-learning-module/	Respectme: https://respectme.org.uk/training/online-learning-module/	Respectme: https://respectme.org.uk/training/online-learning-module/	Respectme: https://respectme.org.uk/training/online-learning-module/
PSAs / EY practitioners	Respectme: https://respectme.org.uk/training/online-learning-module/	Respectme: https://respectme.org.uk/training/online-learning-module/	Respectme: https://respectme.org.uk/training/online-learning-module/	Respectme: https://respectme.org.uk/training/online-learning-module/

FACILITATED WEBINARS / WORKSHOPS

	Early Years – School / EYC	PPNs	Primary / Special	Secondary / Special
Leadership – Head Teachers / EY Managers	<i>Race Equality Seminar (Hakim Din) – dates TBC</i>	<i>Open to PPNs?</i>	Race Equality Seminar (Hakim Din) – 29 th April, 4 th and 10 th May 2021	Race Equality Seminar (Hakim Din) – 27 th April 2021
New Head Teachers	-	-	HT Induction 25 th May 2021	HT Induction 25 th May 2021
Equality Co-ordinators	Some have attended as for Primary/Secondary/Special - check	-	Respectme 2019-20 Implementing Anti-bullying procedure Nov/Dec. 2020 <i>Developing effective pupil-led Equality Groups – workshops – dates TBC</i> <i>Dealing with complex bullying and prejudice – learning sets – dates TBC</i>	Respectme 2019-20 Implementing Anti-bullying procedure Nov/Dec 2020 <i>Developing effective pupil-led Equality Groups – workshops – dates TBC</i> <i>Dealing with complex bullying and prejudice– learning sets – dates TBC</i>
DHTs / CLs / PTs / Senior EYOs / EELs (Equity and Excellence Leads)	<i>‘Decolonising’ the Curriculum for EY Leaders – in early stages of development - what does this mean/ look like in EY? How to approach?</i>	<i>‘Decolonising’ the Curriculum for EY Leaders – in early stages of development - what does this mean/ look like in EY? How to approach?</i>	<i>Decolonising the Curriculum for PTs (Scotdec?)</i>	<i>Decolonising the Curriculum for CLs (Pran Patel?)</i>
Teachers / Practitioners in EY settings (EYOs)	?	?	Developing a Culturally Inclusive Curriculum (EAL Team) Unconscious Bias follow-on (EAL Team) <i>Decolonising the Curriculum - Scotdec partnership – planning for 2021-22 (Heartstone – participating schools only)</i>	<i>Decolonising and Increasing Representation in the Curriculum - Pran Patel - dates TBC (Heartstone – participating schools only)</i>

Probationers			Thursday 12 th August 2021	Thursday 12 th August 2021
PSAs			Respectme January 2021 <i>Respectme anti-racism training in development</i>	Respectme January 2021 <i>Respectme anti-racism training in development</i>
Parents	Respectme national workshops <i>Respectme – Edinburgh workshops – May 2021 dates TBC</i>	Respectme national workshops <i>Respectme – Edinburgh workshops – May 2021 dates TBC</i>	Respectme national workshops <i>Respectme – Edinburgh workshops – May 2021 dates TBC</i>	Respectme national workshops <i>Respectme – Edinburgh workshops – May 2021 dates TBC</i>

OTHER – being considered

CEC Learning and Development: additional Unconscious Bias training



Equalities Newsletter

March/April 2021



Welcome to the March/April Equalities newsletter!

As we send this issue out, a little later than planned, our ELC, P1-3 and some Seniors are already back in school and plans are well underway for P4-7 and more of our high school students to be back from the 15th of this month. It will be good to return to something more like 'normal'.

In this issue, we focus on **Gender Equality**, centred around International Women's Day on Monday 8th March and include profiles of two remarkable women, Debora Kayembe, the new rector of the University of Edinburgh and Swati Mohan, an aerospace engineer who recently landed the Perseverance rover on Mars.

As ever, you'll find a host of resources linked to events in March and April, from Naw Ruz (Baha'i New year on 12th March) to the beginning of Ramadan on 12th/13th May.

We hope you can take some time to browse through, perhaps with a cup of tea!

In This Issue...

- **Calendar of events** for March and April with links to selected resources
- **Equalities Training Opportunities**
- **Sharing Good Practice**
- **Focus on** - Gender Equality—International Women's Day
- **Feature on Debora Kayembe and Swati Mohan**
- **Resources further information**

We are working to put together
**The Best of LGBT History
Month 2021**

Sharing practice supplement

We're looking forward to collating good practice from LGBT + History Month in February!

*Please send in your contributions
by Friday March 19th*

PLEASE NOTE

While we aim to check all information, resources, events, website links and social media sites, we suggest that you explore these to ensure that they are suitable for your settings and communities. Please do let us know if we have missed anything!

We welcome your feedback and suggestions for items to include. Please send these to: Nikhat.Yusaf@ea.edin.sch.uk

Calendar of Events



MARCH

- 1st** UN Zero Discrimination Day
- 8th** **International Women's Day**
- 9th** Commonwealth Day
- 11th** **Maha Shivarati (Hinduism)**
International School Meals Day
- 21st** **Naw Ruz (Baha'i)**
International Day for the Elimination of Racial Discrimination
World Down Syndrome Day
- 25th** International Day of Remembrance of the Victims of Slavery and the Transatlantic Slave Trade
- 27th- 4th April** **Passover (Judaism)**
- 28th** **Holi (Hinduism)**
- 31st** International Day of Transgender Day of Visibility

APRIL

- 2nd** **Good Friday (Christianity)**
World Autism Awareness Day
- 4th** **Easter (Christianity)**
- 6th** International Day of Sport for Development and Peace
- 7th** World Health Day
- 8th** **International Romani Day**
- 12th** International Day for Street Children
- 12th – 12th May** **Ramadan (Islam)** Ramadan 2021 is expected to begin on Monday 13th April 2021, following the sighting of the moon over Mecca.
- 14th** Vaisakhi (Sikhism)
- 22nd** **Stephen Lawrence Day**
- 26th** Lesbian Visibility Day

Selected Resources

Note: To open hyperlinks please right click on the link and select 'open hyperlink' option on list

MARCH

11th Maha Shivarati which means "the Great Night of Shiva" is a Hindu festival celebrated annually in honour of the god Shiva.

Resource Links: [BBC Religion](#) [Craft activities](#) [Twinkl](#)

19th Naw Ruz (Baha'i) the first day of the Bahá'í calendar year and one of nine holy days for adherents of the Bahá'í Faith. It occurs on the vernal equinox, on or near March 21, which is the traditional Iranian New Year.

Resource links: [British Council](#) [Activity Village](#) [SBS](#)

21st International Day for the Elimination of Racial Discrimination On this day, in 1960, police opened fire and killed 69 people at a peaceful demonstration in Sharpeville, South Africa, against the apartheid pass laws.

Resource links: [Twinkl](#) [Amnesty.com](#)

27th Mar-4th April Passover commemorating the Biblical story of Exodus — where God freed the Israelites from slavery in Egypt.

Resource links: [TES](#) [BBC Bitesize](#) [Jewish Museum London](#)

28th Holi is the popular ancient Hindu festival, also known as the "festival of spring", the "festival of colours", and the "festival of love". The festival signifies the triumph of good over evil.

Resource links: [BBC Teach](#) [CBeebies Little Passports](#)

APRIL

4th Easter also called Pascha or Resurrection Sunday, commemorating the resurrection of Jesus from the dead.

Resource links: [Primary Resources](#) [City of East Guildford](#)

8th International Romani Day is a day to celebrate Romani culture and raise awareness of the issues facing Romani people.

Resource Links: [Holocaust Memorial Day Trust](#) [International Romani Day](#)

12th The start of Ramadan also spelled Ramazan, Ramzan, Ramadhan or Ramathan, is the ninth month of the Islamic calendar, observed by Muslims worldwide as a month of fasting, prayer, reflection and community. The start date for 2021 is expected to begin on Monday 12th April 2021, following the sighting of the moon over Mecca.

Resource links: [Teacher Planet](#) [TES](#) [NurtureStore](#) [Ramadan and Eid \(inclusion Hub\)](#)

14th Vaisakhi also is known as Vaisakha Sankranti or Baisakhi, celebrates the Solar new year, based on the Hindu Vikram Samvat calendar.

Resource links: [BaisakhiFestival.com](#) [BBC Bitesize](#)

22nd Stephen Lawrence Day commemorating the life of Stephen Lawrence, who was murdered in a racially motivated attack in 1993.

Resource links: [StephenLawrenceDay.org](#) [School Planner](#) [TheRedCard.org](#)

Equalities Training Opportunities

Please Check out the [Equalities Tile for Equalities training / Professional Learning opportunities](#).

Gender Equality— [Guidance and CLPL](#) folder

Race Equality— [Guidance and CLPL](#) folder

All Our Stories: celebrating ethnic diversity in primary reading

11th March, 4 – 5.30pm [Eventbright link to register](#)

Coming to Scotland: Migration and the Black female experience

11th March, 5.00-6.30pm—email: scotdec.krissie@gmail.com

An event to mark International Women's Day 2021 where we will focus on four different time periods, spotlighting Black women and girls who migrated and came to Scotland. Delivered by the Edinburgh Caribbean Association. Part of the **RACE, BIAS AND MY CLASSROOM—SPEAK UP!** a digital workshop series for Scottish teachers. Free professional learning that supports your GTCS profile.

Sex, Race and Class: Curriculum Transformation and Leadership (webinar)

25th March, 4-5pm [Eventbright Link to register](#)

respectme, Scotland's Anti-Bullying Service is offering **FREE practical WEBINARS to adults** across Scotland. Suitable for parents and all adults who have a role to play in the lives of children and young people. For further information or dates/times and to secure a place, please visit Eventbrite page here: <https://bit.ly/2ZN6YOK>

Introduction to deaf awareness— a new e-learning module, available to complete on demand, free of charge. This module is the perfect place to start learning about deaf awareness. It will develop your awareness of some challenges deaf people experience when trying to communicate with hearing people. It will also provide advice on making lip-reading easier and teach you some basic finger spelling. [Deaf Awareness Training](#)

Stephen Spender Prize for poetry in translation

This year the prize will open for entries on 6 May and close on 16 July 2021.

This is an annual competition for poetry in translation, with categories for young people (14-and-under, 16-and-under, and 18-and-under) as well as an open category for adults. All entrants must be UK or Irish citizens or residents, or pupils at a British School overseas. Translate into English any poem from any language – ranging from Arabic to Uzbek, from Danish to Somali—and win cash prizes! http://www.stephen-spender.org/spender_prize.html

Social Media

Stephen Lawrence Day Foundation (Twitter @sldayfdn)

Engendering equality, diversity and inclusion for young people

Romani Arts (Twitter @Romaniarts)

Working through the arts, taking educational projects to GRT sites across Wales. Link to the 'LGBT+ Traveller & Roma Action Group 2021 ' calendar



Information for staff

Your equalities data: be heard, be counted

As part of the Diversity and Inclusion Strategy we want everyone to update their equalities data on myHR. Our equalities data tells us vital information about our workforce including age, sexual orientation, ethnicity, sex, and marital status. It allows us to measure how we compare with the wider Edinburgh and Scottish populations. It's an essential part of developing and strengthening an inclusive culture where we all feel respected, valued and included.

How to check and update your data: Please update your equalities data on myHR to ensure it's accurate. You'll find it under the 'Personal' section, under 'More about me'. Your equalities data will remain confidential. We'll not be able to see it at an individual level, but grouped together at service, directorate or Council-wide level.



Inclusivedinburgh
respect and equality in the workplace

Sharing Good Practice

Trinity Academy marked Holocaust Memorial Day.

The theme for Holocaust Memorial Day 2021 was **Be the light in the darkness.**

This theme encouraged everyone to reflect on the depths humanity can sink to, but also the ways individuals and communities resisted that darkness to 'be the light' before, during and after genocide.

S6 pupils from Trinity Academy and George Watson's College conducted virtual interviews with the Director of the Jewish Refugee Museum in Shanghai, the Director of Auschwitz-Birkenau Museum and interviewed pupils from schools in Rwanda. Rwanda witnessed one of the bloodiest genocides in history, in 1994, which saw over half a million Tutsis murdered. We must learn from genocide for a better future.



Focus on: International Women's Day and Gender Equality



International Women's Day

A global day marked annually on 8th March every year to:

- celebrate women's achievements
- raise awareness about women's equality
- lobby for accelerated gender parity
- fundraise for female-focused charities



2021 theme: 'Choose to challenge'

Challenge is recognised as an important step in helping to accelerate change.

'A challenged world is an alert world. Individually, we're all responsible for our own thoughts and actions - all day, every day.'

We can all choose to challenge and call out gender bias and inequality. We can all choose to seek out and celebrate women's achievements. Collectively, we can all help create an inclusive world.

From challenge comes change, so let's all **'choose to challenge'**

Celebrating International Women's Day in schools

'Educate the minds of today and the citizens of tomorrow.'

Educating and inspiring learners about the role of women in society & Celebrating women's achievements.

Example 1: Harriet Tubman

Harriet Tubman was born into slavery on the American plantations of Maryland in 1822. She eventually escaped to Philadelphia, where slavery had been abolished. She subsequently made 13 missions to rescue and free other enslaved people including family and friends. She used a network of routes and safe houses known as the Underground Railway. She later served as a scout and spy during the American Civil War and was an activist for women's suffrage throughout her life.



Example 2: Mary Astell

Mary Astell was born in 1666 and was an English protofeminist writer, philosopher, and rhetorician. She wrote, sometimes anonymously, about the importance of access to education for women and the importance of equality within marriage. Her advocacy of equal educational opportunities for women has earned her the title "the first English feminist."

Focus on: International Women's Day and Gender Equality

Challenging gender stereotypes and bias

True or false? (Answers on Page 11)

1. 8% of primary school teachers are men
2. 20% of entries for Higher Computer science in 2016 were girls
3. Women earn an average of 18% less than men
4. 70% of girls (aged 11-21) asked thought women are judged more for their looks than their ability
5. 75% suicides in 2015 were men

Gender stereotypes can have a negative impact on both boys and girls

In the classroom, **unconscious bias** can manifest itself in teacher-learner interactions. For example, girls are more likely to be praised for being well-behaved while boys are more likely to be praised for their ideas and understanding. A disruptive girl may encounter more criticism than a boy who exhibits similar behaviour, while quiet boys are often overlooked in classrooms. These expectations can be harmful to both groups. Girls may learn to be compliant and not take risks, while boys may opt out of education if understanding does not come readily.

From Improving gender balance, Scotland

Use these Inclusive Teaching Top Tips to help support all learners:



1. Allow time for pair and group discussion around challenging questions
2. Find different ways to increase participation from all
3. Challenge discriminatory language
4. Monitor your interactions with different genders
5. Use gender-neutral contexts where possible
6. Ensuring your learners are exposed to a range of diverse role models

<https://education.gov.scot/improvement/Documents/TopTenTips-non-science.pdf>

Resources to support International Woman's Day and Gender Equality

Primary schools

EY: 5-7 resource pack: <https://internationalwomensday.s3-us-west-2.amazonaws.com/resources/IWD-ResourcePack-5-7-UKAU.pdf>

8-12 resource pack: <https://internationalwomensday.s3-us-west-2.amazonaws.com/resources/IWD-ResourcePack-8-12-UKAU.pdf>

Secondary schools

Gender stereotyping teacher pack and video – Would you swap for the day?

[Teaching Pack and video: Would you swao for the day?](#)

[British Council: International Women's Day](#)

Debora Kayembe

New rector of Edinburgh University

Debora Kayembe is the 54th Rector to be elected and is the first ever black woman to hold this post at Edinburgh University.



What does the rector do?

The Rector plays a key role in the University Court. The University Court is a body that works to ensure all voices are heard when making important decisions that affect the university community. Rectors may also act as a point of contact for students and staff by supporting them with difficulties or issues they might be experiencing.

“Respect for the values of humanity and kindness lies at the heart of all my work and I look forward to working with staff, students, and the whole university community, to ensure that everyone is valued.”

Debora Kayembe - The University of Edinburgh News

About Debora Kayembe:

- She is a human rights lawyer from the Democratic Republic of Congo.
- She is only the third woman to be appointed to the role of rector of Edinburgh University.
- She is the first black person ever to be made rector of Edinburgh University.
- She is a Scottish Refugee Council board member from 2013 – 2016.
- She founded the charity ‘Full Options’ in 2017.
- She helped to launch the civil rights campaign called ‘Freedom Walk’ in 2020 which promotes social reforms, racial justice and community harmony.
- She is a strong believer in and proactively seeks to develop anti-racist education in Scotland.



Swati Mohan

'We Have Touchdown!': Indian-American Aerospace Engineer Lands Perseverance on Mars



Swati Mohan, an Indian American who moved to the United States when she was a year old, is the guidance and controls operations lead for the Perseverance rover mission, acting as the "eyes and ears" for NASA's most sophisticated spacecraft to date.

Mohan was born in Bengaluru, Karnataka, India and emigrated to the United States as a baby. Her love of Star Trek at 9 fuelled her curiosity with science and space. "I remember thinking, I want to do that. I want to find new and beautiful places in the universe," she recalled in a [Q&A on NASA's website](#). "The vastness of space holds so much knowledge that we have only begun to learn." Although planning to become a paediatrician, Mohan's interest in space and the great beyond lead her to complete a Ph.D. in Aeronautics and Astronautics and she worked her way through a number of space-related jobs to reach her current role at NASA.

There has been a huge focus on encouraging and providing opportunities for women into the STEM workforce recently. Current statistics show that women now make up approximately 46% of the total science professional workforce (www.stemwomen.co.uk), a percentage that is steadily on the rise and it is wonderful to see more and more women being credited for the important work they do in this field.

they do in this field.



[Perseverance Rover's Descent and Touchdown on Mars \(Official NASA Video\)](#)

[STEMettes](#)

[Resources to Support Promoting Women in STEM](#)

Additional Resources and Information

Autism and Mental Health Online Conference National Autistic Society, 11th March

The conference explores the impact of coronavirus on the mental health of autistic people.. Crucial issues around depression, anxiety, sleep, and more will also be explored

The conference includes sessions on:

- **"Making schools and services work for autistic people"- Suzy Rowland**, author of 'S.E.N.D. in the Clowns', Autism and ADHD Trainer, Cognitive Behaviour Therapist and parent.
- **"Coping with uncertainty : strategies for well-being"- Dr Peter Vermeulen**, PhD in Psychology and Pedagogical Sciences, founder and CEO of Autism in Context, Senior Autism Lecturer and Consultant for Autisme Centraal.

"What can we learn from the pandemic: the needs of autistic people and their families" - Felicity Stephenson, Policy and Parliamentary Officer (Mental Health), National Autistic Society.

Cost : £ 145 standard rate , autistic individuals ,parents, carers and families £65

National Autistic Society Online Conference

Surveys for Teachers, Parents , Children and Young People about Barriers To Schools for GRT learners

The Traveller Movement have 3 open surveys on bullying in schools. The information that is gathered will be used in an article by The Guardian newspaper on experiences of racism within schools. You can give permission for your name to be used, or remain anonymous

Survey for Teachers: Barriers to school for Gypsy, Roma and Traveller Pupils

Survey for Parents: Barriers to school for Gypsy, Roma and Traveller Pupils

Survey for Children and Young People: Barriers to school for Gypsy, Roma and Traveller Pupils

As An Irish Traveller, School Transformed My Life – With Empathy, Not Exclusion

By Chelsea McDonagh, Education Policy & Campaigns Officer, The Traveller Movement

The Barrie News ('barrie' is the Cant word for great!).

Issue 4 is available now!

Sadly, we are all used to seeing negative stories about Gypsy/Travellers in the press so in collaboration with some of the amazing people we work with, we decided to do something about that! Originally a special one-off publication, the Barrie News newspaper is dedicated to sharing good news stories about Gypsy/Travellers in Scotland.

Previous issues: <https://www.mecopp.org.uk/barrie-news>

Additional Resources and Information

Casting Call for Animated Film, The Proud Trust

The Proud Trust are looking for young trans and non-binary people (ages 11-25) to lend their voices to a short animated film. This film has been created in collaboration with young trans and non-binary people who have told their true life stories of the barriers they've faced, and how those can be overcome. This is a chance to raise the visibility of positive stories, and change a bit of the media narrative around trans young people – to get their stories told rather than having them be 'talked about'.

The Proud Trust are especially looking for Black and South Asian trans feminine people, and for trans feminine people and trans women in general.

Young people don't need to be an "Actor with a capital A" to audition for this project—authentic voices are sought.

Young people can apply at the following link: tinyurl.com/transvoiceactors

Young people are asked **not to post it wider or on public social media channels**.

If you have any questions about this, please contact jack.tielemans@theprouddtrust.org.

Interactive Library of Books Here is a interactive library of books about strong, outstanding female characters.

LGBT Youth Scotland New Resources:

We now have some incredible new writing and spoken word from the BAME Queer Writers network <https://scottishbamewritersnetwork.org/reflections-archiving-lgbt-histories/>

Proud City, New Edinburgh exhibition, housed at Queensferry with this online version (Created by young people in Edinburgh) - <https://www.edinburghmuseums.org.uk/stories/proud-city>

Edinburgh Libraries – Unsung, LGBT Books - <https://vimeo.com/513548975>

3 young people have written this book aimed at Primary Children about inclusive families – What Makes a Family (Includes Care Experience, LGBT, disability, Ethnicity)

<https://www.etsy.com/uk/listing/964686353/what-makes-a-family-a4-childrens-book?>

Think about the Children – (spoken word and multi-media) by young trans artists.

<https://twitter.com/i/status/1365285525544984588>

If you are on twitter then it is worth looking up #purplefriday which showcases lots of engagement by schools and organisations across Scotland last Friday.

Answers to quiz on page 7:

8% of primary school teachers are men (T)

20% of entries for Higher Computer science in 2016 were girls (F – 17%)

Women earn an average of 18% less than men (T)

70% of girls (aged 11-21) asked thought women are judged more for their looks than their ability (F- 87%)

75% suicides in 2015 were men (T)

Appendix 8: Procedure – Preventing and Responding to Bullying and Prejudice amongst Children and Young People

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 Screening for Equality Impact 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 Implementation and Monitoring 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>

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".

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 circumstances.'*

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.
- 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.
- 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.
- 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/>
- Respect Me Scotland's Anti Bullying Service 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>

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.

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.

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).

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.
- 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.

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.

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.

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

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).

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 out with 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.

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.

Appendix 9: Tackling Racist Incidents and Creating an Anti-Racist Culture (supplementary guidance)

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 be 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.

Appendix 10: Bullying and Prejudice-related Incidents Summary 2018-19-20 and 12th August 2020 to 7th April 2021

		Type of Incident										
		Bullying (non-specific) / not known	Racist / race and racism incl. culture	Homophobic / actual or perceived sexual orientation	Disability-related / Disability	Gender-related / sexism and gender	Sectarian or Faith-related / religion or belief	Sectarianism	Of which, relating to Islamophobia	Transgender / gender identity or trans identity		
Primary	Total											
Total 2018-19	464	269	150	30	1	6	2	n/a	0	6		
Total 2019-20	157	81	25	6	0	4	0	0	n/a	0		
Aug-Sep. 20-21	16	2	9	0	0	0	0	0	n/a	0		
Aug-Dec. 20-21	307	94	62	8	0	2	0	0	n/a	3		
Aug-Feb. 20-21	408	125	79	11	0	4	2	0	n/a	3		
Aug-Apr 20-21	492	137	103	16	3	21	2	0	n/a	3		
Secondary												
Total 2018-19	257	169	47	24	7	5	2	n/a	0	3		
Total 2019-20	223	52	51	24	3	4	2	1	n/a	0		
Aug-Sep 20-21	111	6	39	9	2	4	0	0	n/a	2		
Aug-Dec. 20-21	656	87	183	42	11	36	3	0	n/a	3		
Aug-Feb. 20-21	779	95	222	48	11	36	4	0	n/a	7		
Aug-Apr 20-21	856	109	241	52	21	36	4	0	n/a	10		

		Other: please specify	Additional Support Needs	Asylum seeker or refugee status	Body image and physical appearanc e	Care Experienc e	Gypsy/Traveller s	Marriage/civil partnership of parents/carer s or other family members	Mental health	Pregnancy and maternity	Socio- economi c prejudice	Young Carer
Primary												
Total 2018-19		not gathered before 2019-20										
Total 2019-20		33	3	0	5	0	0	0	0	0	0	0
Aug-Sep. 20-21		3	2	0	0	0	0	0	0	0	0	0
Aug-Dec. 20-21		96	28	0	4	5	0	0	5	0	0	0
Aug-Feb. 20-21		122	44	0	7	6	0	0	5	0	0	0
Aug-Apr 20-21		142	44	0	9	6	0	1	5	0	0	0
Secondary												
Total 2018-29		not gathered before 2019-20										
Total 2019-20		47	13	1	23	0	0	0	1	0	1	0
Aug-Sep. 20-21		17	5	1	17	0	0	0	2	0	7	0
Aug-Dec 20-21		147	13	1	119	0	0	0	2	0	9	0
Aug-Feb. 20-21		202	19	1	123	0	0	0	2	0	9	0
Aug.-Apr 20-21		224	20	1	125	2	0	0	2	0	9	0

In session 2018-19, the last year of manual recording, there was a total of 464 recorded incidents in primary schools. Of these, 150 (32%) were based on race and 30 (6.5%) were based on sexual orientation. The remaining incidents based on identified categories included disability, sexism and gender, religion/belief, gender identity or trans identity. In secondary schools, there was a total of 257 recorded incidents. Of these, 47 (18%) were based on race and 24 (9%) were based on sexual orientation

In session 2019-20, the first year of recording on the SEEMiS Bullying and Equalities Module, 157 incidents were recorded in primary schools. This figure is significantly lower than anticipated, based on previous years, even allowing for school closures between March and June 2020 due to the COVID-19 pandemic. It is likely that many schools continued to record incidents manually and we will gather this data retrospectively. Of the recorded incidents, 25 (16%) were based on race; 6 (4%) on sexual orientation; 5 (3%) on body image/physical appearance; and 4 (2.5%) on sexism and gender. In the same session, 223 incidents were recorded in secondary, 13% fewer than in 2018-19 which, taking into account the period of school closures, would indicate an increase in incidents compared with the previous year. Of these, 51 (23%) were based on race and 24 (11%) were based on sexual orientation, 23 (10%) were based on body image/physical appearance.

In the current school session to date (12th August to 7th April 2021), 492 incidents have been recorded in primary and 856 in secondary. Of the 492 recorded incidents in primary, 103 (21%) were based on race, 44 (9%) on additional support needs, 16 (3%) on actual or perceived sexual orientation. Other recorded incidents were based on body image, care experience, mental health, sexism and gender, gender identity or trans identity, and religion or belief. Of the 856 incidents recorded in secondary, 241 (28%) were based on race, 125 (15%) on body image/physical appearance, 52 (6%) on sexual orientation, and 36 (4%) on sexism and gender. Other recorded incidents were based on additional support needs, disability, socio-economic prejudice, gender identity or trans identity, asylum seeker or refugee status and mental health.

Note: From session 2019-20, with the introduction of the SEEMiS Bullying and Equalities module, for each incident, there is a record for each child/young person experiencing the bullying/prejudice and each child/young person displaying the bullying/prejudice. This means that every incident of bullying/prejudice can show as multiple records for a given category (e.g. race/racism, sexual orientation etc.). Therefore, the figures from 2019-20 onwards cannot be compared directly with those recorded in earlier years.

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Education, Children and Families Committee

10am, Tuesday, 18 May 2021

Edinburgh Learns for Life

Executive/routine
Wards
Council Commitments

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 Approve the vision, mission and goals of Edinburgh Learns for Life as the strategic framework for education, in pursuance of the City Vision 2050
 - 1.1.2 Continue to ask for annual reports on the progress of each themed Edinburgh Learns for Life Board

Lorna French

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Edinburgh Learns for Life

2. Executive Summary

- 2.1 This report provides a summary of the revised strategic plan for education designed to meet the objectives of the City Vision 2050, amid the emerging pressures and opportunities presented by COVID. It outlines the vision, mission and goals agreed through consultation before and during COVID. It provides information about the governance and structures in place to deliver the objectives and clarifies the importance of coherence with the city's ambition overall.

3. Background

- 3.1 The Council's approach to Adaptation and Renewal during COVID set out key strategic objectives, which were then translated into the City Business Plan. The strategy for education was therefore refreshed to ensure coherence with broader objectives, such as Poverty, Prevention and Wellbeing. The result of this work is the strategic framework Edinburgh Learns for Life. This is an evolution from the previous, successful strategy: Edinburgh Learns, which more explicitly states the transformative powers of education as a means to empower citizens and end poverty.

4. Main report

- 4.1 Edinburgh Learns was the series of strategic frameworks used by school and central staff to deliver the requirements of the National Improvement Framework. During 2017/18 Edinburgh Learns Boards were constituted to provide guidance to schools and to check and report on progress. Officers, senior school leaders, partners and parents attended the Boards. The overwhelming majority of KPIs for education improved over time evidencing the success of the strategy.
- 4.2 The vision for Edinburgh Learns: the best teaching and learning for all, highlighted the importance of highly skilled teachers delivering high quality learning experiences. This was progressed through the establishment of the Teaching and Learning Team. The Edinburgh Teachers' Charter is now in place to ensure that this develops and that the quality of teaching improves year on year.

- 4.3 To further improve performance, education strategy has to extend beyond the parameters of school buildings. Ingrained issues such as poverty, diversity and inclusion can only be tackled through long term planning, determined leadership and stronger cohesion with other council services
- 4.4 The revised vision is: A fairer, healthier, greener future for everyone where learning for life happens at home, in school, in the wider community and in the workplace. This clearly highlights the major themes for the city: fairer, healthier and greener. The expanded vision underlines the transformative power of education, positioning it as a skill for learning, life and work.
- 4.5 As an evolution of the previous strategy, Edinburgh Learns for Life uses the same structures and governance, namely themed Empowerment Boards preparing annual plans and reports, which are also reported to this Committee and nationally to the Scottish Government as the Education Improvement Plan and Standards and Quality Report.
- 4.6 There are now 11 themed Boards (figure 1) and 3 Empowered Edinburgh Resources Boards (figure 2) shown in Appendix 1, Education Improvement and School Renewal Plan. This 'self-improving system' and 'empowerment' approach is fully coherent with national policy, [<https://education.gov.scot/improvement/learning-resources/an-empowered-system/>]. Where appropriate, children and young people raise issues or give feedback to Boards, for example on equalities, pupil participation, rights and digital learning.
- 4.7 Edinburgh Learns for Life pulls together all aspects of the delivery of quality education. It explicitly removes the silos that have hindered progress by ensuring alignment strategically and operationally. For example, learning estates, inclusion and the curriculum now proceed from the same vision, mission and goals and ensure alignment to the City Vision 2050 and the City Business Plan.
- 4.8 The most critical area of work, highlighting this alignment is the work of the Equity Board.
- 4.9 Meeting the requirements of the Poverty Commission report is of singular importance to all officers and school staff. The report's findings correlated strongly with data around the poverty-related attainment gap and inequitable pathways. The work of the E-Life Equity Board will be to ensure that culture change happens within schools to remove the stigma of poverty. Leadership, Coaching and Teaching and Learning for Equity programmes have been devised and given national approval. The Equity Board will also provide clear, best value advice for use of the Pupil Equity Fund.

5. Next Steps

- 5.1 Each Board is undertaking an Integrated Impact Assessment and will report progress to Education, Children and Families as they complete.

- 5.2 All schools developing their Learning Estate through build or extensions are now required to draft an Edinburgh Learns for Life Plan. This sets out the school's approach to each of the themed areas of practice. It is underpinned by a Learner-led Consultation that determines the School Learning Charter, i.e. how, what and where children learn in each learning community.
- 5.3 Schools will be increasingly expected to work across clusters and establish stronger links as Learning Communities. This practice is proven to improve transitions and strengthen the shared understanding and increase pace and progress of learning.
- 5.4 Developing the organisational and workforce structure to support this work is underway and will be reported to Council.

6. Financial impact

- 6.1 Budget pressures will be reduced by improving alignment of service areas.

7. Stakeholder/Community Impact

- 7.1 As the response to COVID eases, it is intended to have further communication and engagement sessions with all stakeholders. A comms strategy is under development and will include reach to all staff in schools, parents and young people.
- 7.2 As the themed boards oversee work on Equalities, Sustainability and Rights, detailed reports on progress, as they apply to education, will be available as part of this work.

8. Background reading/external references

- 8.1 Edinburgh Learns ECF

9. Appendices

- 9.1 Appendix 1 Education Improvement Plan 2021-24

EDUCATION RENEWAL AND IMPROVEMENT PLAN 2021-2024

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Introduction

Our vision for 2050 is of a fairer, healthier, greener future for everyone where learning for life happens at home, in school, in the wider community and in the workplace. This is a long-term vision that begins over the next few years by

- ending poverty and preventing adverse outcomes such as homelessness and unemployment
- becoming sustainable and net zero city
- making sure wellbeing and equalities are enhanced for all

Uppermost is the need to remove the stigma of poverty for all citizens. This can only be achieved by creating pathways of equal esteem and challenging ingrained cultural biases.

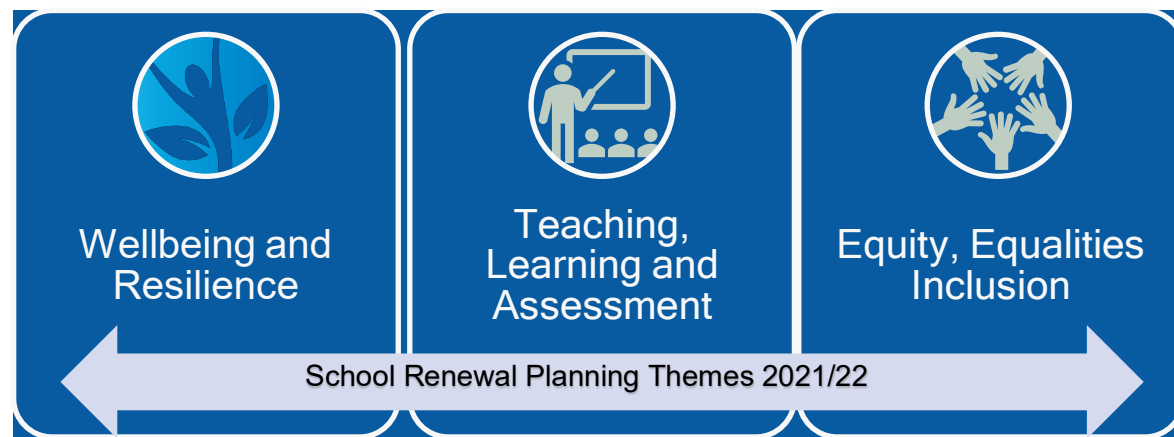
Implementing change such as this needs to begin immediately but will be most effective when the capacity exists to do so. Meeting basic health and safety needs and responding to the operational issues presented by the COVID response will continue to be the main priority.

The School Renewal and Improvement Plan set out on the following pages details the expectations per

school to meet core and statutory duties. It is expected that each school, operating within their learning community, will have achieved all objectives over the three-year period, assuming the COVID-19 response demands lessen, and capacity to improve increases.

Empowerment will continue to underpin all of our work through Edinburgh Learns for Life Boards, each of which has developed an Action Plan and Revised Framework for schools to follow. Empowerment Staffing, Finance and Learning Estates Boards also agree policy, monitor progress and co-construct decisions for schools.

Over the next three years all schools will produce their own Edinburgh Learns for Life Learning Strategy. This will include the policy and practice agreed at local level to make the city vision a reality.



Our vision

A fairer, healthier, greener future for everyone, where learning for life happens at home, in school, in the wider community and in the workplace.

Our mission

To create a world class learning city where everyone's skills knowledge, creativity and relationships with people and places are equally valued.

To create an environment of collaboration that inspires connections, improves wellbeing and reduces poverty.

Our goals

Transform

We will provide inclusive, equitable, valuable learning opportunities for everyone.

Connect

We will use a Place-based approach to build collaborative and sustainable learning, communities and networks.

Empower

We will co-create the environments where learners can lead and shape their own learning.

Key school actions

NIF1: Improvement in attainment, particularly in literacy and numeracy

- We will raise attainment for all
- We will improve the skills of staff
- We will improve the tools and resources for staff
- We will raise attainment in numeracy and mathematics

Action number	Action	2021	2022	2023
1.1	Ensure teaching staff achieve the Edinburgh Teachers' Charter	Green	Green	Green
1.2	Revise PRD policy in line with authority guidance	Green	Green	Amber
1.3	Revise School/Cluster Teaching and Learning Policy in line with authority guidance	Amber	Green	Amber
1.4	Revise School/Cluster Assessment Policy, including Quality Calendar in line with authority guidance	Amber	Green	Amber
1.5	Implement or embed (authority) BGE Tracking and Monitoring system	Green	Green	Amber
1.6	Revise Numeracy and Mathematics Policy in line with Authority Guidelines	Amber	Green	Green
1.7	Improve Professional Learning Skills in mathematics – P5 teachers	Green	Green	Green
1.8	Implement targeted interventions for all children and young people with gaps in literacy and numeracy skills	Green	Green	Amber

Priority	Colour
Not a current year priority	Amber
Current Year priority	Green

NIF 2: Closing the attainment gap between the most and least disadvantaged children

- We will remove the stigma of poverty in all schools
- We will embed The Promise
- We will improve, for the care experienced and those living in poverty
- Attendance
- Attainment
- Wider achievement

Action number	Action	2021	2022	2023
2.1	Ensure school leaders and staff attend Leadership for Equity Coaching for Equity T&L for Equity	Amber	Green	Green
2.2	Implement revised Attendance Procedures	Green	Amber	Amber
2.3	Ensure all support staff are trained: Edinburgh Learns Core Support Staff CLPL	Amber	Amber	Green
2.4	Implement or embed Nurturing Schools Principles	Amber	Green	Green
2.5	Embed City of Edinburgh Equity (Poverty Proofing) Framework	Green	Green	Green
2.6	Following authority guidance, assertively track and monitor attendance, attainment and wider achievement of Care Experienced learners and learners in Quintile 1	Green	Green	Green

Priority	Colour
Not a current year priority	Amber
Current Year priority	Green

NIF 3: Improvement in children's and young people's health and wellbeing

- We will ensure equality for all children with protected characteristics
- We will revise and decolonise the curriculum
- We will improve the PSE curriculum in secondary schools
- We will improve provision to meet the needs of young people in secondary schools
- We will learn outdoors

Action number	Action	2021	2022	2023
3.1	Embed revised local authority policy to prevent and respond to bullying and prejudice	Green	Green	Green
3.2	Embed Tackling Racist Incidents guidance	Green	Green	Green
3.3	Revise and decolonise the Curriculum	Amber	Green	Green
3.4	Revise School/Cluster Outdoor Education policy	Amber	Amber	Green
3.5	Implement RHSP guidance	Amber	Green	Green
3.6	Establish Wellbeing Bases in Secondary Schools	Amber	Amber	Green
3.7	Undertake Inclusive Practice Review within three-year cycle, with support of Psychological Services and ASL Service	Amber	Amber	Green

Priority	Colour
Not a current year priority	Amber
Current Year priority	Green

NIF 4: Improvement in employability skills and sustained positive school leaver destinations for all young people

- We will embed children's rights
- We will review curricular pathways to ensure coherent development of skills
- We will align pathways to provide parity and fairness
- We will develop strategic plans to meet the objectives of the City Vision 2050

Action number	Action	2021	2022	2023
4.1	All schools embed Career Education Standard at appropriate stage	Green	Green	Green
4.2	All schools & clusters use My World of Work Profile for primary to secondary transition	Green	Green	Green
4.3	All secondary schools review and align curricula	Amber	Green	Green
4.4	All schools review Curriculum Rationale & Pathways to ensure children's rights and wellbeing are secured	Amber	Amber	Green
4.5	All secondary schools implement Transitions Guidance for young people from S3 with additional support needs	Amber	Amber	Green
4.6	All schools prepare Edinburgh Learns for Life Learning Strategy and Routemap	Amber	Amber	Green

Priority	Colour
Not a current year priority	Amber
Current Year priority	Green

Teaching,
learning and
assessment

Digital
learning

Leadership

Learning
together

Inclusion

Equalities

DYW
(Pathways)

Sustainability

Rights

Equity

Health and
wellbeing

Finance

Staffing

Learning
Estates

Education, Children and Families Committee

10am, Tuesday, 18 May 2021

Lifelong Learning Service Plan Update

Executive/routine
Wards
Council Commitments

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 note the content of this report
 - 1.1.2 agree to receive a further update in October 2021 to re-align reporting with the Lifelong Learning Plan cycle
 - 1.1.3 note that Lifelong Learning actions addressing Child Poverty are contained within the report and appendices and future updates will be provided in the Business Bulletin
 - 1.1.4 note that the contents of this report cover the Lifelong Learning Service and that wider partnership work is covered by the CLD (Community learning and Development) Plan
 - 1.1.5 note that Scottish Government guidance now provides for the resumption of some indoor youthwork (particularly for vulnerable young people) with appropriate guidance and risk mitigations, and the decision to resume indoor youthwork will require an agreement on the resource allocation required for that activity.
 - 1.1.6 note that the Sport and Outdoor Learning Unit will present a report to Committee in August 2021 as requested in the schedule; providing more information regarding excursions linked to reducing poverty and inequality.

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Lifelong Learning Service Plan Update

2. Executive Summary

- 2.1 The first Lifelong Learning Service Plan was agreed by the Education Children and Families Committee in October 2018. An update on Year 1 was reported to this Committee in October 2019.
- 2.2 This report updates the Committee on progress over Year 2 of the plan, from 1st July 2019 – 30th June 2020, which takes account of the initial response to Covid-19 from March 2020. The report also covers the period affected by the pandemic beyond 30 June 2020 up to February 2021. This report therefore covers an 18 month period including the first half of Year 3 of the Lifelong Learning Service Plan.
- 2.3 The Lifelong Learning Service Plan focuses on five priorities linked to the National Improvement Framework (NIF). This aligns with national priorities for education and links to the Council's priorities, particularly Poverty and Health and Wellbeing.
- 2.4 The report is not an exhaustive list of all activity, rather it highlights some key areas of progress against each of the five outcomes. Further detail on the strategic and locality aspects of Lifelong Learning activity can be found at Appendices 1 - 11
- 2.5 Increasing levels of child poverty informs service planning in strategic and locality teams. Some work has become higher priority in response to growing need, often directly related to the immediate and longer term impacts of Covid-19.
- 2.6 The pandemic, particularly since the first lockdown in March 2020, has resulted in Lifelong Learning services working more closely with colleagues and partners. Examples include working with the Quality Improvement Team and the Transactions Team. Links between Lifelong Learning, third sector and Social Work have been strengthened through the Council Resilience Centres (CRC) and Locality Operational Groups (LOG). These are important strengths and indicators of future alignments, despite the negative impact of Covid-19.
- 2.6 Lifelong Learning has emerged as delivering critical and ongoing responses to rising poverty and inequality, social isolation, closing the gap and mental health increases, much of which is accelerated by the impact of the pandemic.
- 2.7 This report sets out the key areas of note, emerging priorities and next steps.

3. Background

- 3.1 Lifelong Learning is defined as *‘The provision or use of both formal and informal learning opportunities throughout people’s lives, to foster the continuous development and improvement of the knowledge and skills needed for employment and personal fulfilment’*. This defines the unique aspects of Lifelong Learning in relation to education, learning and participation, employability and engagement.
- 3.2 The Lifelong Learning Service is made up of the following thematic areas:
- Arts and Creative Learning
 - Community Learning and Development (includes Adult Education, Family Learning and Youth and Children’s Work)
 - Community Partnerships and Community Planning
 - Health and Wellbeing (includes Child Poverty and Parent and Carer Support)
 - Library and Information Services
 - Sport, Physical Activity and Outdoor Learning
 - Youth Participation
- 3.3 Lifelong Learning is currently organised in a complex matrix structure, with three citywide service areas in Communities and Families and four locality teams in Place. The service budget and strategic oversight lies with the Schools and Lifelong Learning Service Manager (Lifelong learning) in Communities and Families.
- 3.4 The service is strategically led by teams with citywide responsibilities, managed originally by three (currently two) Lifelong Learning Strategic Managers who report to the Schools and Lifelong Learning Service Manager. They manage and lead Lifelong Learning Strategic Teams. The citywide strategic areas are:
- 3.4.1 CLD and Libraries (Youth and children’s work, Youth Participation, Adult Learning, Outlook (adult mental health), Family Learning and ESOL (English for Speakers of Other Languages), Syrian Refugee Programme, Central Library and strategic Library and Information Services).
- 3.4.2 Creativity, Health and Wellbeing (Arts and Creative Learning, Instrumental Music Service (IMS), Youth Music Initiative (YMI), Screen Education Edinburgh (SEE), Dance Development, Child Poverty (1 in 5, Discover! Child Homelessness), Mental Health and Wellbeing, Global Citizenship, Rights Respecting Schools, Parent and Carer Support).
- 3.4.3 Sport and Outdoor Learning (Active Schools and school sport, Sport Development and Clubs, Outdoor Learning and Residential Centres, The Risk Factory, Curriculum PE and Swimming,).
- 3.5 In localities, the service is operationally managed by eight (currently six, one acting) Lifelong Learning Service Managers (LLSM), who report to Locality Managers in Place. They oversee the work of Library staff (including school libraries) and Lifelong Learning Development Officers (LLDO) across all thematic areas. Lifelong

Learning staff in localities organise a range of activity, often delivered by partners or in partnership with other organisations. They have operational management of libraries and an overview of community centre management committees.

3.6 Lifelong Learning values are core to delivering outcomes and are:

- *We will strive for equity and equality for learners of all ages*
- *We are honest and act with integrity*
- *Our responsive attitude meets the need of the communities and individuals with whom we work*
- *We will be fair and trustworthy in our work with partners and citizens*
- *We are intrinsically motivated and empowered to make a difference to people's lives*
- *Creativity and a solution focussed approach is woven through our work*

3.7 The Lifelong Learning priorities for Edinburgh are closely aligned with the four National Improvement Framework (NIF) priorities and were agreed and refined by staff through discussion and workshop activities. Lifelong Learning priorities are:

1. *Reduce inequalities, improve equity*
2. *Close the poverty related attainment and achievement gap between those learners (of all ages) facing the greatest and least disadvantage*
3. *Improve skills for learning, skills for life and skills for work and personal fulfilment for learners of all ages*
4. *Improve health and wellbeing and reduce social isolation*

The 5th Lifelong Learning priority ensures the workforce is skilled, knowledgeable and supported to achieve its aims. It underpins the other four priorities and is:

5. *Develop our workforce skills, knowledge and capacity for improving outcomes for learners of all ages*

3.8 Citywide, the three strategic Lifelong Learning teams address each of the five key priorities, with proportionate emphasis, relevant to and depending on the different portfolios. The three citywide strategic teams cover all thematic areas, support initiatives and develop strategy and policy that is relevant across the entire service.

3.9 Each locality sets its own actions under the five priorities based on local need, partnerships and staff skills and expertise. This results in some differences in emphasis given to each priority in the plan from locality to locality.

3.10 **Discover!** (Holiday Hunger), is a key citywide programme to reduce child poverty and address food and financial insecurity and learning loss during the school holidays. It is the only Lifelong Learning service-wide programme and benefits from a highly effective Planning Group led by the Strategic Creativity, Health and Wellbeing Team. The Planning Group is populated by Lifelong Learning strategic and locality LLDOs, with representatives from the Quality Improvement Team, the Food Development Officer and partners from Edinburgh Community Food.

4. Main report

Lifelong Learning Service Plan: Year 2, (1st July 2019 – 30th June 2020) and part of Year 3, (July 2020 – Feb 2021)

- 4.1 The progress outlined in this report summarises key activity over an 18 month period, including initial and ongoing responses to Covid-19.
- 4.2 Strategic Lifelong Learning city-wide actions to raise awareness of and reduce child poverty (such as **1 in 5** and **Discover!**), while mentioned in this report and Appendices, were covered in more detail in the Child Poverty Update, reported to Education, Children and Families on 15 December 2020.
- 4.3 It was agreed that regular updates on action to reduce child poverty would be included in the Business Bulletin. As much of the work is captured in this report, the Business Bulletin in May 2021 will contain a more detailed update on Child Poverty.

Priority 1: Reduce inequalities, improve equity.

- 4.4 This priority focuses on developing strategic collaborations, using evaluation and data to reduce inequalities for all learners.

The agreed outcomes are:

- *Leadership across Schools and Lifelong Learning is cohesive with shared purpose*
- *Joint planning and evaluation across schools and lifelong learning is targeted and effective*
- *The equity profile of learners of all ages is well understood and used to plan, interventions, learning and activity*

- 4.5 Collaborative working between schools and lifelong learning is improving. At the end of March 2020, the first lockdown accelerated more joint working across Schools and Lifelong Learning both citywide and in localities.

Further details are available in the appendices. The points below illustrate progress against this outcome at whole city level. Locality examples of delivering outcomes against Priority 1 can be found in the appendices:

- 4.5.1 Officers across Schools and Lifelong Learning worked together to jointly plan and manage the **Hubs for Key Workers' Children** throughout the Easter and Summer holidays. LOGs (Locality Operational Groups) referred vulnerable children to Hubs schools where there was a dedicated room for providing essential support at a very difficult time. Information was shared effectively ensuring children attending Hubs were supported and kept safe.
- 4.5.2 Prior to schools returning in August 2020, Lifelong Learning staff across the entire service worked in the Hubs alongside supply teachers, Early Years, School Business Managers and the Quality Improvement Team, during both holiday and term time Hubs. Together they planned and supported children with a daily programme of activities and childcare. This built strong relationships among staff and with families, many of which continue. Lifelong

Learning was recognised as making a significant contribution to Hubs with experienced, adaptable staff and a wide variety of activity ideas.

- 4.5.3 Immediately prior to schools returning in August the Quality Improvement Team and the Creativity, Health and Wellbeing Strategic Team delivered a pilot **Wellbeing Week** at St. Augustine's RC High School. It was designed to support transitions from P7 into S1 at a critical time following school closures, targeting children for whom transition to secondary school may be particularly difficult. Around half of those attending were from **Discover!** families. Children, parents/carers reported the week as being very beneficial. As a result, two Quality Improvement Education Officers (QIEOs) joined the **Discover!** Planning Group to help evaluate **Discover!**'s educational impact.
- 4.5.4 Lifelong Learning strategic teams continue to work with centrally based education colleagues, contributing to the development of **Edinburgh Learns for Life**, one of the Adaptation and Renewal Life Chances Workstreams. Linked to this is the development of the **Learning Strategy for Granton/North Edinburgh**, which also includes 2 Locality Lifelong Learning Service Managers (LLSMs). In collaboration with partners and local employers, the Learning Strategy for Granton/North Edinburgh has a strong focus on learning for life, curriculum innovation and learner pathways, building community capacity and developing social and cultural capital.
- 4.5.5 In May 2020, key adult learning partners within **Edinburgh's CLD Partnership** came together to plan a recovery adult learning programme for NW Edinburgh. The results of a local survey identified emerging themes around *health and wellbeing and employability* for local adults. Key partners included NW Lifelong Learning team, Strategic Adult Learning team (Adult Education Programme), Edinburgh College, Four Square and Stepping Stones. Over 300 adults participated in the **Granton Recovery Programme** between October and December 2020.
- 4.5.6 **1 in 5 Raising Awareness of Child Poverty** has continued to work with colleagues across Schools and Lifelong Learning and with partners. Work is also developing with colleagues in Social Work, Housing, Transactions and Strategy and Communications. **1 in 5** draws on national and local evidence, data and feedback, both qualitative and quantitative. Recent online seminars delivered to a wide range of staff and partners looked at Child Poverty, Child Homelessness and Digital Inclusion. Attendance at these seminars is high and feedback is consistently positive, with practitioners seeking further information and planning poverty proofing actions in their own settings.
- 4.5.7 Lifelong Learning Strategic Teams and Quality Improvement colleagues are working increasingly closely with the **South East Improvement Collaborative** (SEIC), specifically CLD and Creative Learning.
- The CLD SEIC group meets regularly, sharing practice and professional learning. CLD work with the SEIC is underway to gather data on the impact of youth work on closing the poverty-related attainment gap. Edinburgh's

participating school is Tynecastle High School. This is a strategic collaboration between Lifelong Learning Youth Work, Quality Improvement Education Officers (QIEO), Youthlink Scotland and LAYC (Lothian Association of Youth Clubs).

Also working with the SEIC, The Creative Learning Team recently appointed an Education Support Officer (Creative Learning) for the SEIC. A SEIC Creative Learning Network has been established which is delivering CLPL, sharing practice and developing practical resources for schools. It also plans to pilot new SCQF Levels 5 and 6 qualifications in Creative Thinking.

- 4.5.8 In the lead up to the Christmas holidays, the Outdoor Learning Strategic Team worked closely with schools and risk management colleagues. Together they developed a new system and increased capacity for contact tracing where a positive case is identified in schools. Currently 12 Lifelong Learning officers are on call with the Schools Team, on a rota basis to support contact tracing. Linked to this, the Outdoor Learning Team is helping develop guidance for schools around self-testing kits for school staff.
- 4.5.9 The Creative Learning, Sport and Outdoor Learning Strategic Teams work closely with school and school risk colleagues on a weekly basis to develop Guidance and Risk Assessments. This helps ensure schools re-open safely, that children and young people's needs are met, and that staff are working safely, with confidence and with the advice they require.
- 4.5.10 Libraries and information service use anonymised library membership demographic and service use data used to plan service offer and stock provision, and to inform service assessment and interventions.
- 4.5.11 The Health and Wellbeing Team manages the Rights respecting Schools Award and works closely with schools. All UNICEF registered schools were given the option to access free online training provided during lockdown. The response was very positive, and schools previously not engaged have benefitted, saying they want to actively embed children's rights in and around their classrooms. The H&WB Team offered support to schools to move forward with the award, which all are keen to do. A few schools are now ready now to progress and the H&WB Team is supporting virtual assessments with help from UNICEF.

Priority 2: *Close the attainment and achievement gap between those learners (of all ages) facing the greatest and least disadvantage.*

- 4.6 The outcomes are:
- *Food anxiety, hunger and learning loss during school holidays is reduced*
 - *Learners of all ages, regardless of their socio-economic situation, access all lifelong learning opportunities in school, out of school and in the community and affordability is not a barrier*
 - *A culture of Getting It Right is in place in all learning settings and establishments*

- *Our looked After Children and Young people are supported to achieve*
- 4.7 Good progress against this priority and associated outcomes has been made by citywide strategic teams and locality teams. The illustrations below are not exhaustive, with more detailed examples contained in the Appendices. Examples prior to and since the first lockdown include:
- 4.7.1 Active Schools (shifted their support to Closing the Gap), Curriculum PE and swimming
 - 4.7.2 Adult Learning including ESOL and literacies work
 - 4.7.3 Child Poverty: particularly 1 in 5, Discover and Child Homelessness
 - 4.7.4 Creative Learning including film and media education
 - 4.7.5 Growing Confidence, Resilience programme for Secondary schools, wellbeing for schools and lifelong learning staff
 - 4.7.6 Instrumental Music Service (post lockdown with priority for SQA candidates), youth music initiative, and film and moving arts education
 - 4.7.7 Outdoor Learning and residential centres
 - 4.7.8 Parent and Carer support including parenting programmes
 - 4.7.9 Plans being developed to restart citywide and locality indoor youth work and youth participation
 - 4.7.10 (Re-starting) citywide adult education, literacies, ESOL and the Syrian Refugee Programme, online and print and post materials to date
 - 4.7.11 (Re-starting) extra-curricular activity in line with Scottish Government, City of Edinburgh Council guidance and linked to Health protection Levels
 - 4.7.12 (Re-opening) libraries and associated services including digital and mobile services and a wide range of programmes citywide
 - 4.7.13 (Re-opening) Community Centres and re-starting centre-based programmes and activities
- 4.8 Read Write Count is a good example of schools and lifelong learning (locality and strategic teams) working closely with schools to develop literacy and numeracy. A focus on Family Learning provides good support for children from less advantaged communities. This work has a strong locality focus and is delivered citywide led by Libraries and Adult Learning in partnership with the Scottish Book Trust.
- 4.9 **Discover!** is a citywide programme designed, among other aims, to help close the attainment and achievement gap for children and families living in poverty. Prior to lockdown there were 4 Hubs across the city each holiday. The programmes are planned by an effective service wide Planning Group, which includes partners such as Edinburgh community Food. Strategic and locality staff delivered **Discover!** each holiday, working closely with schools and a wide range of partners. Prior to lockdown a fifth Hub was being considered to cover the Queensferry, Kirkliston and Ratho areas and the number of recommendations was

rising citywide. Following lockdown and school closures, in Summer 2020 **Discover!** moved fully online, with the number of recommendations from school rising steadily since. Discover online and Discover in a box has been extremely well received by families with excellent feedback

4.10 In each of the four **Localities Lifelong Learning Teams**, activities, projects and programmes were developed and delivered in a range of venues and locations including schools, community centres, libraries and local venues. Much of the work was transferred online and continues remotely or as blended approaches.

4.10.1 Each locality responded to local need and developed approaches to engage learners of all ages and help reduce attainment and achievement gaps. Many examples show effective partnerships with schools in areas of greatest disadvantage. These have most impact where there is strong leadership within the school and where a culture of collaboration with Lifelong Learning and partners is a priority. Examples include Liberton High School and St. Francis RC Primary school working closely with Lifelong learning colleagues to help close the poverty related attainment and achievement gap.

4.10.2 Prior to Covid-19, all localities delivered a wide range of youth and children's work, adult education, parent and carer support, libraries services, arts, sports, ESOL and family learning. Good progress was being made in all areas of activity. Many Lifelong Learning services were impacted by Covid-19, particularly in localities, with first the closure then gradual, safe re-opening of buildings followed by further building closures. Creative solutions involved moving opportunities on-line, re-prioritising activity and initially undertaking immediate response work including:

- Working in Council Resilience Centres (CRC) and populating LOGs
- Helping deliver food boxes to vulnerable families, in partnership with the Third Sector – examples include working at volume with EVOC and in more local ways with local partners and organisations
- Working in Hubs for key Workers' Children (March – August 2020)
- Phoning and checking in with families across the localities
- Supporting Syrian and ESOL (English for Speakers of Other languages) learners

4.10.3 Although reporting to the locality Lifelong Learning Service Managers (LLSMs), the themed work of locality LLDOs (Lifelong Learning Development Officers) links effectively with the Strategic Teams. Many locality LLDOs also work together across their thematic remits.

4.10.4 A strong example is of the LLDOs with responsibility for parent and carer support, who deliver a large number of parenting programmes (currently remotely). They also carried out an important survey of around 2,400 parents and carers across the city. Findings from the survey are informing a

number of Lifelong Learning responses and plans, across the service and beyond.

- 4.10.5 Health and Wellbeing (H&WB) LLDOs in each locality work well together and with the Strategic H&WB Team, ensuring citywide priorities are also addressed locally. Likewise, the locality Adult Learning, Youth, Arts and Sports LLDOs have successfully developed initiatives pre-Covid and since.
 - 4.10.6 Moving onto remote platforms and into outdoor settings continues to be particularly welcomed by learners while direct delivery is restricted.
 - 4.10.7 Locality Lifelong Learning Teams work closely with Third Sector partners and are involved in Council Resilience Centres (CRC) and Locality Operational Groups (LOGs), ensuring services meet the needs of the community.
- 4.11 Each of the **strategic Lifelong Learning teams** contributes to closing the poverty related attainment and achievement gap.
- 4.11.1 The Instrumental Music Service (IMS) is currently free in all mainstream schools and together with the free Youth Music Initiative (YMI) supports music in the curriculum from Early Level to Senior Phase. Prior to school closures IMS and YMI reached 5,179 and 22,494 respectively in all mainstream and special schools. Around 600 IMS pupils are studying for SQA qualifications in music in city high schools.
 - 4.11.2 Screen Education Edinburgh targets some of the city's most disadvantaged young people offering progressive and accredited film and media education courses from beginner to A-Level and into industry.
 - 4.11.3 The Sport and Outdoor Learning Unit (SOLU) identified disadvantaged young people needing support to complete their Duke of Edinburgh Award, aiming to increase the number of starts and completions. Active Schools Co-ordinators are currently working in a closing the gap capacity in primary schools that are identified as priority.
 - 4.11.4 An online resource for Syrian and other ESOL learners was developed in September 2020 by adult learning staff within the Syrian ESOL Resettlement Programme. 58 'ESOL Snacks' were produced on a you tube channel with over 5,000 views in the first few months. This resource has been recognised as an example of good practice by Education Scotland, with staff presenting at a recent NATECLA conference. Online classes have restarted for Syrian and other ESOL learners and further digital skills learning for parents to support their children's learning is underway following discussions to simplify Elearning messaging
 - 4.11.5 Libraries are the local authority partner with SCVO (Scottish Council for Voluntary Organisations) in administering Connecting Scotland community programme in Edinburgh. Connecting Scotland is a Scottish Government programme set up in response to coronavirus and provides iPads, Chromebooks, connectivity and support to develop digital skills for

people who are digitally excluded and on low incomes. Each phase has set out criteria to provide support for those whose vulnerable status or protected characteristics have further exacerbated the effects of Covid-19

4.11.6 The Strategic Youth and Children's Team developed a proposal and risk assessment to restart Detached/Streetwork. This is now operating in all localities. It is seen as critical work for engaging with disadvantaged and vulnerable young people to both reinforce the public health message during the pandemic and to hear from them about their concerns, experiences and what additional support could be provided. Lifelong Learning detached youth work carried out **1,255** contacts with young people across Edinburgh between September and December 2020.

4.12 Much of the Strategic Teams' work continued following lockdown, albeit differently and mainly online. Outdoor Centres, the Risk Factory and Screen Education Edinburgh buildings closed with a range of actions and mitigations put in place for learners to continue/re-start courses of learning remotely and safely.

4.13 The strategic Creative Learning Team and SOLU continue to work closely with school colleagues around the incremental re-opening of schools, taking an active role in developing associated Guidance and Risk Assessments.

Priority 3: Improve skills for learning, skills for life and skills for work and personal fulfilment for learners of all ages.

4.14 The agreed outcomes are:

- *Learners of all ages are aware of the different pathways available to them and make informed choices about their next steps*
- *Children, young people and adult learners are increasingly confident in identifying their interests, strengths and skills*

Progress against this priority is wide and varied for with good impacts noted:

4.15 Most of Lifelong Learning activity is explicitly designed to develop skills, community, social and cultural capital. In addition to ensuring opportunities are available through universal services, Lifelong Learning targets under-represented groups. These include: children and young people identified as being at risk of not attaining and achieving; adults lacking confidence, skills or qualifications; and learners for whom community networks or pathways to employment or fulfilling learning and leisure activities are limited or beyond reach.

4.15.1 Through the **Adult Education** team, guidance and initial assessment interviews are offered to new learners for all ESOL and literacies classes. Pre-Covid there were up to 350 guidance interviews per annum. Tutors provide next steps guidance for adult learners within council and across CLD partnership provision. Includes learners from Outlook, Literacies and all ESOL, including Syrian ESOL learners, as they progress through SCQF levels 1-4 and on to college provision.

- 4.15.2 The Adult Education Team also runs the citywide Outlook programme, supporting adults with longer term mental health issues back into learning. The team has kept in close contact with 120 learners through regular phone calls and monthly newsletters reflecting shared difficulties and coping strategies for adults with mental health. A blended learning programme of online and print and post materials is also available. A recent Education Scotland publication: *What Scotland Learned :100 stories of lockdown examples of good practice* includes good practice examples from the council's Lifelong Learning Adult Education Programme, Syrian Resettlement ESOL Programme, Family Learning and Literacies services.
- 4.15.3 Both the **Strategic and Locality Lifelong Learning** teams work closely with Early years, schools, colleges and often employers, helping plan, deliver and sustain learner-led opportunities to develop skills for life.
- 4.15.4 In the **North East**, Lifelong Learning organised free connecting community events in the Northfield Community Centre, (prior to lockdown). They were targeted to communities of interest that are socially isolated and under-represented in centre activities. The first was a Syrian Refugee Event. The second was an Art Project for the Muslim community. 80 people took part in workshops to produce an artwork, culminating in a launch event which attracted 400 BAME people. Free food was served, and a marketplace of local services and resources helped raise the profile of out of school and activities other activities in the community. NHS, the police, fire service and voluntary and statutory agencies attended. From these events 2 families joined the free family drop in, 10 women formed a women's adult education group and concentrated on ESOL activities, 4 children accessed the youth clubs at the Centre. Participants were more aware about remote reporting of domestic abuse and other services had increased uptake in services from BAME families.
- 4.15.5 All **Screen Education Edinburgh** learners go through a skill tracking, focusing on filmmaking, personal development through the course, assessment of confidence, wellbeing, strengths and weaknesses. Delivery is tailored week by week to ensure all learners progress in learning and grow in confidence and wellbeing. On SEE programmes, learners individually and in groups, produce Goal Plans. Personal Development Plans are developed with follow-on support tailored to each learner. In addition, one to one support for CV's, job and further education applications is provided, helping learners identify and achieve their next steps. During Covid 19, all of this work has increased. The virtual learning environment often proves more challenging for building strong relationships, however, the SEE team has worked hard to ensure consistent and ongoing support is provided which has resulted in no drop off from learners to date. SEE delivers qualifications and wider achievement awards in film and moving image arts. The majority of SEE's work is with learners from disadvantaged communities.

Priority 4: *Improve health and wellbeing and reduce social isolation.*

4.16 The agreed outcomes are:

- *Children, young people and adults are resilient, engaged and creative, with good mental and physical health and wellbeing*
- *Social isolation, including digital isolation is reduced for people of all ages*

4.17 A large amount of Lifelong Learning's work contributes to this priority and outcomes; both to physical and mental health and wellbeing. Various projects and programmes make a significant impact on the lives of people of all ages who experience social isolation for a number of reasons, including older age, poor mental health and as a result of poverty and other inequalities. More detail is available in the Appendices with some examples illustrated below:

4.17.1 The **Active Schools** Referral programme has been embedded within all primary schools. Active Schools work with teachers to identify pupils who are disengaged and inactive, are from areas of greatest deprivation and who they think would benefit most from getting active. 5,656 pupils who attended the sessions were referred and offered a free place. Since August 2020, 28 primary schools have been supported by Active Schools where the Co-ordinator supports pupils' Health and Wellbeing by promoting physical activity and delivering activity sessions in every school day

4.17.2 The **Oxgangs Forum in South West** Edinburgh highlighted the issue of isolated older people who did not have access to technology. Pre-Covid-19 the team delivered Scots Literacy Courses to community groups. The sessions, titled Guid Fer a Laugh used Scottish comedians, jokes, words, phrases songs and poems to highlight the Scots language. During lockdown the team adapted materials into literacy packs which were distributed via a number of ways. Some hospitals and care settings used the pack with residents. Feedback was sought and ensured participant involvement in developing future packs. One positive aspect of lockdown has been the breakdown of geographical barriers enabling sharing beyond the locality boundaries, including with networks citywide and nationally. Age Scotland has created national interest after emailing information about the pack to their networks and the pack has been shared with over 120 organisations, groups and individuals all over Scotland. The CLD Standards Council for Scotland has also expressed interest in adding the packs to its develop Literacy resources.

4.17.3 IN the **North East** the **V-Inspired** project is a volunteering project for young people aged between 14-20. It provide volunteering placements, group work, training and one to one support, with the aim of increasing positive interactions, developing personal and practical skills and leading to positive destinations. 1,123 collective hours of volunteering were achieved by 19 individual young people. Over the same period, 206 one to one sessions were delivered with 96% of young people stating that this has helped improve their emotional well-being. The project also delivered 38 group work

sessions and 11 training sessions including communication, health, and hygiene, GDPR, Curriculum for Excellence, youth work and Child Protection. As a result of this, along with 3 events celebrating achievement and a residential (pre-Covid), 95% of the young people involved are continuing to be volunteering and/also in higher/further education and/or employment. In response to the COVID-19 pandemic, the project has moved group work one to one sessions and training sessions online. It is providing additional emotional and education/employment support, helping young people to continue volunteering through a new blended approach.

- 4.17.4 **Screen Education Edinburgh (SEE)** works with learners, many of whom face high levels of disadvantage and many of whom are marginalised. Throughout Covid 19, SEE's Your Take programme supported 52 families, both young people and adults, through virtual learning courses in animation or drama short filmmaking, to reduce isolation, build connections with other families, continue learning, develop skills and confidence and use creativity to make sense of such a unique and worrying situation. For families without digital access, SEE provided free iPads and IT support to ensure equity, and so everyone could participate fully.

Priority 5: Develop our workforce skills, knowledge and capacity for improving outcomes for learners of all ages.

4.18 The agreed outcomes are:

- *Lifelong Learning staff are aware of relevant policy developments and use this knowledge to improve learner outcomes*
- *Lifelong Learning staff share good practice and expertise and embed the learning in their own practice*

4.19 Lifelong Learning develops, delivers and accesses a wide range of training and CLPL (Career Long Professional Learning) ensuring officers, practitioners, partners and services users are skilled, knowledgeable and confident. Examples across strategic teams and localities include:

4.19.1 **1 in 5 Raising Awareness of Child Poverty** for school leaders, practitioners, lifelong learning, and council staff, leaders and partners: challenging and supporting schools to poverty proof the school day.

4.19.2 **Creative Conversations** are run by the Arts and Creative Learning Team and have a wide reach across Scotland. They engage school leaders, practitioners and other partners in debate and discussion about changing paradigms in education, creative approaches, leadership and other topical issues such as Black Lives Matter, exams and assessment, and much more. The most recent Creative Conversation in Feb 2021 attracted over 200 participants, with around 100 being the norm.

4.19.3 **Creative Learning** delivers Career Long Professional Learning (CLPL) on Creativity Across Learning across Edinburgh and the SEIC, for practitioners, probationers and leaders. It also delivers regular artform specific CLPL such

as Visual Elements: art professional learning for teachers led by artist educators; music CLPL for classroom practitioners linked to Youth Music Resources, Screen Education, media and moving image CLPL and training.

- 4.19.4 **Locality** staff have developed their understanding of Community Planning through training sessions, consultations and practice sharing events.
- 4.19.5 Throughout lockdown LLDOs improved their digital skills and have taken up training on delivering classes online. Library staff have developed skills in delivering events/content via social media. Library Team Leaders took the opportunity of being in lockdown to take part in leadership training webinars.
- 4.19.6 From August – December 2020, in conjunction with the Libraries Digital Skills team, the Strategic Adult Learning team organised TEAMS training for 80 adult learning tutors, 15 locality Lifelong Learning Development Officers, 15 Business Support officers to set up and deliver adult learning online classes. TEAMS champions are now cascading training to other locality staff and tutors.
- 4.19.7 LLDOs across locality and strategic teams have developed and delivered training for colleagues, schools and partners, including: British Sign Language; BSL/Deaf awareness training; Domestic abuse levels 1&2 training to CEC staff throughout 2019-pre covid x 6 partner sessions; delivered and participated in child protection training; mentors in Violence training with school staff and young people; and training to set up and deliver adult learning online classes, with TEAMS champions cascading training to other staff and tutors. a wide range of Parent and Carer Support programmes and training including Peep Learning Together, Triple P, The Incredible Years and Teen Triple P. Peer Assisted Supervision & Support (PASS) has been delivered across the city. This is all now delivered online

5. Next Steps

- 5.1 **Discover!** will continue to be delivered in school holidays and its impact will continue to be monitored.
- 5.2 **1 in 5** will continue to develop and deliver actions to raise awareness of child poverty, including helping poverty proof services across the council.
- 5.3 Schools and Lifelong Learning will contribute to **Edinburgh Learns for Life** and Poverty and Prevention plans as they emerge.
- 5.4 Re-opening and re-starting of services will be risk assessed in line with Scottish Government and City of Edinburgh Council guidance and linked to Health Protection Levels.
- 5.5 Re-opening of buildings and re-starting building-based services will be incremental and based on effective pre-Covid activity, creative effective approaches developed as a result of Covid and in line with Scottish Government and City of Edinburgh Council Guidance and Risk Assessments. One of the challenges facing the Council

regarding the re-opening of some venues (e.g. community centres) is the cost and availability of staff to support that. The priority is currently to employ this resource to clean schools and early years settings, and this is likely to remain the case until the situation eases or additional resources become available. The Council will be required to prioritise what services can resume and any reopening of public buildings to deliver future Lifelong Learning activity will require approval.

6. Financial impact

- 6.1 There are no significant financial impacts to the City of Edinburgh Council

7. Stakeholder/Community Impact

- 7.1 Youth Talk in localities has effectively engaged with young people using feedback to plan services and inform policy
- 7.2 The **Discover!** Parent/Carer Forum and Parent/Carer mentoring initiative ensures that parents and carers experiences directly contribute to the planning and delivery of **Discover!**
- 7.3 A survey of over 2.400 parents and carers gathered information which informs future planning

8. Background reading/external references

- 8.1 The following papers provide background to this report
- 8.3 Lifelong Learning Service Plan Update (Year 1). Item 7.16, Lifelong Learning Service Plan Update:
<https://democracy.edinburgh.gov.uk/documents/s9311/Item%207.16%20-%20Lifelong%20Learning%20Service%20Plan%20Update%20Full%20Committee.pdf>

9. Appendices

- 9.1 Appendix 1 Arts and Creative Learning strategic/citywide update
- 9.2 Appendix 2 ESOL and Literacies strategic/citywide update
- 9.3 Appendix 3 Health and Wellbeing strategic/citywide update
- 9.4 Appendix 4 Libraries strategic/citywide update
- 9.5 Appendix 5 Sport and Outdoor Learning strategic/citywide update
- 9.6 Appendix 6 Youth Participation strategic/citywide update
- 9.7 Appendix 7 North East locality team update

- 9.8 Appendix 8 North West locality update (including local youth work) update
- 9.9 Appendix 9 South East locality update
- 9.10 Appendix 10 South West locality update
- 9.11 Appendix 11 Parent and Carers Support (4 localities) update
- 9.12 Appendix 12 Children and Young People April 2021

APPENDIX 1: Arts and Creative Learning Strategic Team

Lifelong Learning Plan Year 2 (1 July 2019 – 30 June 2020) and part of Year 3 (1 July 2020 – 12 Feb 2021)

Contact:

Linda Lees, Lifelong Learning Strategic Manager (Creativity, Health and Wellbeing)
Lorna Macdonald, Lifelong Learning Strategic Development Officer (Creative Learning)
Martin Hutchison, Lifelong Learning Strategic Development Officer (Instrumental Music)

Priority 1:

Reduce inequalities, improve equity

Outcomes	Self-evaluation high level narrative
<p><i>Leadership across Schools and Lifelong learning is cohesive with shared purpose</i></p>	<p><u>Discover!</u> is led by the Creativity, Health and Wellbeing Team (CH&WB) and the Planning Group is chaired by the Lifelong Learning Strategic Manager (CH&WB). As a result of joint working on the pilot Wellbeing Week (August 2020) designed to support learners from P7 to S1 following school closures, 2 QIEOs have joined the <i>Discover!</i> Planning group to better ensure collaborative planning and evaluating the impact of <i>Discover!</i></p> <p><u>Instrumental Music Service (IMS)</u> was teaching around 5,100 pupils weekly in all mainstream schools on all instruments prior to lockdown. There were around 600 pupils on SQA timetables. When schools closed at the end of March, IMIs (Instrumental Music Instructors) did not have devices and had to quickly adapt lessons and materials to on-line formats, set up teams, post lessons and feedback to pupils via Teams and email. The IMIs now have iPads and are delivering flipped, remote and live online lessons, as well as face to face when safe and risk assessed to do so. IMS instructors have been re-timetabled several times in line with guidance and to ensure they prioritise SQA candidates. The IMS has been impacted by Covid but staff have adapted to remote teaching and have been very proactive in trying to reach as many pupils as possible. That SQA numbers are maintained at around 600 demonstrates excellent partnership working between Creative Learning, Curriculum Leaders in schools and the Quality Improvement Team.</p> <p><u>Creative Learning Network (CLN):</u> The Lifelong Learning Strategic Manager (Creativity, Health and Wellbeing) chairs the CLN for the SEIC (South East Improvement Collaborative) with funding secured from Education Scotland and support from QIOs in the SEIC. A fixed term (1 year) Education Support Officer was advertised but recruitment was suspended due to Covid-19 lockdown. The post was re-advertised in July 2020 and an Officer (teacher from Clovenstone Primary School) started in post after the October holiday. The SEIC CLN is identifying gaps and sharing good practice, rolling out Creative Learning CLPL</p>
<p><i>Joint planning and evaluation across schools and lifelong learning is targeted and effective</i></p>	
<p><i>The equity profile of learners of all ages is well understood and used to plan, interventions, learning and activity</i></p>	

(Career Long Professional Learning) and developing new resources for schools, including a pilot of the new levels 5 and 6 qualification in Creative Thinking. The CLN Education Support Officer is working with SEIC colleagues in to establish a Creativity Network for practitioners.

Creative Conversations bring school leaders, practitioners and partners together to discuss important ideas in and about education. Inspiration/challenge/provocation from inspiring speakers with discussion facilitated by David Cameron. Prior to lockdown and in the reporting period Creative Conversations included:

- Like Flying (Mental Health and Wellbeing – with National Theatre, SAMH and Craigmount High School pupils – 50th Creative Conversation
- A Creative Conversation with Graham Donaldson had to be cancelled as it was scheduled immediately before lockdown

Creative Conversations have since moved online with over 1,300 attendees since October 2020:

- **Beyond Black Lives Matter** – with Jaz Ampaw Farr, Penny Rabiger and Amjad Ali (October 2020) attracted over 100 people from Edinburgh and beyond
- **Beyond All Our Futures** (November 2020) a tribute to the late Sir Ken Robinson with David Price OBE and Richard Gerver (friends and colleagues of Ken Robinson), again attracted over 100 people, from Edinburgh, Scotland and international
- The 53rd Creative conversation on 17 December looked at the **Independent Care Review** and included input from Fiona Duncan and Laura Beveridge (chair and member of the review), attracting around 130
- January's Creative Conversation again attracted over 100 registrations and considered a **Creative Curriculum** and Levels 5/ 6 qualifications in Creative Thinking
- In February the Creative Conversation on **Exams and Assessment** with Louise Hayward and Mark Priestly (who was asked by the DFM to review the exams cancellation during Covid), has broken all records with 230 people registered and more on a waiting list
- The March Creative Conversation with Olly Bray (Strategic Director at Education Scotland) and Suzanne Zeedyk looked at play and pedagogy from early years through to secondary

All Creative Conversations have received high levels of on-line engagement and bring together people from across sectors including large numbers from schools. Participants regularly take further action as a result. Creative Conversations are considered sector leading and are funded by Education Scotland. The average attendance at a Creative Conversation is around 100.

	<p>Screen Education Edinburgh (SEE), leads the Edinburgh City Film Education programme, funded by Screen Scotland, running from August 2019 to present. Develops teachers' and pupils' skills and knowledge in filmmaking through animation, drama or documentary, with progressive courses and CLPL for teachers. SEE plans the programme and develops teaching resources. The Edinburgh City Film Education programme targets an equitable mix of schools across the City, meeting learning needs including for those not attaining, with low literacy or at risk of exclusion. The Film Education Programme benefits from a partnership approach between SEE staff and lead teachers across each school, with QIO involvement leading for Special Schools.</p> <p>Pre Covid 19 period, 18 teachers and 298 pupils across primary, secondary and special schools took part in 8-week projects, producing films focused on the GTCS priority of Social Justice.</p> <p>During Covid 19 and through lockdown a virtual delivery approach was designed, implemented and delivered, with 149 learners, part of their home schooling or extra-curricular learning, and 15 teachers developed skills through CLPL. Overall, 30 primary, 22 secondary and 5 special schools took part in the programme, with 55 films made.</p> <p>The Youth Music Initiative (YMI) team works closely with schools and prior to the first lockdown in March 2020 was mid-way through delivering blocks of music to all P1 – P5 pupils in all schools and all special schools. Lockdown has necessitated even closer working with schools to re-design lessons for remote delivery and re-timetable for a risk assessed blended approach. Covid has impacted on YMI, however, through taking creative actions and working with school colleagues, programmes are being rolled out and a bank of digital resources and remote lessons is being produced. CLPL for school staff and YMI tutors continues to be delivered remotely with excellent feedback.</p> <p>The Creative Learning Team has been working with schools and quality improvement colleagues in Edinburgh and the SEIC (South East Improvement Collaborative) to develop creative learning and teaching resources for schools. The Creativity Skills Progressions Framework has been shared with all schools in Edinburgh and is being shared with SEIC schools. Currently work linking creativity skills and benchmarks across learning is underway. Creative Learning CLPL has been delivered to approximately 140 practitioners over the last 18 months, and in the last 6 months to an additional 316 practitioners as follows:</p> <ul style="list-style-type: none"> • 88 SEIC colleagues • 12 Early Years Foundation Apprentices • 187 Edinburgh Probationer Teachers • 21 YMI Tutors • 8 STEAM Residency Project Participants • 57 national colleagues (Education Scotland event)
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Briefly outline any planned next steps, and note if they are in any way informed by Covid	<p>Creative Learning, IMS, YMI and SEE: Covid has accelerated the development of online content, flipped learning approaches and the creation of a bank of lessons and resources. While not a replacement for face to face teaching, the benefits of greater on-line presence and flexibility are clear and are now being developed to create a range of resources and CLPL that can be widely shared, augmenting face to face delivery.</p> <p>The YMI Team has re-negotiated the funding agreement with Creative Scotland to develop greater digital capacity and digital creativity. Due to a second closure and phased re-opening of schools, YMI programmes need to be re-designed and further changes agreed with schools and Creative Scotland</p> <p>The IMS team is developing an online music resource library with film, sound recordings, short lessons and a range of other links to support instrumental music lessons. With Senior Phase pupils now returning to school for practical assessment work, new guidance and risk assessments are planned, working in close collaboration with the QIEOs. Plans for Primary and non SQA will be closely monitored and adapted in light of Scottish Government Guidance and SQA requirements.</p> <p>SEE: The Edinburgh Film Education programme finished in December, with a series of virtual screening events, and advanced film workshops for learners. Continued funding for the next phase of the programme is in progress with Screen Scotland. This programme will focus on teachers professional learning through virtual and when allowed, face to face CLPL, a comprehensive suite of curriculum linked film learning resources focused on literacy, numeracy and wellbeing, for primary, secondary and special schools.</p> <p>Creative Learning will pilot the new resources for creative learning and teaching with a small group of teachers before rolling out across Edinburgh and the SEIC. The team will also pilot new levels 5 and 6 qualifications in Creative Thinking with schools in Edinburgh and the SEIC. The team is also establishing a SEIC Creativity network for practitioners.</p>
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Priority 2:
Reduce the achievement and attainment gap, between those learners (of all ages) facing the greatest and least disadvantage

Outcome	Self-evaluation high level narrative
Food anxiety, hunger and learning loss during school holidays is reduced	<p>Discover! is planned by a Planning Group with a representative from Creative Learning, each locality, other colleagues and partners. It is overseen centrally and chaired by the Lifelong Learning Strategic Manager (Creativity, Health and Wellbeing).</p> <p>As the only Lifelong Learning programme that is whole-service and citywide, each Locality Team and Strategic Team Appendix outlines its specific contributions to Discover! below</p>

	<p>More detail and information on <i>Discover!</i> is contained in the <u>Strategic Health and Wellbeing Appendix</u>.</p> <p>The <i>Discover!</i> planning Group is chaired by the Strategic Manager (Creativity, Health and Wellbeing), and Arts and Creative Learning has always made significant contributions to the programme and delivery, leading Hubs and sessions for families. Since Discover moved online in Summer 2020, The Arts and Creative Learning Strategic team supports <i>Discover!</i> as follows:</p> <ul style="list-style-type: none"> • One of the LLSDOs (Lifelong Learning Strategic Development Officers) is an active member of the Discover Planning Group, supporting aspects of planning, liaison, co-ordination, Facebook Group moderation and programme delivery • Developing, brokering and sharing arts and creative online content for the <i>Discover!</i> programme • Supporting the delivery of Discover in a Box to families across the city • In addition, SEE and YMI teams delivered filmmaking and music making activity as part of Discover programmes while in Hubs and continue to support Discover online <p>In addition to Discover, SEE was funded through Cashback till the end of December 2019 and delivered 4 free holiday projects in Summer and October 2019, supporting 41 learners. This was targeted to young people living in poverty and as well as film-making activities, the project provided lunches and snacks. An increase in confidence, skills and wellbeing was reported by all learners.</p>
<p>Learners of all ages, regardless of their socio-economic situation, access all lifelong learning opportunities in school, out of school and in the community and affordability is not a barrier</p>	<p>YMI In-School Provision: YMI provides in-school musical provision for all P1-5 pupils in Edinburgh. This equated to 22,494 pupils targeted in-school in the 19-20 year.</p> <ul style="list-style-type: none"> - Magic of Music, P1, 5 weeks - Scots Song, P2, 5 weeks - NYCoS, P3, 12 weeks - Sounds Like Music, P4&5, 5 weeks - Sounds Like Music (Special Schools), 5 weeks <p>Due to COVID related school closures, approximately 4,000 pupils did not receive their provision. These programmes will continue in 20-21, adapted and risk assessed to meet Education Scotland and City of Edinburgh Council guidelines. The projects cover literacy, numeracy, health & wellbeing and creativity through music, as well as Scots language and culture.</p> <p>In-School Provision Feedback: <i>‘Speaking as a Teacher and Mum all the initiatives that YMI offer are extremely beneficial to staff and pupils. The staff who deliver the lessons are incredibly</i></p>

	<p><i>talented and helpful. Thank you for this wonderful provision'</i> Teacher at Leith Walk Primary</p> <p>Sounds Like Friday / Saturday In 19-20, the YMI ran Sounds Like Friday and Saturday. This was opt-in musical provision for P5-7 pupils outside of core school hours. The venues for this programme were strategically located and aligned with the 4 Edinburgh localities. Where possible, venues in areas of greatest multiple disadvantage hosted Sounds Like Friday. The purpose was tackling inequality (predominantly SIMD 1-3) through targeting and supporting children to attend locally and providing opportunities on a Friday afternoon when children do not attend school. All instruments and learning materials were provided free of charge for the duration of the programme, and attendance was free. Classes were provided with ASN support to ensure inclusion of pupils with additional support needs. Over 550 pupils participated in 19-20. The programme continued throughout lockdown, with lesson plans and material shared online weekly with parents.</p> <p>SLF/S Feedback: <i>'I wanted to say that it's wonderful that you provide free music classes and give opportunity for kids to learn music which for some wouldn't be accessible from finance side'</i></p> <p>Parent in response to continued SLF/S provision during lockdown <i>'We are absolutely delighted to get your inspiring email and messages and content from the guitar tutor. It is soooooo very fantastic to see your determination to keep the music going, I've no doubt this will be felt by all parents.'</i></p>
<p>A culture of Getting It Right is in place in all learning settings and establishments</p>	<p>The Paolozzi Prize for Art: 2020 was the 8th year of the award. One of the most important principles of the award is that it is inclusive, recognising and celebrating achievement. This means proactively seeking nominations for S4-6 pupils who may face challenges. Despite COVID restrictions and moving the award online, the 2020 Paolozzi Prize attracted the highest number of nominations from art & design teachers city High Schools and Special Schools. 40 pupils were nominated by their art teachers across the 4 categories:</p> <ul style="list-style-type: none"> • Talent and Creativity • Talent & Creativity • New Directions • Overcoming Barriers • Spirit of Paolozzi <p>Because teachers nominate pupils this often includes pupils who would not put themselves forward. Regular feedback from pupils refers to the pride they feel by being recognised and showcased. This is enhanced by having their work judged and considered worthy of merit by a panel of well known and experienced figures in the Scottish art world.</p> <ul style="list-style-type: none"> • Principal of Edinburgh College of Art • Head of Education, National Galleries of Scotland

	<ul style="list-style-type: none"> • Artist educator who studied under Paolozzi in Munich <p>Covid restrictions meant that the June 2020 Award Ceremony had to be redesigned to run online, previously held in the National Gallery on the Mound. The resulting inclusive event was a first for City of Edinburgh Council, hosted via the Stream facility of Office365 for teachers, pupils and their families to enjoy together and this meant that pupils received feedback and congratulations live despite the event being online. Teachers were asked if any families may have barriers to accessing an online event to ensure all could enjoy the celebration. Pupils commented in the chat how unexpected a boost this was to them. Head Teacher of James Gillespie’s High School commented: <i>“You not just pulled it off you delivered with aplomb”</i>.</p> <p>All young people nominated are winners with cash awards given to commended, highly commended and winner in each category. Every year the overall winner received £500 and returns as part of the following year’s ceremony to talk about what winning meant to them. In addition to being inclusive, the Paolozzi Prize is increasingly seen as an important step along the way to gaining a place at college of art school.</p> <p>Creative Learning developed a STEAM (Science, Technology, Engineering, Art and Maths) Residency in partnership with the city of Oulu, Finland, to develop creativity through an artist in residence for one school in each city. Schools applied for the residency and the Edinburgh school is James Gillespie’s high School. The school identified a group of vulnerable pupils who the staff wanted to reengage with learning in a creative way. The lead school staff are from the science department and see this as an opportunity to also develop their own creative approaches. The schools and artists met online for the first time November 2020 and the project will run through the rest of academic year. The Edinburgh residency is fully supported by Arts and Creative Learning and practice in both Edinburgh and Oulu will be shared across both cities. Edinburgh’s creative learning skills framework and evaluation resources are being used to support the project in Oulu as well as Edinburgh. The project is fully funded by the city of Oulu as part of its bid to be European Capital of Culture 2026</p> <p>YMI - Drake Music Scotland in Special Schools: This programme is designed to provide all children in special schools, regardless of their disability and additional support needs, with opportunities to participate in music making. It is fully additional to local authority specialist music teaching provision which is not available in all special schools.</p> <p>In each of the special schools, Drake musicians deliver a series of bespoke workshops that specifically cater to the diverse and complex needs of the individual pupils.</p>
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	<p>Due to COVID lockdown measures, some Special Schools did not receive their full, in-person provision. Drake Music sent weekly resources out electronically to schools instead, resulting in 89% delivery of the programme. This programme reached 80 pupils in 19-20 and will run again in 20-21 following adaptations to follow Education Scotland and City of Edinburgh Council guidance and risk assessments</p> <p>Drake Music Feedback: Qualitative feedback was received showing progression with physical coordination and motor skills in many pupils, as well as team building skills, confidence and communication</p> <p>SEE: As part of Cashback and ECFEP (Edinburgh City Film Education Partnership), 2 film projects took place at Spartans Alternative School, 2 Cashback projects at PYCP/Face North Alternative to Crime Group, 2 Cashback projects with JET Academy and 1 Cashback project with The Junction, with 39 young people developed, with an increase in confidence, skills, group working ability and wellbeing reported by all. These groups comprised some of the most vulnerable and at-risk young people in the City, those excluded from mainstream school, and those at risk of offending or reoffending, as well as 9 looked after young people</p>
<p>Our looked After child and Young people are supported to achieve</p>	<p>YMI's Music Making a Difference programme at Howdenhall Secure Services: Targeting children and young people in Edinburgh Secure Services who are excluded from mainstream schools. Participants are both primary and secondary age and a proportion are Looked After.</p> <p>In 2019/20 the Howdenhall project used technology, rhythm and music to engage young people in very challenging situations, with opportunities to engage with spoken and written text in a fun, creative way that was relevant to their needs and interests. The programme will run again 20-21, adapted to follow all COVID guidelines, including remote and blended delivery.</p> <p>Howdenhall Feedback: 83% of participants Agreed or Strongly Agreed that 'The project was a fun and valuable learning experience'.</p> <p><i>'Since our independent music tutor's departure, our curriculum has been void of any music creativity'</i> Headteacher, Howdenhall Secure Services, speaking about how valuable the programme has been</p>
<p>Briefly outline any planned next steps, and note if they are in any way informed by Covid</p>	<p>SEE will continue to ensure learners of all ages, backgrounds, and financial status can engage in learning, with activity always free for those facing disadvantage, and where possible ensuring travel costs are covered too. With Cashback funding from Creative Scotland now ended, applications for alternative funding are underway</p> <p>YMI: plans to maintain all in-school YMI provision in 20-21, providing creative, musical input to approximately 22,500 pupils.</p>

	<p>The team is revising the way in which tutors and delivery partners are allocated to schools in response to Covid restrictions to make the timetabling whether in class or remote easier for schools. Tutors are developing existing YMI resources so they can be used online in addition to in class, and they are adapting singing activities to achieve the same outcomes though other approaches such as humming, pre-recorded singing, rhythm and tuned percussion.</p> <p>Sounds Like Friday / Saturday will not run in 20-21. With current restrictions, Community Access to Schools is not possible. In addition, bringing children from different schools together at SLF/S constitutes a high risk and creates too many complex contacts and cannot be supported. Instead, focus will be placed on creating more resources online which support the need for flipped and blended learning. We will also work with teachers and young people to develop new resources and materials which will enhance face to face provision, widen the reach and create a lasting legacy.</p> <p>YMI next steps are to develop the use of technology to create live and pre-recorded online performance opportunities for pupils, including those in Special Schools. The confidence and skills gained from live performance is a fundamental facet of musical education, and we would maintain these opportunities.</p> <p>The Creative Learning STEAM residency has been revised in light of COVID restrictions, to be online. unless travel (to Finland) becomes safe during the life of the residency. Resources and CLPL are being created for online platforms.</p>
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Priority 3:

Improve skills for learning, skills for life and skills for work and personal fulfilment for learners of all ages

Outcomes	Self-evaluation high level narrative
Learners of all ages are aware of the different pathways available to them and make informed choices about their next steps	<p>The Instrumental Music Service works with pupils from P4/5 through to S6, teaching instrumental music and working with groups to develop performance skills through bands, orchestras, ensembles and choirs. Of the c. 5,000 on IMS timetables, over 600 pupils go on to follow SQA programmes and courses, many of whom also sit ABRSM Graded exams which, from Gr6 and up carry UCAS points. Performance on 2 instruments makes up around 50-60% of the SQA assessment and IMS instructors work closely with pupils and CLs (Curriculum Leaders) and music teachers to support their pupils' attainment. All IMS instructors are degree qualified in music and almost all are practicing musicians. They provide support and advice on pathways into further/higher music education and industry.</p> <p>Since the beginning of the pandemic, IMS and music education has been very impacted with restrictions on staff working in multiple schools, available ventilated spaces, IT issues and</p>

restrictions on Voice Brass and Wind. IMS prioritised SQA and there are still around 600 SQA pupils despite the disruption. The next step is to prioritise P7 transfer pupils. IMS teaches face to face when permitted and risk assessed, remotely and live online.

Screen Education Edinburgh (SEE): provides ongoing support and development for learner's skills, knowledge and progression. Learning is tracked at the start, middle and end to ensure increased development in film making knowledge and skills, with confidence and wellbeing tracked using SHANARRI indicators. Learners can progress through programmes to develop their knowledge, skills and confidence, also gaining qualifications and certification.

- Young people aged 16 to 19 can progress onto SEE's British Film Institute (BFI) Film Academy programme, with the yearly Network course taking place at Waverley Court each Oct to Feb. and a summer Residential each August The current programme is delivered remotely
- All 44 learners on BFI in 2019/20 achieved the English Level 2 (Nat 5) BFI/Screen Skills Preparing to Work in the Film Industry qualification.
- Participation targets young people resident in SIMD 1&2, those entitled to free school meals within the last 3 years, BAME, disability and with a 50% gender split. SEE exceeds targets across all programmes, meeting the UK wide target, and beyond Edinburgh's or Scotland's %
- 80% of BFI learner progressed in 2019/20 to further film, media or creative study at college or University.
- The most advanced SEE programme is Moving Image Arts (MIA) A Level covering film theory, history and production, for young people aged 16 to 21. Progression to industry and further/higher education is key. Of the 2019/20 course, 5 progressed on to study BA Film at Edinburgh Napier University, 1 to HND TV and 1 HND Creative Industries at Edinburgh College.
- MIA is an A level course moderated by CCEA in Belfast, with the 2019/20 cohort achieving 3 x A, 4 x B and 2 x C grades. This is testament to the staff commitment and learner's dedication to continue to progress through lockdown disruption and swift adaptation to remote delivery and assessment

SEE Youth, is a dedicated youth committee that informs SEE's work, takes part in National engagement such as Film Access Scotland Youth Film Festival, and develops confidence, skills, social and emotional wellbeing. SEE Youth is for young people of school age as post school who are not yet ready to progress to college or University or into the workplace.

The Paolozzi Prize for Art: 2019 and 2020 celebrated senior pupil art work from High Schools across the city. The Talent & Creativity category particularly showcased the work of those

	<p>pupils who have shown the flair and capacity to go to study Art & Design, even if they had not considered this previously. The public acknowledgement of the quality of their work meant that pupils across all categories of the prize felt noticed and that they had the ability to move on to further study in Art & Design and other subjects. A significant number of Paolozzi nominated students and winners successfully gain a place at art college.</p>
<p>Children, young people and adult learners are increasingly confident in identifying their interests, strengths and skills</p>	<p>All SEE learners go through a skill tracking process, at the start and end of courses, focusing on:</p> <ul style="list-style-type: none"> • Filmmaking skills and knowledge • Growth and personal development throughout the course • confidence and wellbeing • strengths and weaknesses, <p>Course content and delivery is tailored week by week to ensure all learners progress and increase in confidence and wellbeing. This approach ensures learners are confident in identifying their skills and interests and know what steps to take to progress.</p> <ul style="list-style-type: none"> • On Cashback, BFI and MIA each learner, individually and as group, produces Goal Plan, Activity is focused on achieving these goals which include film aspects, taking part, engaging with and respecting others, attendance and engagement. • On SEE's BFI and MIA programmes, Personal Development Plans are produced at the outset and post project to ensure learner needs are met, and engagement is high. Follow-on support is tailored to each learner, with ongoing support given to ensure steady progress is made, covering volunteering, sharing training and employment opportunities via private alumni Facebook groups, one to one support for CV's, job/further/higher education applications, and providing references <p>During Covid 19, all this work has increased, with the virtual learning environment proving more challenging for building and sustaining relationships and maintaining concentration. Remote learning and teaching has been adapted to meet the needs of each learner session by session, a process which has ensure no drop-off in learners.</p> <p>YMI Resources: The YMI team created three suites of resources, for Early Years, 1st Level and 2nd Level learners. These are called Magic, Wonder and Power of Music.</p> <ul style="list-style-type: none"> • Magic of Music supports learning in literacy, numeracy, health & wellbeing and creativity through music. • Wonder of Music supports teaching of Global Citizenship, Environment, Digital Technologies and Enterprise and Creativity skills through music.

	<ul style="list-style-type: none"> • Power of Music covers coding, creative composition, STEAM and music, creativity and employability. <p>A copy of Magic of Music was sent to all nurseries and partner providers in Edinburgh free of charge. Both Wonder and Power of Music were sent to all Edinburgh primary schools, also free.</p> <p>These resources are designed to increase young people’s creativity and confidence and develop employability skills.</p> <p>A programme of CLPL for these resources is well attended and has helped build practitioner confidence leading to increased use of them.</p>
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<p>Briefly outline any planned next steps, and note if they are in any way informed by Covid</p>	<p>Over the next six months, the SEE team is developing and implementing an updated and refined progression pipeline, better reflecting current programmes, new opportunities ahead. SEE’s plans to further strengthen its approaches to tracking and reporting.</p> <p>YMI: plans to continue adapting and promoting YMI resources in and work collaboratively with the new SEIC Education Support Officer (Creative Learning) to develop creativity skills in music. CLPL for teachers and practitioners will continue to be offered to increase knowledge and confidence in using the resources.</p> <p>The Saroj Lal Award: the Creative Learning Team is developing a new award across all art forms around diversity and equality. This award will take a thematic approach with categories designed to ensure pupil voice can be expressed through their chosen artform. The focus will be on pupils developing their passion, knowledge and skills and finding their voice. The award is inspired by the family of Saroj Lal who wished her legacy to be marked and celebrated. Pupils will be invited to submit work which shines a light on issues including anti-racism, LGBTQ+ and women’s rights which will then form a bank of resources for all young people and schools to access.</p>
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Priority 4:
Improve health and wellbeing and reduce social isolation

Outcomes	Self-evaluation high level narrative
<p>Children, young people and adults are resilient, engaged and creative, with good mental and physical health and wellbeing</p>	<p>SEE works with learner, many of whom face high levels of disadvantage and many of whom are marginalised. The staff are trained to provide first line support and know when to refer on.</p> <p>Cashback and bespoke partnership projects with youth and community orgs were all developed, planned and delivered with the needs of vulnerable, those living poverty or impacted by ACE’s as a key target, with specialist learning appropriate to ensuring continued engagement, confidence and skills development of each learner.</p>

	<p>Throughout the Covid 19 period, SEE's Your Take programme supported 52 families, both young people and adults, through virtual learning courses in animation or drama short filmmaking, to reduce isolation, enable connection with other families, continue learning and use creativity to make sense of such a unique and worrying situation. For families lacking access to iPads to take part, SEE provided these for free to ensure equity, and enable those most disadvantaged to take part.</p> <p>Piping Hot! In 19-20, the YMI ran a performance pipe band called Piping Hot. Lessons and rehearsals were held weekly, outside of school hours. Chanters and drum pads/ sticks as well as teaching material was provided free of charge. This was open to all P5-S6 pupils in Edinburgh and provided an opportunity for those interested to come together to play and share their love of Scottish Traditional music. This project was designed to bring pupils together to learn and build friendship through shared interests, outside of school. It also gave all members many opportunities to perform publicly at events such as the Resonate Concert Series and the Annual Childline Fundraising Concert.</p> <p>Piping Hot Feedback <i>'Since I've been playing the bagpipes, I feel like my confidence has boosted as I have played in front of huge crowds on multiple occasions, whether it's for a concert, being hired or playing for the NHS workers, which I have been doing recently. Learning to play the bagpipes has gave me many opportunities to do thing that I never thought I would ever do, like playing for the Lord Provost, or playing at events like Burns suppers. The thing I love most about playing the bagpipes is seeing people happy whenever I play them. There have been many occasions where I have played my bagpipes for people and seen people cheer up as soon as they hear me play'</i> S5 pupil, Craigroyston High School</p>
<p>Social isolation is reduced for people of all ages</p>	<p>Arts and Creative Learning's contribution to Discover! impacts on this outcome – see the Strategic H&WB Appendix for more information.</p> <p>SEE is skilled at bringing together young people, many of whom are bullied, marginalised, live in poverty, have gender identity or mental health issues. SEE's projects and programmes are successful in giving young people their voice through film, bringing them together around a shared interest, issue or passion, developing confidence and fostering long term friendships supported by a private Facebook alumni group.</p>
<p>Briefly outline any planned next steps, and note if they are in any way informed by Covid</p>	<p>The Saroj Lal Award described under next steps for at Priority 3 also meets this priority. It will be accessible to all despite COVID, with an online nomination process and Award ceremony currently being developed.</p>
<p>Priority 5:</p>	

Develop our workforce skills, knowledge and capacity for improving outcomes for learners of all ages

Outcomes	Self-evaluation high level narrative
<p>Lifelong Learning staff are aware of relevant policy developments and use this knowledge to improve learner outcomes</p>	<p>Arts and Creative Learning stays abreast of policy developments in education and corporate policy as well as artform specific developments</p> <p>All SEE staff are trained and kept up to date with changes to CEC/SEE policies including child protection, safeguarding, bullying, equal opportunities and harassment and risk assessment. At the start of lockdown, a comprehensive new policy for delivering virtual learning throughout Covid 19 was developed in line with CEC, Screen Scotland, NSPCC and GTCS guidance.</p> <p>Arts & Creative Learning work with arts & culture partner organisations to influence and shape content of learning / education / CLPL for teachers offers and have strategic overview of which schools are involved in projects. A group was set up in November 2019: Heads of Creative Learning, with around 20 partner organisations attending and returning for subsequent meeting in January 2020. The aims of the group include to work effectively as a Creative Learning Sector to serve communities across the city, particularly considering how to learn from and with each other as well as how to most effectively work to provide quality offers to those who most need them, without duplication and ensuring strong relationships are built.</p> <p>Scotland’s Creative Learning Plan – shared with teachers at all CLPL sessions.</p> <p>Visual Elements, Art & Design CLPL for non-specialist teachers: delivered across 7 Friday afternoon sessions, to between 6 and 14 teachers per session. An artist practitioner led an inspiring and accessible hands on session each week, focussed on one of the 7 visual elements each time. Highly positive feedback from teachers comfortable to then use the skills and activities with their classes (EY, PS, SS colleagues).</p>
<p>Lifelong Learning staff share good practice and expertise and embed the learning in their own practice</p>	<p>Arts and Creative Learning delivered CLPL to: teachers, Moray House PGDE and Dance Science Masters students, Screen Education Edinburgh Team and tutors as well as to colleagues in Lifelong Learning, including : <i>Introduction to Creativity Skills</i>, <i>Developing Learners’ Creativity Skills</i> and <i>Interdisciplinary Learning using an Online Resource</i>. Each session was planned to be delivered twice across the last academic year to teachers from all sectors. The “<i>Developing...</i>” sessions were cancelled as scheduled for March 20 once lockdown in place. All Creative Learning CLPL is now delivered online.</p>

	<p>SEE's expertise over the past decade in film education has resulted in Screen Scotland and the BFI consistently funding SEE as the lead film education provider in the UK.</p> <ul style="list-style-type: none"> • SEE is a founding and lead member of Film Access Scotland, a national strategic organisation funded by Screen Scotland to connect, develop and grow film education, share practice and continuous improvement, with a key focus of inclusion and diversity. • SEE's Skills & Qualification Officer also undertakes a moderation role for the qualifications offered by SEE such as the A-Level Moving Image Arts • SEE is one of two organisations in the UK that oversees training and course moderation of the BFI/Screen Skills Preparing to Work in the Film Industry qualification moderated by Northern Council for Further Education, with 13 other organisations across the UK each year. • 33 teachers developed through the ECFEP (Edinburgh City Film Education Project) in 2019/20 was a key initiative and the beginning of a strategic approach over the next few years to develop teachers' film knowledge and skills in all school settings, at all curriculum levels, across the curriculum, in turn enabling a large number of pupils to benefit from this CLPL learning in the classroom year-round. • Another key aspect in the year ahead will be to support Media teachers enhance their knowledge and skills providing real world filmmaking experience, approaches, and insight into job roles and progression routes. This will benefit media studies pupils <p>YMI CLPL: In 19-20, teacher CLPL was delivered to EELCA probationers, and 'Magic', 'Wonder' and 'Power' of Music CLPL workshops were delivered to Early Years, 1st Level and 2nd Level teachers. In school CLPL was delivered at South Morningside Primary covering coding from Music from Scratch, and Outdoor Learning collaborations were delivered at the Scottish National Gallery of Modern Art and Holyrood Park Outdoor Learning days. The team provided:</p> <ul style="list-style-type: none"> • CLPL in group tuition for 50 YMI tutors • Ukulele training for 20 YMI tutors and teachers • Singing games and rhymes training for 9 practitioners • Magic of Music training for 30 Early Years practitioners • Magic of Music training for 60 EELCA probationers • Create and Compose training for 12 1st Level practitioners • Scratch coding training for 15 teachers and music specialists • Power of Music shared with 80-100 primary teachers through workshops at the Scottish National Gallery of Modern Art and Holyrood Park in liaison with the Council Outdoor Learning Team • Science Ceilidh twilight workshop with 11 teachers
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	<ul style="list-style-type: none"> • Edinburgh College workshops with 15 students using Music from Scratch • Early Years Conference, Dynamic Earth, 300 participants <p>Power of Music CLPL 11/11/19</p> <ul style="list-style-type: none"> • <i>'Some super games to embed learning of key elements of music'</i> • <i>'I'd love to attend more sessions'</i> • <i>'Very enjoyable and excited to apply in the classroom'</i> <p>Science Ceilidh CLPL 22/1/20</p> <ul style="list-style-type: none"> • <i>'Great concept. I need to think creatively on how to introduce this concept'</i> • <i>'Really useful and I am looking forward to using in class'</i> <p>Magic of Music CLPL 28/1/20</p> <ul style="list-style-type: none"> • <i>'Very enjoyable session with a lot to learn and so much to take back to my place of work.'</i> • <i>'Great ideas to use in the classroom.'</i> <p>YMI plans to continue CLPL delivery in 20-21, with sessions run remotely via Microsoft Teams.</p> <p>Heads of Creative Learning: Arts & Creative Learning works with arts and culture partner organisations to influence and shape content of learning / education / CLPL for teachers offers and have strategic overview of which schools are involved in projects. A group was set up in November 2019: Heads of Creative Learning, with around 20 partner organisations attending and returning for subsequent meeting in January 2020. The aims of the group include to work effectively as a Creative Learning Sector to serve our communities across the city, particularly considering how to learn from and with each other as well as how to most effectively work to provide quality offers to those who most need them, without duplication and ensuring strong relationships are built.</p> <p>SEIC Creative Learning Network (CLN): the Education Support Officer (ESO) for Creative Learning works specifically with the SEIC (South East improvement Collaborative). The ESO shares practice at SEIC Business Forums and Steering Groups, to develop creative learning. Colleagues and practitioners have shared good practice and areas of development to strategically identify support of next steps. A Creativity Network has been implemented in Fife Council to regularly connect with and support practitioners across all sectors – this will be implemented across SEIC. Benchmarks linking to creativity skills are being developed to be piloted with practitioners and QIOs. A Creativity Course is being developed which will be offered to SEIC colleagues, to create a sustainable network of colleagues to develop creative learning in their setting and beyond. Resources that embed creativity are being collated to share with colleagues at CLPL, Creativity Networks and in the Creativity Course.</p>
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Briefly outline any planned next steps, and note if they are in any way informed by Covid

Next steps are to:

- develop new CLPL based on feedback from practitioners and identified areas requiring support
- continue to adapt existing CLPL (*Developing Learners' Creativity Skills*)
- *Develop Train the Trainers to build capacity for rolling out CLPL across the SEIC*
- All SEIC authorities to identify core / optional CLPL dates to NQTs for next academic year.

Arts and Creative Learning team will continue working with SEIC colleagues to develop creative learning resources for teachers. The team will also develop and deliver Creative Learning Train the Trainer to build capacity for ongoing CLPL across the SEIC.

The SEIC CLN plans to establish a Creativity network for practitioners. This is being developed jointly with Fife Council.

Arts and Creative Learning and the Outdoor Learning Teams plan to develop content together for colleagues and for schools, from March 2021. This will focus on creative outdoor learning.

The next steps for the **Heads of Creative Learning Group** is to consolidate the work of the Creative Learning sector and begin developing a city strategy for creative learning.

APPENDIX 2: ESOL and Literacies Strategic Team

Lifelong Learning Plan Year 2 (1 July 2019 – 30 June 2020) and part of Year 3 (1 July 2020 – 12 Feb 2021)

Contact: Sheila Duncan, Lifelong Learning Strategic Development Officer (Adult Learning)

Please note that a detailed report on Adult Learning can be found at:

<https://democracy.edinburgh.gov.uk/documents/s31978/7.7%20Lifelong%20Learning%20-%20Community%20Based%20Adult%20Learning.pdf>

<u>Priority 1:</u>	
<i>Reduce inequalities, improve equity</i>	
Outcomes	Self-evaluation high level narrative
Leadership across Schools and Lifelong learning is cohesive with shared purpose	<p>Partners from CLD partnership, includes Lifelong Learning, Edinburgh College, Fresh Start and Stepping Stones, planned a recovery programme for adults in NW Edinburgh (Granton Recovery Programme) in response to Covid19.</p> <p>304 adults participated in online adult learning classes from October 2020.</p> <p>Participation levels of and feedback from adults and children within adult learning programmes including Literacies, Outlook, ESOL including Syrian ESOL, Family Learning and Adult Education Programme are collated and shared by Strategic Adult Learning Team to support and inform future planning across 4 localities</p>
Joint planning and evaluation across schools and lifelong learning is targeted and effective	
The equity profile of learners of all ages is well understood and used to plan, interventions, learning and activity	
Briefly outline any planned next steps, and note if they are in any way informed by Covid	
<u>Priority 2:</u>	
<i>Reduce the achievement and attainment gap, between those learners (of all ages) facing the greatest and least disadvantage</i>	
Outcome	Self-evaluation high level narrative
Food anxiety, hunger and learning loss during school holidays is reduced	<p>Discover! is planned by a Planning Group with a representative from each locality, other colleagues and partners. It is overseen centrally and chaired by the Lifelong Learning Strategic Manager (Creativity, Health and Wellbeing).</p> <p>As the only Lifelong Learning programme that is whole-service and citywide, each Locality Team and Strategic Team Appendix outlines its specific contributions to Discover! below</p>

	<p>More detail and information on <i>Discover!</i> is contained in the <u>Strategic Health and Wellbeing Appendix</u>.</p> <p>The adult learning team supports <i>Discover!</i> with tutors and storytellers who contribute to programme delivery. Prior to lockdown an Adult Learning LLDO supported the Hubs.</p>
<p>Learners of all ages, regardless of their socio-economic situation, access all lifelong learning opportunities in school, out of school and in the community and affordability is not a barrier</p>	<p>Adult Literacy & Numeracy: 19 literacy/numeracy groups were running in community venues across the city until February 2020 for 150 learners. Venues were closed and face to face learning is currently suspended.</p> <p>Learners contacted by phone/email to establish learning need and most appropriate method of delivering learning.</p> <p>748 adults participated in ESOL classes and Family Learning ESOL provision across Edinburgh including 107 Syrian adult refugees and 20 Syrian children.</p> <p>Outcomes for learners include improved understanding, skills and confidence to communicate at home, in the community in training and employment contexts</p> <p>During Covid19, from April to September 2020, all face to face classes were cancelled but tutors remained in contact by phone with learners, produced 'you tube' materials for learners and includes:</p> <ul style="list-style-type: none"> • Writing materials delivered to 21 Syrian refugees who arrived in Scotland shortly before Lockdown. • 58 ESOL Snacks videos, receiving over 5000 views (<i>a resource now recognised by Education Scotland as best practice and shared with other local authorities and ESOL partners, produced by staff from Syrian Resettlement ESOL Project</i>) • 6 'Time for a Story' videos by Family Learning staff for families of early years children and shared with primary schools with over 350 views • Print and post materials were shared with literacies learners and staff supported learners remotely to complete Adult Achievement Award qualifications • Beginners ESOL course for parents during summer in one school: focus on using the city's chosen Primary 1 Transition book with their children • Short online Family Learning programme for families with EAL/ESOL, using the Primary 3 Read, Write, Count resources. • From October 2020, we delivered 19 online ESOL and Syrian ESOL classes Level 3 and above and plan to deliver more at lower levels soon. Class sizes have been reduced to 6 learners online. From January 2021 we aim to offer 30 classes at all levels <p>Family Learning, Parental Engagement & Read, Write & Count activities: Across the city Family Learning opportunities are</p>

	<p>provided by Lifelong Learning in localities for parents to come together and engage with their children’s health & wellbeing, play and learning.</p> <p>Parents are supported to understand the value of engaging with their children’s learning, barriers to participation are addressed where appropriate, and work is delivered in partnership with schools and other organisations</p> <p>Some FL provision is offered and reported on in localities and/or the PACS team (e.g. PEEP Learning Together, Family Club in SW, Bookbug gifting events, Family Science and 3 Time for a Story projects in NW)</p> <p>Others were coordinated centrally:</p> <ul style="list-style-type: none"> - PEF -funded at one school (St John Vianney) –6 parents and 7 children were supported to better understand their children’s learning needs, and to gain understanding of how to tap into other sources of support. Continued during lockdown over the phone support until Aug 2020. - PEF supported delivery of Time for a Story and a short Family Learning course at one school (Holy Cross) to 36 parents and 44 children - Parental Engagement in Read, Write, Count (Scot Gov funding): 24 adults learned how to support their Primary 3 children’s learning at home using the universally available Read, Write, Count resources they have at home. 12 adults and 12 children before lockdown, then another 12 adults and 10 children through online learning during lockdown. Lockdown developments were supported by one school using the P3 home learning grid, and delivered to an ESOL families’ group 1:1 remotely. (The project is coordinated through a partnership with Edinburgh University and Scottish Book Trust. It is delivered to families through CEC Lifelong Learning in partnership with selected primary schools) <p>So total participation in centrally coordinated FL 66 adults and 73 children</p> <p>Of these, 18 adults and 17 children took part in FL provision during lockdown (April – August).</p> <p>This excludes SRP FL work - also coordinated centrally</p>
<p>A culture of Getting It Right is in place in all learning settings and establishments</p>	
<p>Our looked After child and Young people are supported to achieve</p>	

Briefly outline any planned next steps, and note if they are in any way informed by Covid	<p>Adult Learning – literacies and ESOL: Digital divide became apparent lack of skills and devices, wifi identified. Use of phone, video calls, print and post service, Facebook and email to engage with learners and deliver learning where appropriate. Many learners report feeling isolated.</p> <p>Application made to Connecting Scotland for digital devices and digital champions identified to provide ongoing support for learners.</p>
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Priority 3:

Improve skills for learning, skills for life and skills for work and personal fulfilment for learners of all ages

Outcomes	Self-evaluation high level narrative
Learners of all ages are aware of the different pathways available to them and make informed choices about their next steps	Guidance and initial assessment interviews are available to new learners for all ESOL and literacies classes. Pre-Covid up to 350 guidance interviews per annum. Tutors provide next steps guidance for adult learners within council and across CLD partnership provision. Includes learners from Outlook, Literacies and all ESOL, including Syrian ESOL learners, as they progress through SCQF levels 1-4 and onto college provision.
Children, young people and adult learners are increasingly confident in identifying their interests, strengths and skills	Partnership joint guidance events allow adult learners to be more informed and general self referrals into adult learning provision. All joint guidance events postponed meantime.
Briefly outline any planned next steps, and note if they are in any way informed by Covid	Face to face guidance interviews meantime and new referrals for Outlook conducted by phone or online. Once face to face delivery permitted in venues, we will proceed with guidance interviews as standard for ESOL and literacy learners.

Priority 4:

Improve health and wellbeing and reduce social isolation

Outcomes	Self-evaluation high level narrative
Children, young people and adults are resilient, engaged and creative, with good mental and physical health and wellbeing	<p>1.Outlook: In February 2020 140 adults who use mental health services were accessing Outlook services including one to one guidance sessions, adult learning courses and information on wider opportunities.</p> <p><i>‘Mental ill health impacts on the lives of people from all communities across the city and this can limit participation in educational activities’</i></p> <p>Covid 19 - The global pandemic has had an enormous impact on people’s lives and the way they can interact with their usual activities. Outlook has tried to respond creatively to keep</p>

	<p>contact with learners, encouraging engagement with learning activities and reducing the sense of isolation.</p> <p>Only 20% of Outlook Students are able to access online courses. Digital poverty is a major issue as well as the need for support to build confidence and skills.</p> <p>We have tried to respond in a variety of ways to reach learners, offering everyone activities and information which we hope will be of interest. We do not want anyone to feel excluded from the digital platforms and have offered exercises in the newsletters which can be explored at home.</p> <p>Social contact is at the heart of adult learning, providing a meaningful way to address social isolation. We hope to be able to offer some outdoor sessions and eventually resume courses inside Community Centres and Libraries.</p> <p>Current Provision at November 2020</p> <ul style="list-style-type: none"> • Monthly newsletter emailed or posted to Outlook students without email access • YouTube videos, pilot 4 online courses, fully subscribed. • Consultation on current provision • Planning for outdoor classes as per current restrictions • Planning for face to face classes resuming in Community Centres and Libraries dependent on Council permissions and current restrictions • Telephone and email guidance service available • Continued links with Thrive, Community mental health teams and voluntary sector organisations <p>2. Adult Education Programme (AEP)</p> <ul style="list-style-type: none"> • From September 2019 until March 2020, 6,061 adults participated in 474 daytime, evening and weekend classes within the Adult Education Programme (AEP). • From April to June 2020, 157 classes were cancelled due to Covid19 as were enrolments for fee-based AEP from September to December 2020. <p>Following restrictions imposed by Covid19, the AEP worked in partnership with NW Lifelong Learning team, Edinburgh College and voluntary partners to organise and deliver the Granton Recovery Programme in NW Edinburgh.</p> <p>The face to face programme within Edinburgh College was cancelled in September 2020 following a rise in cases in colleges but the online AEP programme went ahead.</p> <p>304 adults participated in 29 online classes from October 2020 and classes were fully subscribed with waiting lists</p>
Social isolation is reduced for people of all ages	

<p>Briefly outline any planned next steps, and note if they are in any way informed by Covid</p>	<p>Outlook and Adult Education programme: Due to government restrictions we have been unable to offer face to face adult classes.</p> <p>From January 2020, we hope to be able to offer vulnerable adults with low/no literacy up to 8 classes per locality. All other classes we will aim to delivery online or outdoors except for some weekend AEP classes within community high schools or alternative venue.</p> <p>Adult Learning Provision from January 2020 includes:</p> <ul style="list-style-type: none"> • 200 fee paying AEP online and outdoor classes for up 3000 adults are planned from January 2020. • Outlook- a wider range of online and outdoor classes will also be available from January 2020. • ESOL and literacies online classes will be extended to include lower levels where practicable and where access to devices are available. ESOL with literacies classes will be prioritised for face to face delivery
<p><u>Priority 5:</u> <i>Develop our workforce skills, knowledge and capacity for improving outcomes for learners of all ages</i></p>	
<p>Outcomes</p>	<p>Self-evaluation high level narrative</p>
<p>Lifelong Learning staff are aware of relevant policy developments and use this knowledge to improve learner outcomes</p>	
<p>Lifelong Learning staff share good practice and expertise and embed the learning in their own practice</p>	<p>From August – October 2020: 69 adult learning tutors, 10 Lifelong Learning Development Officers, 15 Business Support officers received training to set up and deliver adult learning online classes. TEAMS champions are cascading training to other staff and tutors. Further training will be available to another 50 tutors from November to December 2020.</p> <p>Strategic Adult Learning team LLDO’s have subsequently provided advice and support to officers within locality teams and other local authorities. Includes shared practice on ESOL Snacks, Family Learning You Tube videos; included in recent Education Scotland best practice document and NATECLA conference.</p> <p><i>‘Tutors are supported to deliver high quality courses and programmes responsive to the needs of learners’.</i></p>
<p>Briefly outline any planned next steps, and note if they are in any way informed by Covid</p>	

APPENDIX 3: Health and Wellbeing Strategic Team

Lifelong Learning Plan Year 2 (1 July 2019 – 30 June 2020) and part of Year 3 (1 July 2020 – 12 Feb 2021)

Contact: Patricia Santelices, Lifelong Learning Strategy Officer (Health and Wellbeing)
Linda Lees, Lifelong Learning Strategic Manager (Creativity, Health and Wellbeing)

Priority 1:

Reduce inequalities, improve equity

Outcomes	Self-evaluation high level narrative
Leadership across Schools and Lifelong learning is cohesive with shared purpose	<p>Rights Respecting Schools Award (RRSA): Children’s Rights. All UNICEF registered schools were given the option to access free online training provided by UNICEF during lockdown (this is usually chargeable at around £200 each course per school). There has been a very positive response to this resource. Schools that were previously difficult to engage have benefitted, saying that they want to actively embed children’s rights in and around their classrooms. The H&WB Team connected with schools offering support and encouragement to move forward with the award, which all are keen to do.</p> <p>A few schools are now ready now to progress and the H&WB Team is supporting virtual assessments with help from UNICEF.</p> <p>1 in 5 Raising Awareness of Child Poverty is currently being adapted by Health Promotion Practitioners in NHS Lothian to be delivered to key health staff including Health Visitors and Speech and Language Therapists. The 1 in 5 (H&WB) team continues to work closely with school colleagues and leaders.</p> <p>Since lockdown 1 in 5 has provided information to schools on available support, such as Home Energy Scotland, Welfare Advice and Social Security Scotland. 1 in 5 recently delivered a series of online Seminars. Over 50 attended the first which was the standard 1 in 5 Awareness Raising. Over 150 people signed up to attend the next two seminars, the first of which was on Family Homelessness and the second on Digital Inclusion. At the Digital Inclusion event, the team launched the Digital Champions initiative as part of the distribution of devices to Discover! families and families experiencing homelessness. A number of Digital Champions from across the Council have been identified. As a result of the Family Homelessness Seminar, the H&WB Team is in regular liaison with schools and is helping identify sources of relevant support and information.</p> <p>Raising Awareness of Family Homelessness: Currently and at any one time there around 2,000 children and young people who are classified as homeless and living in temporary accommodation with their families. There is an additional 63</p>
Joint planning and evaluation across schools and lifelong learning is targeted and effective	
The equity profile of learners of all ages is well understood and used to plan, interventions, learning and activity	

	<p>young people (16/17 year olds) who are on their own. This is greater than the number of children currently in care.</p> <p>Because there had not previously been a mechanism to bridge the gap between Housing and Education (in relation to families in temporary homeless accommodation with school age children), schools were not aware of all their pupils in this situation. They were therefore were not in a position to fully support all pupils' welfare and with any education concerns. The H&WB Team proposed a plan of support which was agree and the team has now taken on the work.</p> <p>This aligns with other aspects of the H&WB team's work such as 1 in 5 and Discover!, mental health, children's rights, trauma and resilience. Research nationally shows that children in families affected by homelessness:</p> <ul style="list-style-type: none"> • have school absence rates 2-3 times higher than average which means they miss vital learning • are 3 times more likely to demonstrate problems such as anxiety and depression <p>The H&WB Team is now addressing this gap by building on 1 in 5 and The Poverty Commission recommendations as follows:</p> <ul style="list-style-type: none"> • developed and delivered training for school staff to raise awareness and explore the impact of homelessness on children, young people and their education • is now the main point of contact for Housing and Education in relation to pupils over the age of 5 in temporary homeless accommodation (there is already a system for children under 5 years) • examines around 2,000 records to establish which schools have pupils affected by homelessness, ensure the schools are aware, and supports them with ideas of how to support and check in with families. • monitors weekly changes - approximately 10-20 new names are added to the list every week. • is working with schools to begin identifying any gaps around mental health, family support and education, and making relevant links to other teams and services
<p>Briefly outline any planned next steps, and note if they are in any way informed by Covid</p>	<p>Continue working with colleagues across the council to develop 1 in 5 Raising Awareness of Child Poverty as a way of helping services poverty proof their practice and policies.</p> <p>Further develop the work around children and young people living in temporary homeless accommodation. Identify support and funding to give the practical help needed.</p> <p>Aspects of all of the H&WB teams work is and will continue to be influenced by the impact of Covid-19, particularly around mental health, poverty, trauma and resilience.</p>

Priority 2:

Close the achievement and attainment gap, between those learners (of all ages) facing the greatest and least disadvantage

Outcome	Self-evaluation high level narrative
Food insecurity, hunger and learning loss during school holidays is reduced	<p>Discover! is planned by a Planning Group with a representative from each locality, other colleagues and partners. It is overseen centrally and chaired by the Lifelong Learning Strategic Manager (Creativity, Health and Wellbeing). Discover! is operationally led by one of the Lifelong Learning Development Officers in the strategic H&WB team with excellent support from an LLDO in each locality. Edinburgh Community Food is a key partner contributing significantly to the Planning Group and Discover! delivery team.</p> <p>As the only Lifelong Learning programme that is whole-service and citywide, each Locality Appendix outlines the locality-specific contributions to Discover! as well as any other local actions to address food insecurity and the impact on learning.</p> <p>Discover! is a partnership approach to poverty proofing the school holidays and builds on <i>1 in 5 Raising Awareness of Child Poverty</i>. It offers opportunities for increasing numbers of families affected by poverty. A Discover! Hub in each of the localities during the October 2019, Christmas 19/20, and February 2020 school holidays took place. A consistent citywide programme offered fun learning opportunities such as music, sport, storytelling, art etc. with support and advice for parents and carers (income maximisation with CHAI, Home Energy Scotland, Transactions Team and Skills Development Scotland). There were also cookery classes offered for adults and children as well as trips with breakfast, lunch and transport provided. The School Uniform Bank and Hey Girls (free sanitary products and discussion/workshops) also contributed to Discover! wherever possible with relaxation and wellbeing (such as yoga, mindfulness, head and hand massage) also offered. Schools and other professionals recommend Discover! to families and parents/carers must attend with their children.</p> <p>The Easter 2020 Discover! programme was planned but had to be cancelled in late March 2020 due Covid-19 and lockdown. All families on the database were given a direct payment to their bank account or a voucher for a local supermarket to cover meals on the 3 days they would have been at Discover!</p> <p>The first full year of Discover! was extensively evaluated and the programme continues to be developed based on feedback from families, staff and partners.</p> <p>Discover! Summer and October 2020, Christmas 2020/21 and February 2021 took place online.</p> <p>An overview of some of the activity follows:</p>

	<ul style="list-style-type: none"> <p>Discover! Families Phone Calls – during the first lockdown the H&WB team with colleagues across lifelong learning and from business support contacted 366 families across the city. This was a great opportunity to talk about how they were feeling and managing during lockdown, share the summer Discover Facebook Live online programme and discuss any issues that they may have regarding accessing it. Calling families has continued with many Locality LLDOs taking this on for the families in their area, not only supporting them to access Discover! but also to check in and offer other local support and contacts. To date nearly 400 families have been contacted directly by phone and email or text.</p> <p>Discover Facebook Live - The Edinburgh Discover Facebook Group (closed group) was launched in June 2020. Discover! continues to be delivered remotely until Health Protection Levels allow for face to face again. Families have the option to register for a weekly delivery (during holidays) of ‘Discover in a Box’. The boxes contain ingredients and utensils for meals and baking, art, craft and sport/Active schools resources enabling participation in the online workshops. Each holiday takes a theme, all of which have an environmental sustainability aspect - all fun learning activities and cooking workshops are built around the holiday theme. These are all linked to Facebook Live and pre-recorded sessions delivered on the Group. The boxes also contain information about support available, home energy, benefits, activity sheets, sanitary products and a small treat or gift each week. The Facebook Group offers health talks, storytelling, dance/yoga and one to one sessions with Home Energy Scotland. Discover! also works with partners such as the Royal Observatory, the Zoo. The National Museum who offer sessions linked to the holiday theme. This ensures the programme is interesting and connects with school learning across several curriculum areas. During summer 2020, 150families signed up on the group and over 100 families registered for a box. By February the number had risen to 328.</p> <p>Digital Inclusion – In Jan 2021, a successful bid to Connecting Scotland resulted in 100 Chromebooks and/or MiFi devices being distributed to families who are recommended to Discover! or have been identified as living in temporary homeless accommodation. Families were asked to register for a device, with 170 applying. In Phase 1 of the Digital Inclusion programme families were prioritised on having no other devices and number of children in the household. The remaining</p>
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	<p>families were placed on a waiting list and in some cases referred on to other organisations giving digital support. Families who received a device in Phase 1 are being offered support from Digital Champions who have attended the Connecting Scotland SCVO training. Digital Champions have offered their support from Lifelong Learning, other parts of the Council and partner organisations, helping increase online confidence and digital skills. Most families said they feel confident and did not require ongoing support, 5 have been offered a named Digital Champion for a 6 month period and 30 are being offered support to set up devices and assess ongoing support needs. A second successful bid to Connecting Scotland means a further 50 Chromebooks, 75 iPads and 76 MiFi devices are allocated to the Digital Inclusion programme. For Phase 2, families on the waiting list from other Discover! and families in homeless accommodation will be contacted and prioritised to receive a device/MiFi and Digital Champion support.</p>
Learners of all ages, regardless of their socio-economic situation, access all lifelong learning opportunities in school, out of school and in the community and affordability is not a barrier	<p>While not delivering direct face to face services, all the work of the H&WB Team meets this outcome, by:</p> <ul style="list-style-type: none"> - raising awareness among staff and partners - supporting interventions with resources, funding, information and training
A culture of Getting It Right is in place in all learning settings and establishments	<p>As above.</p> <p>The H&WB Team maintains close and effective connections with schools, Educational Psychologists and locality colleagues to support equity and inclusion</p>
Our looked After child and Young people are supported to achieve	
Briefly outline any planned next steps, and note if they are in any way informed by Covid	<p>Continue to develop Discover! based on feedback and evaluation – increasing numbers of recommendations from schools are in many cases, related to the impact of Covid.</p>
<p><u>Priority 3:</u> <i>Improve skills for learning, skills for life and skills for work and personal fulfilment for learners of all ages</i></p>	
Outcomes	Self-evaluation high level narrative
Learners of all ages are aware of the different pathways available to them and make	

informed choices about their next steps	
Children, young people and adult learners are increasingly confident in identifying their interests, strengths and skills	Through staff training which includes 1 in 5 , mental health, child homelessness and digital inclusion, the H&WB Team ensures colleagues working directly with children, young people and adults are supported in delivering this outcome.
Briefly outline any planned next steps, and note if they are in any way informed by Covid	<p>Consider how the roll out of 1 in 5 Raising Awareness of Child Poverty across all council services can be implemented and resourced</p> <p>Consider the expansion of Discover! to meet the rising number of recommendations. Examine the benefits of remote delivery whilst not losing the known impact of face to face and trips when allowed again linked to Scottish Government Covid restrictions. Consider the benefits of wider reach and blended approaches to Discover! Continue to seek ways to evaluate impact during term time.</p> <p>Develop the work around homelessness and mental health to ensure interventions are sustainable and beneficial</p>
<p><u>Priority 4:</u> <i>Improve health and wellbeing and reduce social isolation</i></p>	
Outcomes	Self-evaluation high level narrative

<p>Children, young people and adults are resilient, engaged and creative, with good mental and physical health and wellbeing</p>	<p>Building Resilience P7/S1 Transition Programme – <u>Moving On Up</u>: The H&WB team reconvened the writing group and collated materials based on Building Resilience for the 3 days transition programme (16th, 17th and 18th June 2020). 4,274 packs were produced for P7 pupils across all 88 schools. There was significant engagement across twitter and social media #movingonupedin as schools supported those pupils leaving primary and entering secondary school in the midst of the first lockdown and school closures.</p> <p>Development of Building Resilience Secondary School S1-S4 PSE Resource: HWB team working alongside Castlebrae and other High Schools staff to create a secondary school resource which would build on the success of the Building Resilience primary school programme. This includes 42 lesson plans and supports a comprehensive emphasis on emotional health and wellbeing which is much needed currently and as a future consequence of the pandemic.</p> <p>Building Resilience Secondary Schools Transition Back To School Pack: Convened a meeting of 35 multi-agency staff from lifelong learning, education, health and voluntary organisations met on the 16th June. The purpose was to explore and share Health & Wellbeing activity ideas for young people returning to school post lockdown. It was agreed to build on the Moving On Up Transition Programme and the primary Building Resilience work and used the same 10 themes. A pack was produced and launched in August 2020 – the pack contained ideas and activities for young people to do at school or at home and provided consistent messages around supporting mental health and building resilience.</p> <p>Turn Your Life Around: Throughout lockdown, along with Police colleagues, the N&WB team has continued to support Turn Your Life Around volunteers with regular phonecalls, WhatsApp messages and online meetings. This pandemic has been particularly difficult for some volunteers with potential for and actual relapses. Professional counselling has been made available, along with practical support such as food and housing advice. The team is currently developing ways to use online platforms to share the volunteers’ stories, allowing pupils and schools staff to ask questions and respond to the stories in a variety of creative ways.</p> <p>Community Access to Sanitary Protection: Molly – add something here</p>
<p>Social isolation is reduced for people of all ages</p>	<p>Feedback as part of <i>Discover!</i> evaluations demonstrates that significant numbers of families recommended to <i>Discover!</i> struggle with social isolation. The levels of social isolation are significantly higher than anticipated when <i>Discover!</i> was initially developed and the programme has evolved taking this into account. As well as living in poverty, many of the <i>Discover!</i></p>

	<p>parents/carers experience a combination of mental health issues, caring responsibilities, language barriers and disabilities in the family. Parents and carers report that Discover! is effective in helping them and their children be more socially connected. They also express anxiety that their own social isolation impacts on their children particularly during holidays. Frequently feedback shows that Discover! is effective in bringing families together, even online, and creating the environment where mutual support and friendships among families can establish and flourish.</p>
<p>Briefly outline any planned next steps, and note if they are in any way informed by Covid</p>	<p>Continue to develop the projects and programmes outlined above, and explore all avenues to further resource work linked to identified and rising need.</p> <p>Development of Building Resilience Secondary School S1-S4 PSE Resource: Next steps are to use feedback will be from teachers as well as pupils which will shape the development going forward. Another 2 units should be complete by Easter and the pilot will continue with either a blended model or face to face, dependant on re-opening.</p>
<p><u>Priority 5:</u> <i>Develop our workforce skills, knowledge and capacity for improving outcomes for learners of all ages</i></p>	
<p>Outcomes</p>	<p>Self-evaluation high level narrative</p>
<p>Lifelong Learning staff are aware of relevant policy developments and use this knowledge to improve learner outcomes</p>	<p>The H&WB team regularly participates in training and actively seeks out research ensuring all members are up to date with relevant policy. Much of this is specific and is also used to up-skill and inform other colleagues across the Lifelong Learning Service.</p>
<p>Lifelong Learning staff share good practice and expertise and embed the learning in their own practice</p>	<p>Staff Wellbeing Webinars: During May and June 2020, the H&WB team delivered 9 webinars: <i>Moving on, Coming Together Part 1 (Focus on Staff Wellbeing)</i> to over 350 staff. The aim was to help Head Teachers and senior managers in schools and other settings reflect on their experiences of lockdown and help them identify ways to look after their own wellbeing and that of their staff and colleagues. The feedback was extremely positive and overwhelmingly staff reported that they found the sessions informative, helpful and reassuring. The H&WB Team developed the materials alongside the Educational Psychology Team, and delivered a similar number of <i>Moving On, Coming Together Part 2 Webinars (Focus on Supporting Children & Young People)</i>. These presentations are now available for staff through SharePoint and CECIL.</p>

	<p>Webinars continue to support staff wellbeing and resilience both within Edinburgh and in other Local Authorities and Universities.</p> <p>Whose voice is it anyway – active participation for a better world – Online Digital Learn Event: This virtual conference replaced the annual Learning for Sustainability Conference that was due to take place in March 2020. The event was organised in partnership with the Lifelong Learning Outdoor Learning Team, Learning for Sustainability Scotland, Scotdec and Bridge 47 (who provided grant funding). The event explored ways to engage and inspire learners in meaningful, relevant and effective activities. It aimed to empower participants to affect change and deal with the uncertainties of Covid-19 and other global issues. The event aimed to inspire practitioners to bring Sustainable Development Goals to life in their classrooms. A total of 153 participants joined the online conference, during which 8 interactive workshops were facilitated by experts on a variety of topics. A Graphic Recorder also created a series of illustrations of the event. A live poll at the beginning and end of the conference gauged how teachers were feeling during the pandemic. The word <i>'overwhelmed'</i> was the most common response at the beginning of the event however by the end the most common response was <i>'inspired'</i>.</p> <p>Raising Teens With Confidence and Raising Children With Confidence – Train the Trainers: the H&WB team delivered another 2 train the trainers to over 30 more multiagency staff enabling them to facilitate parenting programmes across the city. This was prior to the March lockdown, since when actual delivery has been reduced, moved online and train the trainers placed on hold.</p> <p>Raising Children With Confidence Online Delivery – a Pilot was delivered in Autumn term with parents of the Discover! programme aiming to share the learning with other facilitators.</p>
<p>Briefly outline any planned next steps, and note if they are in any way informed by Covid</p>	<p>Pilot delivery of Raising Children and Raising Teens online to then share the learning with facilitators.</p> <p>RTWC online pilot will be completed by end of March with guidelines drawn up for facilitators following this. Some facilitators are already collaborating with the team and running their own course online alongside the pilot, with feedback shared to shape the guidelines. The aim is for more facilitators to adopt this model.</p>

Appendix 4: Libraries Strategic Team

Lifelong Learning Plan Year 2 (1 July 2019 – 30 June 2020) and part of Year 3 (1 July 2020 – 12 Feb 2021)

Contact: Louise Graham, Lifelong Learning Strategic Development Officer (Libraries)
Cleo Jones, Lifelong Learning Strategic Development Officer (Libraries)
Paul McCloskey, Lifelong Learning Strategic Manager (CLD and Libraries)

Priority 1:

Reduce inequalities, improve equity

Outcomes	Self-evaluation high level narrative
Leadership across Schools and Lifelong learning is cohesive with shared purpose	Anonymised library membership demographic and service use data used to plan service offer and stock provision, and to inform service assessment and intervention e.g. IIA
Joint planning and evaluation across schools and lifelong learning is targeted and effective	
The equity profile of learners of all ages is well understood and used to plan, interventions, learning and activity	
Briefly outline any planned next steps, and note if they are in any way informed by Covid	Revision of Edinburgh Libraries Stock Policy: Covid has had an impact on deliveries, suppliers, on format and genre of stock.

Priority 2:

Reduce the achievement and attainment gap, between those learners (of all ages) facing the greatest and least disadvantage

Outcome	Self-evaluation high level narrative
Food anxiety, hunger and learning loss during school holidays is reduced	<i>Discover!</i> is planned by a Planning Group with a representative from each locality, other colleagues and partners. It is overseen centrally and chaired by the Lifelong Learning Strategic Manager (Creativity, Health and Wellbeing).
	As the only Lifelong Learning programme that is whole-service and citywide, each Locality Team and Strategic Team Appendix outlines its specific contributions to <i>Discover!</i> below
	More detail and information on <i>Discover!</i> is contained in the <u>Strategic Health and Wellbeing Appendix</u> .

	<p>The Strategic Libraries Team contributes to Discover as follows:</p> <ul style="list-style-type: none"> • Provided books for Discover! in a Box at Christmas 2020 • The Summer reading Challenge was part of the Discover! programme in Summer 2019
<p>Learners of all ages, regardless of their socio-economic situation, access all lifelong learning opportunities in school, out of school and in the community and affordability is not a barrier</p>	<p>All 28 of our libraries offer books and resources for borrowing in multiple formats and genres to suit a mixed audience across our diverse communities. Free access to pcs, internet and WiFi is available in all libraries. Trained staff deliver a customer enquiry service, including signposting to relevant partners and agencies, and providing access to information, including lifelong learning.</p> <p>Edinburgh Libraries have a core Children and Young Peoples' offer comprising:</p> <ul style="list-style-type: none"> • Bookbug Sessions • Read, Write, Count story telling sessions • Children's Book groups (Chatterbooks) • Children's activities (Reading, Literacy and Learning) • Children's activities (Science, Technology, Engineering and Maths) • Teen/Young Adult activity • Summer Reading Challenge • School break activities <p>In addition to 28 community libraries, all 23 school libraries offer access to a range of print and digital resources to all children and young people in the school.</p> <p>Edinburgh Libraries administered the national Scottish Book Trust Bookbug programme across Edinburgh which, in addition to Bookbug Sessions in Libraries, included delivery of circa 15,000 Bookbug packs to early years and school establishments. The programme now also includes childminders in an effort to reach all pre-school children with an offer of books, resources and health, parenting and literacy support and information collected in 3 separate packs gifted at 3 age stages – Baby, Toddler and Explorer (age 3) Packs.</p> <p>Libraries have acted as local authority partner with SCVO in administering Connecting Scotland community programme in Edinburgh. Connecting Scotland is a Scottish Government programme set up in response to coronavirus. It provides iPads, Chromebooks, connectivity and support to develop digital skills for people who are digitally excluded and on low incomes. Each phase has set out criteria to provide support for those whose vulnerable status or protected characteristics have further exacerbated the effects of Covid-19</p> <p>From April 2020 – Jan 2021, two phases of Connecting Scotland and a related Winter Support Package, have resulted in over 1000 devices being gifted to individuals in Edinburgh. Devices and connectivity are delivered via community organisations and/or Council and partner agencies, along with a minimum of 6</p>

	months digital champion support to boost digital skills, plus 12 months telephone technical support.
A culture of Getting It Right is in place in all learning settings and establishments	Edinburgh Libraries WiFi provides coverage for children and young people in CEC looked-after accommodation – this provision was reviewed and revised in 2020 to whitelist banking and financial sites to help support fiscal education and independence for young people.
Our looked After child and Young people are supported to achieve	
Briefly outline any planned next steps, and note if they are in any way informed by Covid	<p>The CYP offer in libraries had just been established before COVID. We have just started to get some of our physical libraries up and running. We have purchased more eBooks and eResources. We have also set up a CYP Facebook page, to support Children, Young people and their Families in informal learning.</p> <p>When we get all libraries open, we will ensure that the offer is available across the board and that we target learning activities in libraries with more families in the Lower deciles of SIMD</p>
<p><i>Priority 3:</i> <i>Improve skills for learning, skills for life and skills for work and personal fulfilment for learners of all ages</i></p>	
Outcomes	<p>Self-evaluation high level narrative (please be brief and note impact, stats etc to illustrate a key point – max 1,000 words)</p> <p>Leave blank if nothing to report under this outcome</p>
Learners of all ages are aware of the different pathways available to them and make informed choices about their next steps	<p>During Covid-19 when library buildings had to close, the 24/7 online and e-services library offer remained available and was promoted to citizens via social and other media – all digital services have seen a significant increase in use. Further investment in digital resources and services is indicated and planned after Edinburgh Libraries received the award from PressReader for Most Newspapers Read Online Worldwide in 2020 (1,905,386 issues).</p> <p>Edinburgh Libraries stock is a city-wide resource and the library website provides 24/7 access to the catalogue where customers can place online reservations: https://yourlibrary.edinburgh.gov.uk/web/arena</p> <p>Library members can request a book not in stock via the library website.</p> <p>Edinburgh Libraries provide a wide range of free e-resources and learning materials to support learners of all ages. These can be accessed in the library or from home: https://yourlibrary.edinburgh.gov.uk/web/arena/a-z-eresources</p>

	Group of library staff volunteers recruited to enable Edinburgh Libraries digital services team to offer Get Online digital skills support remotely whilst Covid 19 social distancing guidelines prevent offering face to face support.
Children, young people and adult learners are increasingly confident in identifying their interests, strengths and skills	Edinburgh Libraries provides a range of activities and resources across a variety of platforms in order to support individuals in identifying interests, strengths and skills: <ul style="list-style-type: none"> Partnership with University of Edinburgh – STEM activity online Maths circle during the latest lockdown, with more planned for March and April 2021. A teen book group established at Central Library – meeting both physically and virtually. The members of the group have expanded their interest from the original specified genre to rare books, Japanese scrolls and library architecture. Get Online digital skills support delivered in partnership with volunteers and digital champion 1:2:1 support model
Briefly outline any planned next steps, and note if they are in any way informed by Covid	
<u>Priority 4:</u> <i>Improve health and wellbeing and reduce social isolation</i>	
Outcomes	Self-evaluation high level narrative
Children, young people and adults are resilient, engaged and creative, with good mental and physical health and wellbeing	<p>All our High school Libraries have an Escape, Connect, Relate section, which is full of resources to support young people in maintaining their Mental Wellbeing. A number of young people across all the schools have been trained as ECR mentors. This was funded by SLIF (Scottish Library Innovation Funding).</p> <p>This collection will also be available in community libraries.</p> <p>In partnership with Scottish Book Trust, during Covid 19 Edinburgh Libraries gifted 500 books to Craigmillar Books for Babies project and a literacy project for vulnerable families with children of ages 0 to 9 years targeted. A further 300 books were given to the Royal Hospital for Sick Children to support children who had to self-isolate following treatment.</p> <p>During Covid-19 and working in partnership with Scottish Book Trust, Edinburgh Libraries provided 200 Toddler Bookbug packs and 130 Baby Bookbug packs (books and resources) to the food distribution team at Craigroyston High, to accompany food deliveries to the most vulnerable families in that area.</p> <p>Edinburgh Libraries digital services provide targeted e-resources and links to support young people and families in health self-management and mental wellbeing.</p>

	<p>Libraries engage with customers in a varied annual programme of events; individuals of all ages can participate in a variety of regular activities offered across the service e.g. book groups, Knit&Natter, Lego Club, or at one-off events to celebrate local or National programmes e.g. Holocaust Memorial Day, BookWeek Scotland, Green Pencil Award etc.</p> <p>Libraries working in partnership with SAVOLO, Police Scotland and Stop It Now to promote a Safer Libraries strategy which supports offender supervision and rehabilitation while creating a safe library environment for all and providing appropriate staff training. Library staff at Levels 5, 6 and above have received training with further roll-out to come.</p> <p>Library members are offered:</p> <ul style="list-style-type: none"> • 24/7 online access to books, audiobooks, newspapers & magazines. • Free access to online music streaming and a wide selection of classical music concerts, operas and ballets. • Find My Past access from home, with an average of 10,000 family history searches a month. <p>Libraries provide a warm, welcoming safe space with access to resources, information, technology, connectivity, signposting, and opportunities for learning, enjoyment and cultural enrichment.</p> <p>During Covid-19 the programme of activities, author events and campaign events also moved online e.g. during Book Week Scotland, Edinburgh Libraries hosted the interactive <i>Dreams We Dream Of Dreaming</i> poetry event on Twitter with introduction by renowned poet Michael Pederson; also a targeted City Reads e-book promotion with unlimited downloads of <i>A Dark Matter</i> by Edinburgh crime author Doug Johnstone available, which resulted in 863 downloads of the book and hundreds of reservations on other e-book and audiobook titles by Johnstone. This is triple the number of downloads that we've had in any previous City Read event and is probably representative of the increase in popularity that we've seen in downloadable usage this year.</p>
<p>Social isolation is reduced for people of all ages</p>	<p>Edinburgh Libraries Get Online digital skills support programme adapted in partnership with RNIB and volunteers to support blind and visually impaired customers. Get Online and many of the book and activity groups have had to move to an online provision during Covid-19 pandemic.</p> <p>Large print and E-audio books available for adults and children to support blind and visually impaired customers to continue to enjoy reading for pleasure.</p> <p>Hearing-aid battery replacement service at all libraries.</p> <p>Edinburgh libraries works with the RVS to provide a Housebound Service and a Library Link Service. This allows individuals who</p>

	<p>find getting out of the house challenging either a home delivery of books or a pick up and are escorted to their local library for a social experience as well as being able to access books.</p> <p>Library website tailored to reflect lockdown - signposting, links and e-resources specifically to reflect home-schooling, activities to do while stuck inside, combatting loneliness etc.</p>
Briefly outline any planned next steps, and note if they are in any way informed by Covid	
<p><u>Priority 5:</u> <i>Develop our workforce skills, knowledge and capacity for improving outcomes for learners of all ages</i></p>	
Outcomes	Self-evaluation high level narrative
Lifelong Learning staff are aware of relevant policy developments and use this knowledge to improve learner outcomes	Edinburgh Libraries staff refreshed child protection training across the service – especially important at a time of reduced contact between potentially vulnerable children and responsible agencies.
Lifelong Learning staff share good practice and expertise and embed the learning in their own practice	<p>Development and roll out of staff training programme in leadership for all Grade 5 and 6 library staff. This arose from an initial small cohort of staff completing the training and sharing feedback – and a subsequent desire to embed that learning in practice.</p> <p>Digital Learning Newsletter to all staff to provide information about learning opportunities and encourage colleagues to improve their digital skills and knowledge - both for personal development but also to better equip staff to support library users develop skills for e.g. employability.</p> <p>Refresh of library staff induction programme and creation of service-wide staff learning and development working group comprising representatives from different service areas: to equip all colleagues with a standard level of workforce skills appropriate to grade and fundamental good practice.</p>
Briefly outline any planned next steps, and note if they are in any way informed by Covid	

Appendix 5: Sport and Outdoor Learning Strategic Team

Lifelong Learning Plan Year 2 (1 July 2019 – 30 June 2020) and part of Year 3 (1 July 2020 – 12 Feb 2021)

Contact: Andrew Bradshaw, Principal officer (Outdoor Learning)
Mel Coutts, Lifelong Learning Strategic Development Officer (Sport and Physical Activity)

Priority 1:

Reduce inequalities, improve equity

Outcomes	Self-evaluation high level narrative
Leadership across Schools and Lifelong learning is cohesive with shared purpose	<p>Sport and Outdoor Learning (SOLU): undertakes ongoing and annual evaluations to review targeted programmes. This is used to modify future programmes and links with Lifelong Learning and wider Council priorities. Evaluation involves colleagues across Schools and Lifelong Learning, and partners including Edinburgh Leisure and sportscotland. Specific examples include:</p> <ul style="list-style-type: none"> - Active Schools (annual report and targeted programmes) - Sports Development (targeted IGNITE project at Brunstane) - Community Sport Hubs (targeted programmes including swimming for Syrian refugees); and Duke of Edinburgh’s Award disadvantaged support provision. <p>Programme examples and impact can be found at Priority 2 below.</p> <p>In response to the January 2021 temporary lockdown, SOLU has created a strategic provision map to cover:</p> <p>(1) Lockdown 2.0. (2) Post Lockdown / Recovery</p> <p>This has allowed SOLU to review its strategic approach</p>
Joint planning and evaluation across schools and lifelong learning is targeted and effective	
The equity profile of learners of all ages is well understood and used to plan, interventions, learning and activity	
Briefly outline any planned next steps, and note if they are in any way informed by Covid	<p>Adaptation and renewal plans developed or being developed ensure the safe and proportionate incremental restart of activity. Part of wider discussions with Schools and Lifelong Learning leaders. Priorities, when it is safe and approved to do so, include:</p> <ul style="list-style-type: none"> • Restarting direct delivery targeted to support children, young people and adults with protected characteristics. • Reintroducing projects including the Primary Curricular Swimming, Active Schools extra-curricular and Bangholm Duke of Edinburgh Award programmes. • Reopening the residential outdoor centres. <p>Continue to update COVID-19 advice and guidance.</p> <p><u>August 2021 Committee Report</u></p> <p>SOLU is preparing a report for the August 2021 Committee linked to the following request: <i>Report on how schools can ensure that young people from low incomes families are not excluded from experiencing</i></p>

	<p><i>residential outdoor learning, the percentage of young people who were not attending outdoor learning and the reasons why and investment required to allow appropriate financial support to be available to address the reducing poverty and inequality agenda: the report to also include data on numbers of children attending and details of funding in place to all them to attend.</i></p> <p>SOLU started the information gathering exercise for this report pre-Covid in February/March 2020. The Council's centres have been temporarily closed since late March 2020. Recent updated Scottish Government guidance means that school residential visits to Benmore and Lagganlia will not take place this academic year. Preliminary information from some schools has been gathered based on this exercise. Summary information will be included in the report; providing an initial context/baseline, detailing the proportion attending and how they are funded, and the proportion not attending and why. The report will detail a strategic approach to excursions linked to reducing poverty and inequality; an incremental plan for collecting information for wider future excursions (to measure the impact of the strategic plan); identify existing good practice; provide financial information linked to the investment request (Benmore and Lagganlia); and detail resources/support to support schools in evaluating their excursions and forward planning.</p>
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Priority 2:

Reduce the achievement and attainment gap, between those learners (of all ages) facing the greatest and least disadvantage

Outcome	Self-evaluation high level narrative
Food anxiety, hunger and learning loss during school holidays is reduced	<p><i>Discover!</i> is planned by a Planning Group with a representative from each locality, other colleagues and partners. It is overseen centrally and chaired by the Lifelong Learning Strategic Manager (Creativity, Health and Wellbeing).</p> <p>As the only Lifelong Learning programme that is whole-service and citywide, each Locality Team and Strategic Team Appendix outlines its specific contributions to <i>Discover!</i> below</p> <p>More detail and information on <i>Discover!</i> is contained in the <u>Strategic Health and Wellbeing Appendix</u>.</p> <p><u>SOLU</u> Strategic staff support <i>Discover!</i> as follows:</p> <ul style="list-style-type: none"> • One of the SOLU team is an active member of the Discover Planning Group, taking on aspects of planning, liaison, co-ordination and programme delivery • Developing and sharing online content via Active Schools (COVID related) as contribution to the Discover! programme • Supplying Active Schools packs for the Discover in a Box which directly benefits families during and beyond <i>Discover!</i>

	<ul style="list-style-type: none"> • Direct delivery via bike sessions via Bangholm Outdoor Centre and Bridge8. • Supporting the co-ordination and delivery of Discover in a Box to families across the city
<p>Learners of all ages, regardless of their socio-economic situation, access all lifelong learning opportunities in school, out of school and in the community and affordability is not a barrier</p>	<p>Primary curricular swimming is traditionally a city-wide universal service provided by a small team of specialist teachers. We have now prioritised schools with a high proportion of pupils from low SIMD postcodes. This benefited over 500 P4-P5 pupils from schools in deprived areas in the 2019/20 academic year. Swimming is programmed to restart as soon as it is safe to do so.</p> <p>The Royal High School Community Sport Hub provided free swimming and climbing sessions for Syrian refugee families. Over 30 Syrians benefited from these projects on a weekly basis.</p> <p>Ignite is a new targeted project providing free swimming, volleyball and tennis (curricular and extracurricular) in schools with a high proportion of pupils from low SIMD postcodes. The key aims include transition support and engagement with the local community. Ignite also involves families activity such as fitness workshops. Brunstane PS was the pilot school and from January 2020 to lockdown, 240 P1 to P7 pupils participated in the project. We hope to replicate and develop this as soon as restrictions allow.</p> <p>Active School extra-curricular activity: SOLU offers free access for targeted pupils to Active Schools activity programmes across Edinburgh. Between April 2019 and June 2020 there were 16,605 primary school pupils active with Active Schools. 3,862 (23%) pupils were from SIMD Deciles 1-3 and 2,961, (18%) from Deciles 4-6. The Referral programme has been embedded within all primary schools, Active Schools co-ordinators work with teachers to identify pupils who are disengaged and inactive, are from areas of greatest deprivation and who they think would benefit most from getting active. 5,656 pupils who attended the sessions were referred and offered a free place. Since August 2020, 28 primary schools have been supported by Active Schools where the Co-ordinator supports pupil Health and Wellbeing by promoting physical activity and delivering activity sessions in the school day.</p> <p>Duke of Edinburgh (DofE) is another universal programme but participants from low deciles receive targeted support which includes mapping provision of key partners and provides locality officer support. In 2018/19, a 28% increase in the number of new starters facing disadvantage has, in 2019/20, led to a 56% increase in completions from this cohort (348 young people). For the period covered in this report starters are down due to COVID (238 starters). The new CEC grant For Friends of the Award focuses on disadvantaged DofE participation and completions. SOLU funded 55 free DofE induction packs to disadvantaged starters costing approx. £1100.</p>

	<p>SOLU also supported a DofE BAME girls project, working with an Action for Children group of 16 girls, and an Intercultural Youth Scotland group of 7 girls. This is planned to continue in 2021 via Intercultural Youth Scotland.</p> <p>The Outdoor Learning Map was launched in August 2020 with the key aim of helping schools and families locate affordable outdoor learning. https://www.outdoorlearningmap.com/. The map was funded with a £26k award from Scottish Natural Heritage to pilot the map with schools in SIMD 1–2.</p> <p>The pilot is an ongoing project with schools and a new business plan is being developed.</p> <p>SOLU deployed staff into targeted schools to deliver Physical Activity and Outdoor Learning sessions. 33 staff were deployed into over 50 schools from October to December 2020. Schools were very appreciative of this input, frequently requesting for this to be continued where possible.</p> <p>Learning Through Landscapes: SOLU has supported this with CEC schools to undertake a new BAME and/or disadvantaged young people COVID-19 project (My School, My Planet). The project is funded by the National Lottery Heritage Fund and aims to support schools during the COVID-19 crisis by re-engaging pupils with their school environment, supporting their wellbeing and encouraging a greater connection to their natural heritage through the delivery of an outdoor education programme.</p> <p>CEC has 3 schools participating in a UK-wide programme which started in August 2020. https://www.ltl.org.uk/projects/my-school-my-planet-project/</p> <p>Keyworker hub support. SOLU staff were deployed to support holiday and term time hubs and included the purchase and deployment of resources. Over 20 staff were involved.</p> <p>Bike repair provision by Bangholm Outdoor Centre staff focused on returning school bikes back to service to support essential COVID activity. Example includes Castleview PS who’s bikes were used to support the Hub at Holyrood HS.</p>
<p>A culture of Getting It Right is in place in all learning settings and establishments</p>	<p>Barnardo’s Additional Support for Learning Service Hub: cycling and outdoor learning (partnership). Delivered over the Summer 2020 and October 2020 holidays Involved around 15 young people and supported some people to learn to ride a bike. Feedback from Barnardo’s. Due to expand to other ASLS hubs in the future.</p>
<p>Our looked After child and Young people are supported to achieve</p>	<p>Additional Support for Learning: Targeted pilot deployment of a Lagganlia instructor in partnership with the Additional Support for Learning Service to support inclusion. 1 dedicated instructor supported by Bangholm Outdoor Centre staff, equipment and safety management.</p>

Briefly outline any planned next steps, and note if they are in any way informed by Covid	<p>Adaptation and renewal plans developed or being developed to ensure the safe and proportionate incremental restart of activity. Part of wider discussions with Schools and Lifelong Learning leaders.</p> <p>Priorities, when it is safe and approved to do so, include:</p> <ul style="list-style-type: none"> • Restarting direct delivery targeted to support children, young people and adults with protected characteristics. • Reintroducing projects including the Primary Curricular Swimming, Active Schools extra-curricular and Bangholm Duke of Edinburgh Award programmes. • Reopening the residential outdoor centres. <p>Continue to update COVID-19 advice and guidance.</p>
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Priority 3:

Improve skills for learning, skills for life and skills for work and personal fulfilment for learners of all ages

Outcomes	Self-evaluation high level narrative
Learners of all ages are aware of the different pathways available to them and make informed choices about their next steps	
Children, young people and adult learners are increasingly confident in identifying their interests, strengths and skills	
Briefly outline any planned next steps, and note if they are in any way informed by Covid	

Priority 4:

Improve health and wellbeing and reduce social isolation

Outcomes	Self-evaluation high level narrative
Children, young people and adults are resilient, engaged and creative, with good mental and physical health and wellbeing	<p>The targeted deployment of SOLU staff to support outdoor learning and physical activity involved 33 SOLU staff in over 50 schools from August to December 2020.</p> <p>Active schools: the programme offered over 1,000 extra-curricular activities across the city focusing on getting more pupils, more active, especially those who hadn't been a part of the Active Schools programme before. 18,000 distinct participants took part in over 50</p>

	<p>different activities with 80% deliverers being voluntary, (39% teachers, 47% senior pupils, 14% parents).</p> <p>The Primary curricular swimming programme offered lessons to 5103 P4 to P5 pupils from August 2019 to February 2020</p> <p>Bikeability, with funding from Cycling Scotland and coordinated by SOLU provided sessions to Level 1: 375 pupils and Level 2: 211 pupils.</p> <p>Duke of Edinburgh’s Award: 1214 awards were started and 379 awards were achieved. These figures are significantly down due to COVID.</p> <p>4500 CEC pupils visited Benmore and Lagganlia Residential Outdoor Centres (pre-covid figures are close to 7500). There is a temporary closure of centres in line with national advice regarding offsite visits. A CIMT request has been submitted requesting the incremental reopening of residential outdoor centres.</p> <p>Online resources were developed to support home learning and participation in outdoor learning, sport and physical activity:</p> <ul style="list-style-type: none"> • Active Schools (https://www.joininedinburgh.org/sports/active-schools/activeathome/) • Outdoor Learning (https://www.experienceoutdoors.org.uk/resources/outdoor-learning-at-home/) <p>Summary of other SOLU figures as follows:</p> <ul style="list-style-type: none"> • 20,000+ minutes of Active Schools videos viewed online • 30 days of virtual/online Active Schools activity sessions • 2786+ Active Schools Twitter Followers • 7000+ visits to Active Schools webpages • 500 Active Schools packs sent to Discover! families • 44k+ views of SOLU Football Development videos via @Edin Football • 6+ extended blogs on Experience Outdoors website • 4 new ‘Outdoor Learning at Home’ pages on Experience Outdoors website
<p>Social isolation is reduced for people of all ages</p>	<p>SOLU’s contribution to Discover! impacts on this outcome – see the Strategic H&WB Appendix for more information.</p>
<p>Briefly outline any planned next steps, and note if they are in any way informed by Covid</p>	<p>Adaptation and renewal plans developed or being developed to ensure the safe and proportionate incremental restart of activity. Part of wider discussions with Schools and Lifelong Learning leaders.</p> <p>Priorities, when it is safe and approved to do so, include:</p> <ul style="list-style-type: none"> • Restarting direct delivery targeted to support children, young people and adults with protected characteristics. • Reintroducing projects including the Primary Curricular Swimming, Active Schools extra-curricular and Bangholm Duke of Edinburgh Award programmes. • Reopening the residential outdoor centres.

- Continue to update COVID-19 advice and guidance.

Priority 5:

Develop our workforce skills, knowledge and capacity for improving outcomes for learners of all ages

Outcomes	Self-evaluation high level narrative
<p>Lifelong Learning staff are aware of relevant policy developments and use this knowledge to improve learner outcomes</p>	<p>SOLU has issued the Communities and Families COVID Excursions Toolbox to assist schools and other services with forward planning safe excursions. It includes position statements and resources.</p> <p>SOLU provides an approval service of Category 3 and 4 excursions (adventurous, overnight and overseas). SOLU approved 633 excursions involving 5133 participants. SOLU are responsible for the ongoing release of excursions advice.</p> <p>Ongoing CLPL is designed to support outdoor learning, sport and physical activity. The new offer was designed and adapted for COVID and includes online training, examples of which include:</p> <ul style="list-style-type: none"> - Mandatory primary outdoor learning training (COVID adapted) to over 95 probationers - Specialist adventurous activity training (pre-COVID) including Lowland Leader (20 participants) and cycle trainer courses (Barnardo’s ASL hub and Firrhill HS) - Tertiary outdoor learning instructor induction and training (3 sessions, each 3 hrs long) - Excursion safety training (Group Leader and Excursion Coordinator) via Bangholm Outdoor Centres staff: 150+ participants. Includes school and service-based training to ensure relevancy to participants - Learning and Teaching courses and school-based support (120+ participants)
<p>Lifelong Learning staff share good practice and expertise and embed the learning in their own practice</p>	<p>SOLU has provided SORT and Learning and Teaching COVID SharePoint resources for schools. Over 150 resources have been brought together to support Schools and Lifelong Learning staff. These include guidance, teaching ideas and risk assessments and are available via the Council’s SharePoint.</p>
<p>Briefly outline any planned next steps, and note if they are in any way informed by Covid</p>	<p>Internal training offer is being reviewed and renewed linked to priorities and needs.</p>

Appendix 6: Youth and Children's Work: Strategic Team

Lifelong Learning Plan Year 2 (1 July 2019 – 30 June 2020) and part of Year 3 (1 July 2020 – 12 Feb 2021)

Contact:

John Heywood, Lifelong Learning Strategic Development Officer (Youth and Children's Work)

Please see the link below for a graphic overview of youth/children's work across the city: **(also attached at Appendix 12)**

<https://create.piktochart.com/output/52043246-nw-youth-services-in-numbers>

Edinburgh Schools with Youth Work - Secondary

School	Youth Work Provider(s)	Locality
Liberton	CEC/Dunedin Canmore	SE
St Thomas of Aquins	CEC	SE
James Gillespie's	CEC/Fast Forward	SE
Gracemount	CEC/Dunedin Canmore	SE
Craigroyston	MYDG/Ferrywell Youth Project/PYCP	NW
Broughton HS	Granton Youth/PYCP	NW
Queensferry HS	CEC	NW
St. Augustine's HS	Youth Vision/Fast Forward	NW
Castlebrae HS	CEC/Jack Kane	NE
Holyrood HS	CEC/Jack Kane	NE
Firrhill	CEC/Dunedin Canmore	SW
Balerno HS	CEC/Dunedin Canmore	SW
WHEC	CEC/Dunedin Canmore/Youth Vision	SW
Tynecastle	Dunedin Canmore	SW
Currie HS	Dunedin Canmore	SW

Edinburgh Young Carers and Broomhouse Carers work in partnership with all schools.

Priority 1:

Reduce inequalities, improve equity

Outcomes	Self-evaluation high level narrative
Leadership across Schools and Lifelong learning is cohesive with shared purpose	<p>Children and Young People's Participation Group met regularly up until the first lockdown in March 2020 to promote and develop participation of children and young people in influencing policy and decision-making. This work involves linking with colleagues from across the service including schools and has included:</p> <ul style="list-style-type: none"> - Consultation on the Children's Services Plan (based on What kind of Edinburgh? key messages) - Youth Talk, a large-scale youth engagement programme, which worked with over 1,000 young people to understand topics of particular interest or
Joint planning and evaluation across schools and lifelong learning is targeted and effective	
The equity profile of learners of all ages is well understood and used to plan,	

<p>interventions, learning and activity</p>	<p>concern to them. The main issues to emerge were: safety, cyber safety, mental health.</p> <ul style="list-style-type: none"> - Youth Participation Fund - This small fund (maximum award £1,500) is based on priorities identified by young people through Youth Talk, What Kind of Edinburgh? and Young Edinburgh Action (YEA). 12 organisations received funding to provide opportunities for 255 young people to be involved in activities designed to address priorities they have identified, many of which are focused on decision-making and youth voice/representation. <p>Youth Climate Action Summit - Edinburgh is developing a City Sustainability Strategy to take action on climate change, aiming to become carbon-neutral by 2030. As part of this, the Council hosted a Youth Climate Action Summit in February 2020. A small short-life planning group (made up of officers and young people from schools and different service areas) planned and delivered the Summit. This was young people-led, with participants drawn from School Climate Strikers and the Scottish Youth Parliament. The Summit was attended by over 100 S1-S3 young people and opened by Councillor Adam McVey. A follow up is planned for primary school children which is likely to be delivered remotely.</p> <p>United Nations Convention on the Rights of the Child report. Led and created by the Youth Participation Team, working with Police Scotland, EVOG and NHS Lothian. The Draft report is due for the Children’s Partnership in March 2021. It covers actions taken, and next steps required, to embed children’s rights in schools and services for children across Edinburgh.</p> <p>Bridging the Gap Group : is one of three new Strategic Outcome Groups of the Children’s Partnership with a specific focus on child poverty. Co-chaired with Police Scotland. Membership and remit currently being developed but likely to focus on income maximisation and employability actions for families affected by disability and BAME families.</p> <p>Local Child Poverty Action Report 2020/21: contribution to collating this statutory annual report with colleagues from Strategy and Insight, Creativity Health and Wellbeing, the Improvement Service, Capital City Partnership and NHS.</p> <p>Third Party Revenue Grants Programme, with a particular focus on funding voluntary/third sector organisations to carry out youth work services. During lockdown, activities were initially focused on digital poverty, activity packs, food parcels.</p> <p>Equalities survey: with children and young people across Edinburgh. Survey developed and focus groups are being set up to investigate issues in more depth with a view to influencing policy and practice.</p> <p>Youth work in schools - This work has now restarted in high schools across the city. Its re-introduction was safely managed,</p>
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	<p>and by working with the Schools Risk Timeline Group, it was supported with Guidance and Risk Assessments.</p> <p>South East Improvement Collaborative (SEIC): Work is underway to gather data on the impact of youth work on closing the poverty-related attainment gap. The school in Edinburgh that is part of this SEIC work is Tynecastle High School. This is a joint piece of work between Lifelong Learning Youth Work, Quality Improvement Education Officers (QIEOs), Youthlink Scotland and LAYC (Lothian Association of Youth Clubs).</p>
Briefly outline any planned next steps, and note if they are in any way informed by Covid	<p>Next steps for the Children and Young People’s Participation Group include:</p> <ul style="list-style-type: none"> • Co-ordinate children and young people’s participation activities • Feedback on the outcomes of children and young people’s participation activities to: Children’s Partnership; politicians; children and young people; staff • Seek to influence, and keep under review, authority policy and planning in line with information gathered through children and young people’s participation.
<p><u>Priority 2:</u> <i>Reduce the achievement and attainment gap, between those learners (of all ages) facing the greatest and least disadvantage</i></p>	
Outcome	Self-evaluation high level narrative
Food anxiety, hunger and learning loss during school holidays is reduced	<p><i>Discover!</i> is planned by a Planning Group with a representative from each locality, other colleagues and partners. It is overseen centrally and chaired by the Lifelong Learning Strategic Manager (Creativity, Health and Wellbeing).</p> <p>As the only Lifelong Learning programme that is whole-service and citywide, each Locality Team and Strategic Team Appendix outlines its specific contributions to <i>Discover!</i> below</p> <p>More detail and information on <i>Discover!</i> is contained in the <u>Strategic Health and Wellbeing Appendix</u>.</p>
Learners of all ages, regardless of their socio-economic situation, access all lifelong learning opportunities in school, out of school and in the community and affordability is not a barrier	<p>Holiday Activity Fund: Each year the Lifelong Learning Strategic Team for Youth and Children oversees the distribution of funding for third sector organisations working with P1 – P7 children across the city of Edinburgh. This funding targets Easter and summer Holiday provision whereby third sector partners can apply for up to £1500.00.</p> <p>Traditionally, third sector organisations use this funding for centre-based activities; however, due to the current pandemic, organisations utilised this funding to meet the needs of children in safe and creative ways in keeping with government guidance.</p> <p>In summer 2020, twelve organisations received funding to make holiday activities available for up to 1,562 primary children.</p>

	<p>Many of the activities were delivered online, with organisations supplying activity packs to allow children to participate.</p> <p>Hubs for Key Worker’s Children: Lifelong Learning Development Officers from the strategic youth team worked in the during the summer holiday at several schools.</p> <p>Detached/Streetwork: A proposal and risk assessment was developed and approved to restart this work which is now operating in all localities. This is seen as priority work in engaging with disadvantaged and vulnerable young people to both reinforce the public health message during the pandemic and to find out from them their concerns and experiences during this time and what additional support can be provided.</p> <p>In Lifelong Learning detached youth work carried out between September and December 2020, there were 1,255 contacts with young people across Edinburgh.</p> <p>Scottish Youth Parliament (SYP): regular weekly support is provided to Members of the SYP. This has been delivered digitally since the first lockdown began.</p>
<p>A culture of Getting It Right is in place in all learning settings and establishments</p>	
<p>Our looked After child and Young people are supported to achieve</p>	
<p>Briefly outline any planned next steps, and note if they are in any way informed by Covid</p>	
<p><u>Priority 3:</u> <i>Improve skills for learning, skills for life and skills for work and personal fulfilment for learners of all ages</i></p>	
<p>Outcomes</p>	<p>Self-evaluation high level narrative</p>
<p>Learners of all ages are aware of the different pathways available to them and make informed choices about their next steps</p>	<p>Digital youth work became an essential means of maintaining contact with some young people and providing activities during lockdown. To aid this process and also create a source of useful information, the Youth Talk website was created. This is now being hosted by Young Scot. Staff have been trained in how to prepare accessible content.</p> <p>Primary school Climate Summit – following the success of the secondary school climate summit, a primary summit is now in preparation as part of the lead-in to COP 26 and as a contribution to Edinburgh’s sustainability targets. This work also fits with the UNCRC rights of the child framework in that it</p>

	ensures that the voice of young people influences policy decisions that affect them.
Children, young people and adult learners are increasingly confident in identifying their interests, strengths and skills	
Briefly outline any planned next steps, and note if they are in any way informed by Covid	
<u>Priority 4:</u> <i>Improve health and wellbeing and reduce social isolation</i>	
Outcomes	Self-evaluation high level narrative
Children, young people and adults are resilient, engaged and creative, with good mental and physical health and wellbeing	<p>Pupil consultation on COVID messaging: 26 students from 15 high schools engaged in online focus groups to find out more about how effective the COVID messaging has been and what their experiences and concerns of the pandemic are. The main recommendations to come from this were disseminated across the school estate and a film is currently being made with and by young people (supported by Screen Education Edinburgh) to reinforce these messages.</p> <ul style="list-style-type: none"> - Circulation of Children’s Parliament and YouthLink young people’s surveys and results across the learning estate so that young people’s experience of lockdown can be better understood. - Creation of a summary document, drawing on a range of research, which highlights the main impacts of the pandemic on children and young people. Circulated to senior management and QIEOs. <p>The Community Safety Strategy (2020 – 2023) is in the process of being developed. The strategic team’s involvement focuses on engaging with young people on community safety issues using an action research approach. This involves working with groups of young people to identify issues in relation to community safety, perception and the fear of crime. To date, the strategic youth team has worked with 70 young people aged 10 – 21.</p> <p>Pre-Covid, the development of this strategy was welcomed by young people who were approached to share their views. Starting in January 2020 to mid-March 2020, the ‘LLLDO strategic team had worked alongside children and young people aged 10 – 23 years old, including care experienced young people, across the city, with engagement taking place in community settings and schools. This work was carried out through a group work approach to discuss and collate children</p>

	<p>and young people's views on what community safety means for them.</p> <p>Open All Hours (OAH): provides low cost access for teenagers (£1 per week) on Friday evenings to ten Edinburgh Leisure centres. Up to 200 individual young people attend OAH every week. Between July 2019 and March 2020 (when Edinburgh Leisure facilities closed), 3,549 young people took part in 160 physical activity sessions across the city</p>
Social isolation is reduced for people of all ages	
Briefly outline any planned next steps, and note if they are in any way informed by Covid	<p>Community Safety Strategy: Next steps for the Strategic Youth Team will include:</p> <ul style="list-style-type: none"> • Continue to engage with the groups • Tynecastle S3 PDA Group has drawn up a 'survey monkey' based on the three questions re: Community Safety and this will be sent out to all pupils attending Tynecastle HS to gather their views. • North East Edinburgh Youth Reporters will speak with young people in their area to get their views and produce a blog. • Engage with community provision such as 6VT and Goodtrees Centre. • Meet with staff to discuss pupils at Forrester HS becoming involved. • Promote Community Safety Strategy on 'Youth Talk' website under the banner of 'Having Your Say'. • Continue to work with Locality Teams, dovetailing with Youth Talk Leads where possible.
<p><u>Priority 5:</u> <i>Develop our workforce skills, knowledge and capacity for improving outcomes for learners of all ages</i></p>	
Outcomes	Self-evaluation high level narrative
Lifelong Learning staff are aware of relevant policy developments and use this knowledge to improve learner outcomes	<p>The strategic youth Team's actions under this outcome are:</p> <ul style="list-style-type: none"> - Delivery of Workforce Development training in youth work: Induction to Youth Work and Professional Development Award in Youth Work - Mentors in Violence Prevention training with school staff and young people - Leadership for Equity – programme developed for school leaders, which will include understanding and awareness of child poverty. 1 in 5 presentation updated. - Digital Youth Work Operating Framework created and sent to LL staff, setting out clearly what the expectations are in terms of safe online work with young people. - Online courses on Detached youth work and Digital youth work offered to improve staff skills and

	understanding in these areas and build their capacity to deliver these activities.
Lifelong Learning staff share good practice and expertise and embed the learning in their own practice	
Briefly outline any planned next steps, and note if they are in any way informed by Covid	

APPENDIX 7: North East Locality Team

Lifelong Learning Plan Year 2 (1 July 2019 – 30 June 2020) and part of Year 3 (1 July 2020 – 12 Feb 2021)

Contact: Caroline Lamond, Lifelong Learning Service Manager (North East)
Scott Neil, Lifelong Learning Service Manager (North East)

Priority 1:

Reduce inequalities, improve equity

Outcomes	Self-evaluation high level narrative
Leadership across Schools and Lifelong learning is cohesive with shared purpose	<p>Excel is a partnership project between CEC Lifelong Learning, Jack Kane Community Centre and St Francis RC Primary School. The school management team and lifelong learning staff collaboratively designed, delivered and evaluated the programme. The activities offered help equip and enable children and families to improve wellbeing and learning outcomes. Participating children, aged 8-12, have access to educational activities during school break and lunchtimes, targeted group work and enhanced transition support in P7. One to one sessions for children and wider family support are also available. The work was recently recognised within Youth link Scotland’s national publication.</p> <p>Impact</p> <ul style="list-style-type: none"> • 193 children took part during 2019-20 • 97% showed improvements in learning engagement • 73% developed new skills • 43% showed improvements in health and wellbeing • 36% improved their literacy and numeracy • 14% showed improvements in school attendance • 38 children received accredited awards. <p><i>‘Social skills are a huge part of the programme. It is important to learn to work together through collaboration and communication and a sense of achieving something together is a wonderful outcome. We are also trying to make the programme quite diverse so that children can access a wider range of learning experiences, both in the school and out with.’</i></p> <p style="text-align: right;">Head Teacher, St Francis RC Primary School</p> <p>School LLDL (Libraries - Lifelong Learning Development Leader) Service. School staff are well versed in supporting young people holistically. This is particularly relevant in addressing the digital divide that has been highlighted during the current pandemic. Lockdown has presented a series of challenges in supporting young people virtually and LLDL(Schools) have taken full advantage of their expertise in engaging with young people to</p>
Joint planning and evaluation across schools and lifelong learning is targeted and effective	
The equity profile of learners of all ages is well understood and used to plan, interventions, learning and activity	

	<p>develop a visible Twitter presence using the #EdinburghSchoolLibrarians.</p> <p>The provision of online support to all staff, pupils & families regarding the best resources to use, where they can be accessed and signpost families to any assistance they might require.</p> <p>The LLDL at Leith Academy is involved in the distribution of devices to support families who are experiencing difficulty accessing online home learning. She has trained as a Digital Champion to facilitate the rollout of devices through 'Connecting Scotland'; this ensures that ALL families become confident in the digital world and that no pupil is excluded from online learning because of circumstances over which they have no control</p>
Briefly outline any planned next steps, and note if they are in any way informed by Covid	Provision to be continued safely within the Scottish Government C-19 constraints.
<p><u>Priority 2:</u></p> <p><i>Reduce the achievement and attainment gap, between those learners (of all ages) facing the greatest and least disadvantage</i></p>	
Outcome	Self-evaluation high level narrative
Food anxiety, hunger and learning loss during school holidays is reduced	<p><i>Discover!</i> is planned by a Planning Group with a representative from each locality, other colleagues and partners. It is overseen centrally and chaired by the Lifelong Learning Strategic Manager (Creativity, Health and Wellbeing).</p> <p>As the only Lifelong Learning programme that is whole-service and citywide, each Locality Team and Strategic Team Appendix outlines its specific contributions to <i>Discover!</i> below</p> <p>More detail and information on <i>Discover!</i> is contained in the <u>Strategic Health and Wellbeing Appendix</u>.</p> <p><u>North East locality LLDOs</u> support <i>Discover!</i> as follows:</p> <ul style="list-style-type: none"> • One of the LLDOs is an active member of the Discover Planning Group, taking on aspects of planning, liaison, co-ordination, evaluation and programme delivery • Liaising with other LLDO colleagues in the NE and gathering information to support families • Phoning locality families and supporting parents/carers • Supporting the co-ordination and delivery of <i>Discover in a Box</i> to families across the city <p>During summer and October 2020, LLDOs contacted 100+ NE <i>Discover!</i> parents/carers and had follow up conversations with most who had been contacted. From these conversations;</p> <ul style="list-style-type: none"> • 46 families received support with digital devices, digital connection and IT skills

	<ul style="list-style-type: none"> • Parents/carers were connected to local food and clothing supports which are available for families • 5 families were referred to Edinburgh Food Banks • Liaised with schools to highlight families experiencing difficulties with digital devices • Utilised ITS interpretation service and voluntary sector organisations to translate for BAME families / offer additional support • Connected families in need of additional support to key services such as Health & Social Care, One Parent Families Scotland and other third sector providers <p>In addition to Discover! one of the LLDO's co-ordinates Holiday Matters which is a programme to support vulnerable children from St. Francis RC Primary school. It is funded by the Jack Kane Community Centre Management Committee and co-ordinated by one of the LLDOs.</p> <p>To minimise learning loss during school Holiday Matters extends learning beyond term times throughout the year. It offers a diverse range of opportunities for children whilst providing support for extended families. Holiday Matters boosts confidence, increases achievement, and helps alleviate stress related issues especially relating to family matters and poverty.</p> <p>St Francis RCPS works closely with the Lifelong Learning and Jack Kane Community Centre to design a fun learning programme which connects with the curriculum. The activities provide continuity over holiday periods with nominations targeting children and families who would benefit most. The programme has 3 elements:</p> <ul style="list-style-type: none"> • <u>Digital platforms</u>: children who may have been anxious and not ready or able to attend physically were offered virtual platforms for engaging at home learning. • <u>Face to face</u>: literacy and numeracy activities were provided by the school's lead teachers assisted by Edinburgh University (STEM), Colour Jam (Creative Arts) and Active Schools (Physical). • <u>Learning packs</u>: children were provided with learning packs the helping increase their educational engagement within their own homes <p>Holiday Matters shows that when children continue to have fun whilst learning during holiday periods within their own school setting, they are more equipped to learn on their return to the classroom. Programmes such as this, also offer a stronger connection to the wider community:</p> <ul style="list-style-type: none"> • 124 children took part in the programme pre COVID-19 and throughout the pandemic • 100% showed improvements in learning engagement • 100% developed new skills • 100% showed improvements in health and wellbeing
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	<ul style="list-style-type: none"> • 84% improved their literacy and numeracy • 50% overcame barriers to learning <p><i>‘Individual children from my class who attended Holiday Matters came back to school really positive, motivated and ready to learn – they wanted to share their Holiday Matters experience.’ (Class Teacher)</i></p> <p><i>‘My child has missed a lot of school during Covid 19, and the holiday sessions have given her something to look forward to and have gave her back that safe place that all children need.’ (Parent)</i></p>
<p>Learners of all ages, regardless of their socio-economic situation, access all lifelong learning opportunities in school, out of school and in the community and affordability is not a barrier</p>	<p>Craigmillar Library JASS (Junior Activities Scheme Scotland): The library collaborated with c. 20 Castlebrae HS pupils. They presented to staff what they were doing to complete their JASS Scotland (like Duke of Edinburgh but for younger kids, split into 4 parts including me and my community). Library hosted this and there was Q &A sessions, yp spoke about things in the community and made clay tablet designs.</p> <ul style="list-style-type: none"> • Week 1 – introduction to JASS and a brief overview of what we will be doing (Designing a tile or clay object which has some reference to the community) • Week 2 – look at some interesting facts and places in our community • Week 3 – a walk around the community/to the castle for ideas – take photos • Weeks 4 – 8 design and make the clay. <p>Weekly LEGO club on a Saturday was popular with children and their parents, approx. 3 children every week and a couple of adults.</p> <p>Universal and Targeted Youth Work: The Lifelong Learning team carry out universal and targeted open provision for children and young people and in the NE. This collaboration with community centres and third sector partners means that buildings, budgets, and resources can be shared for the benefit of the participants. To highlight the extent of this partnership with community centres then sample examples are provided:</p> <ul style="list-style-type: none"> • Jack Kane Community Centre over 1,300 individuals have utilised services with 5,500 contacts being made over this time period. • Northfield Community Centre has three children's clubs running for P1 to P7's ran 55 sessions engaging with 56 individuals and 060 contacts. • Magdalene Community Centre provided 140 sessions with 2.020 contacts reaching one hundred and twenty-one individuals <p>Whilst individual centres and partnerships may slightly differ, universal provision concentrates on ages and stages development offering topics that focus on the development of</p>

soft skills. These projects really listen to young people/children and provides a safe space to discuss issues important to them. Promoting and fostering a positive learning environment out with the school gates, these services open new learning opportunities to participants and focuses on participation, health and well-being, inclusion, and empowerment. To complement and expand on services for children and young people, Lifelong Learning staff and certain management committees also source external funding to contribute to a more consistent programme of interventions.

Project Outcomes:

- Increase wellbeing
- Increase confidence
- Increased application of skills around societal issues
- Increased sense of belonging and community connections
- Increase positive images of young people in society
- Increase participation in community activities

Direct Impact:

1. 75% young people stated that there has been an increase in their well-being and confidence from being involved.
2. 100% I have improved my listening skills and learnt to work better in a team
3. 90% said coming to the club increases how much exercise they do.

Impact Statements:

'Gives you something to look forward to, especially as if you have had a rubbish weekend it gives you something to look forward to and you know that you are spending your time on a Monday night with nice people who make you feel good'. (young person).

'Thanks for everything that you do and keeping the group on – it's been difficult for us and xxx has struggled at times and the group has been good for her and keeping her included and involved' (Parent).

'My daughter has slight learning difficulties and finds it hard to make friends but since attending the Tuesday club she is much more confident with her peers now and talks about different friends and tells us stories about what they chat about when doing the arts and crafts, she has really come out of her shell. A (the worker) is skilled at producing new arts and craft ideas and hall games and she relates really well with the children and brings the best out of our children.'

'Magdalene is so lucky to have people like you guys so invested in the kids and community. From the lunches, to the trip's, to the youth clubs etc there would have been a lot Of kids, that

wouldn't have got what they did if it Wasn't for you guys - thank you1, it's very appreciated'.

Ani-Nation: In response to COVID-19 and the increase of online youth work, an example of this was Ani-Nation:

Ani-nation develops and further enhances young people's active involvement in decision making processes. The project specifically focuses upon interactive informal educational group work sessions held online, using distinctive styles of animation, which encourage young people to explore the complexities of decision-making process and active participation.

Project Outcomes:

- Locate young people's current involvement in decision making within the organisation and wider community.
- Increase young people's active involvement within decision making process which affect themselves and others.
- Encouraging wider social action and awareness within communities

Direct Impact:

- **Online Group Work:** sessions held weekly
- **Digital Animations:** created by young people for young people, showcasing services and support available and young people's achievements and focusing on the issue of relationships. These included virtual Christmas Card and Advent Calendar and interactive choices game – all creations displayed across wider social media platforms.

Direct Impact:

- 100% young people stated an increase in their involvement with decision making processes and soft skills from involvement in the project.

Impact Statements:

"We've got nothing but positive feedback about the Ani-Nation club. My child is really enjoying it and looks forward to the sessions. My child has autism and is finding his first year at high school hard going. He finds relating to other kids quite difficult and with the COVID-19 restrictions there have been no clubs operating at school. The Ani-Nation club came along at an appropriate time for him after a hard year. (Parent)

'He's finding out different ways to apply the skills he already has as well as learning new skills. He is quite fixed in his ideas and has been doing the same style of animation for a long time so finding out about different methods has been good for him. He has also enjoyed showing off his own animation as he didn't really have anyone to share it with before.' (Parent)

<p>A culture of Getting It Right is in place in all learning settings and establishments</p>	<p>Getting it Right for Every Child is at the heart of everything we do. NE LLDL(Schools) have been heavily involved in the development & implementation of the Escape, Connect, Relate bibliotherapy (@ECR_Edinburgh) service within our schools. This has involved the development of a comprehensive toolkit which covers a wide range of issues which young people find challenging. ECR can then be applied in a variety of ways: readaxation, story cafes, book promotions and personal recommendations of books & information sources. This is augmented by all LLDL(Schools) being trained as Mental Health First Aiders.</p>
<p>Our looked After child and Young people are supported to achieve</p>	<p>The library space within all NE schools is also a safe haven for many of the more vulnerable pupils. This has been reduced during the current restrictions but LLDL(Schools) have developed individual risk assessments to ensure they can still support the most vulnerable in their school communities. These risk assessments have also facilitated the development, and provision, of a 'Click & Collect' service to support the literacy & reading for pleasure in our schools.</p> <p>In Holy Rood, the provision of reading materials has involved the LLDL asking pupils to identify the texts that they want and then providing them by taking the titles along to the pupils within their English classrooms. Without being in school due to lockdown it is difficult to precisely ascertain the number of books loaned and renewed under this covid-informed distribution of reading materials, but the figures are something like this for the BGE cohort:</p> <ul style="list-style-type: none"> • S1 – 2440 • S2 – 1630 • S3 – 950 <p>The discrepancy between the Year Groups lies purely in the amount of class-time the teacher can provide for Library visits considering other academic pressures.</p> <p>During the 2019 – 2020 academic year (before covid hit), the Library hosted Attainment Challenge nights, The Study Club after school on Tuesdays and housed the S1 and S2 Literacy Groups for a reading lesson every week. The LLDL set up The Book Group's own TEAMS site over both lockdowns through which pupils talk about their reading and engage with other like-minded pupils.</p>
<p>Briefly outline any planned next steps, and note if they are in any way informed by Covid</p>	<p>This service will continue, and young people are in the initial staged of creating and developing their own virtual game to engage other young people in decision making and roles and responsibilities.</p>
<p><u>Priority 3:</u></p>	

Improve skills for learning, skills for life and skills for work and personal fulfilment for learners of all ages

Outcomes	Self-evaluation high level narrative
<p>Learners of all ages are aware of the different pathways available to them and make informed choices about their next steps</p>	<p>NE Locality Libraries Social Media: In response to libraries closure during the Covid pandemic all North East Libraries have developed and significantly increased their social media profile in order to continue to engage with customers and learners</p> <p>All Locality branches have Facebook pages that are managed by their individual teams.</p> <p>NE Locality Libraries have added two Twitter accounts during lockdown Portobello library and North East Locality to further develop this Social Media profile</p> <p>Across the 5 teams we provide a range of regular posts that cover pretty much everything that we think might be of interest to our followers.</p> <p>Examples of staff created content have included:</p> <ul style="list-style-type: none"> • Live Storytimes (Portobello) • Live Rhymetimes (Portobello, Craigmillar) • Recorded Rhymetimes (McDonald Road) • Recorded Storytimes (McDonald Road, Portobello) • Lego Challenges (Portobello) • Creative writing guides (Portobello) • Zine workshop videos (Portobello) • Craft guides (Leith) • Children's Book Promotion - Recommendations/Reviews etc (McDonald Road, Craigmillar, Piershill) • Adult Book Promotion - Recommendations/Reviews etc (Portobello, McDonald Road, Leith) <p>McDonald Road Library Street League: The library worked with Street League, an Edinburgh and Lothians employability project that aims to support young people aged 16-30 to find employment, further Education or training opportunities through linking with sport themed activity.</p> <p>The programme focusses on creating or updating CVs, completing applications and working on interview skills - all while getting fit, healthy and having some fun participating in sport.</p> <p>The programme ran twice weekly in the library and all participants received library membership</p> <p>The initial programme began in January 2020 ran for 8 sessions with an average of 10 young people aged between 15-21 attending A months numbers were 86 kids over 8 sessions.</p> <p>This partnership will resume when Covid restrictions allow</p> <p>Craigmillar Library Craigmillar Book Festival 2019: Craigmillar library worked in partnership with the Craigmillar Literacy Trust</p>

	<p>to Deliver the Craigmillar Book Festival. The theme of the 2019 Book Festival was Dream Wild.</p> <p>Craigmillar Book Festival invites leading Scottish authors, storytellers and illustrators to Craigmillar to work with children, young people and parents/carers in schools, nurseries, various activities are held over in CG library, including two Family Days which are packed full. The annual programme is delivered over ten days.</p> <p>The library worked very closely with literacy trust co-ordinator to ensure every detail was checked for a fun day. The two-Family Days Out aimed to provide a free and exciting full day of activities for children and their families. This focused on bookish activities for children and their families, connected to the theme of this year's festival, Dream Wild. 230 people took part.</p> <p>The first day was themed around the book 'Where The Wild Things Are' by Maurice Sendak. It the included a digital storytelling workshop from Zoom Club. The second day was themed around the book 'The Secret of Black Rock' by Joe Todd Stanton. It included a visit from wild animals by Zoo Lab, a survival skills workshop led by Dan Serridge, and a mini beast-making workshop led by Karin Chipulina. Both days also involved arts and crafts, music, lots of storytelling, and a quiet reading room. We also offered sessions with 'Dr Book', involving two experts who prescribed books after consulting with the young people.</p> <p>Piershill Library – Consultation with Holyrood HS pupils: In December 2019 the library worked with a group of 10 young people from Holyrood High School in a consultation over the library's teenage book stock. This work involved:</p> <ul style="list-style-type: none"> • An initial consultation, where the group expressed a strong preference for Manga titles • A review by the group of the libraries Manga collection, where the group identified stock gaps and recommended titles, both Manga and General Fiction <p>This work was done with support from the School Librarian at Holyrood HS. The Young people's recommendations were ordered using Piershill Library's local revision fund.</p> <p>It was intended that the group would return to the library and work on processing and promoting their suggestions. This did not happen due to Covid. It is intended that this project resume as and when Covid restrictions allow</p> <p>V-Inspired: is a supportive volunteering project for young people 14-20yrs of age, providing volunteering placements, group work, training and one to one support.</p> <p>Project Outcomes:</p> <ul style="list-style-type: none"> • Increase young people's positive interactions and destinations.
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- Increase in disadvantaged young people’s positive interactions with their communities.
- Increased opportunities for disadvantaged young people to develop their personal and practical skills.

Direct Impact:

1. Volunteering Hours: 1,123 collective hours of volunteering achieved by 19 individual young people.
2. One to one Support: 206 one to one session with 96% of young people stating that this has helped improve their emotional well-being.
3. Training and Group Work: 38 group work sessions and 11 training sessions including communication, health, and hygiene, GDPR, Curriculum for Excellence in youth work and Child Protection.
4. Celebrating achievements: 3 events recognising young people’s achievements and positive contributions to their communities.
5. 1 residential held (pre COVID) for young people to evaluate the project and identify future development and actions.
6. Positive Destinations: 95% young people either continuing to be volunteering and/also in higher/further education and/or employment.

In response to the COVID-19 pandemic, the project has moved group work and training sessions online, increased one to one session is providing additional emotional health and education/employment support and supported young people to continue with volunteering through a new blended approach.

Impact Statements:

‘From volunteering, I feel a bigger part of my community and it’s a good feeling. A feeling of belonging and that I am part of something bigger.’

‘What’s next for me? I want to get more involved. I want to take all my learning and new experiences and share this with other people, even become a mentor. I think I will leave school this year and when I do, I would now like to either be a PE teacher or train to become a paramedic. I want to help people and also give something back to society and to people who have been there for me, I now see the best in other people.’

‘Feeling of support from the group and always something to look forward to, gives me a break from stress and gives me something positive. Able to use social media more in a positive way and despite isolation and lockdown, I felt less alone and less isolated from being involved in the V-inspired group.’

School Libraries: The development of skills for learning is at the heart of the information handling lessons which LLDL(Schools) provide. In ‘normal’ times these lessons are delivered face-to-face in class time or on an individual basis. These lessons range

	<p>from BGE lessons on how to access information, evaluation of information sources and specialist guidance for senior pupils on how to get the 'best' information, secondary sources and how to accurately reference their work. During the current restrictions these 'services' have had to move online & LLDL(Schools) have developed learning streams on Teams to support their pupils learning.</p> <p>Within schools there is the provision of information, & support, on the pathways the young people might want to follow, and the course choice implications involved. This provision often forms a supportive role for the schools Careers Adviser, who is often located in the school library.</p> <p>All NE LLDLs are tasked every year in supporting their Advanced Higher pupils across the curriculum either in registering them with Academic Libraries or ensuring, during lockdown, that such free access to academic resources is clearly explained. In doing this, LLDLs are teaching skills that will help these pupils throughout their future academic careers</p>
<p>Children, young people and adult learners are increasingly confident in identifying their interests, strengths and skills</p>	<p>Youth Talk: The Youth Talk programme in Craightonny & Duddingston engaged 300+ young people in focus group conversations about the best and worst aspects of living in this area. Young people were engaged in schools and youth clubs to identify their priorities for improvement. The key priority for improvement related to outdoor spaces to play and parks. All feedback from young people about this was shared with the Parks & Greenspace team and has formed the basis for ongoing collaboration. Further outcomes from this work will reported at the end of 2020/21.</p> <p>Both Leith Academy and Holy Rood RC High School provided IT space so that pupils could register their interest in Youth Talk and identify their priorities for improvement.</p>
<p>Briefly outline any planned next steps, and note if they are in any way informed by Covid</p>	<p>Provision to be continued.</p>
<p><u>Priority 4:</u> <i>Improve health and wellbeing and reduce social isolation</i></p>	
<p>Outcomes</p>	<p>Self-evaluation high level narrative</p>
<p>Children, young people and adults are resilient, engaged and creative, with good mental and physical health and wellbeing</p>	<p>Portobello Library Health Opportunities Team Drop-in: The HOT drop-in is an accessible safe, friendly, confidential service for young people to gain information, help, advice and sign-posting for issues regarding their sexual and emotional health. The drop-in consists of a waiting space where staff engage young people in relationship-building activities, as well as doing</p>

	<p>issue-based work to help highlight ways in which they can improve their health outcomes. Additionally, the drop-in has a one-to-one room where young people can access, amongst other services, c-cards, pregnancy testing, and chlamydia testing. Young people can also use one-to-ones to explore issues such as relationships, managing feelings, emotional health and issues around sexual health. The HOT Drop-runs every Wednesday evening from Portobello library.</p> <p>The HOT Team Drop-in is a partnership between The Health Opportunities Team, Locality Lifelong Learning, and Locality Library Services</p> <p>Health Opportunities Team provides specially trained staff and resources</p> <p>Locality Lifelong Learning provides funding for a youth worker to support the work of the Drop-in</p> <p>Locality Library Services provides a free accessible waiting space where staff are available to engage with young people and a space where young people can be seen on a 1-1 basis</p> <p>Between 1st July 2019 and 1st March 2019 the library recorded 172 visits to the Drop in.</p> <p>Between 1st October and 26th November 2019 the Health Opportunities Team ran a group work project to support young people with anxiety. This was run across 8 sessions with up to 8 Young People attending each session</p> <p>Sexual & Emotional Health Drop in: In partnership with the LLL team and the Health Opportunities Team, the purpose of the drop-in is to provide a safe, friendly, confidential service for young people to gain information, help, advice and signposting for issues regarding their sexual and emotional health. The drop-in consists of a waiting space where staff engage young people in relationship-building activities, as well as doing health related issue-based work. There are also 1:1 consultation where young people access, amongst other services, c-cards, pregnancy testing, and chlamydia testing and exploration of issues such as relationships, managing feelings, emotional health, and issues around sexual health. The sessions are provided in the library as this is where the young people go naturally in the local community, so the service is more comfortable for them to access.</p> <p>The drop in provided Thirty-two sessions, with over 71 one-one consultations. There were 226 contacts with young people aged 12- to 17-year-olds.</p> <p>Issues / areas of health and well-being discussed in sessions by most common:</p> <p>90 C Cards, 50 sexual health, 41 relationships, 29 well-being, 25 health, 19 mental health, 15 pregnancy tests (4 positive), 17</p>
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	<p>consent, 14 readiness, 14 drugs, 7 LGBT, 4 Chlamydia (2 positive), 3 alcohol, 2 smoking</p> <p>Impact Statements:</p> <p><i>“I could speak to an adult about my boyfriend putting pressure on me to have sex and felt more able to say no to him”</i></p> <p><i>“I had someone to talk through my options after my pregnancy test was positive”</i></p> <p>The Lifelong Learning service is also pivotal in establishing and developing projects by targeting children and families directly affected by learning difficulties as well as physical disabilities. Here are two examples from different community centres:</p> <p>Inspiring Disability (Jack Kane Community Centre): Inclusive and participatory project which takes a comprehensive approach to children and the wider family’s needs, fostering an environment which promotes every child having love, care, and support through providing positive relationships with adults and peers. This is achieved through providing a unique service which targets the whole family of children from the ages of 2-16, who have recognized additional support needs and varying forms of disabilities.</p> <p>Project Need: The North East Locality plan 2017-2020 suggests that within the Greater Craigmillar area, there is a high incidence of families with children and disabilities with related issues of poverty. There is also a lack of opportunity for this target group in accessing locally based specialised provision. The Lifelong Learning team currently support 2 groups carrying out activities that are targeted at children and families effected by disability/difficulties in learning</p> <p>Project Outcomes:</p> <ul style="list-style-type: none"> • Increase number of children and families affected by disability engaging and learning within community services and environments • Increase confidence and self-esteem of children affected by disability • Increase physical, social, and emotional development • Increase recognition and awareness to the needs of themselves and their children • Increase support to access and be included in community life and support networks <p>In response to the COVID-19 pandemic, the project has delivered a blended service of outdoor learning and delivery of educational activity packs.</p> <p>Direct Impact</p> <ol style="list-style-type: none"> 1. Indoor Session (<i>pre COVID</i>) 34 group work sessions, with 768 contacts.
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2. Effective communication and nomination routes with NHS, Social Work, CEC Family Support, and wider voluntary organisations with 8 nominations into service.
3. Outdoor Learning – 15 outdoor sessions, with 26 individuals (made up of 8 families) with 309 contacts.
4. Activity Packs – providing age and development stage appropriate activity packs over a 14week period for 8 families with children with ASN's.
5. Online Platform – dedicated online group for families with 24 members to share specialised information, children's achievements, and connections with members.

Impact Statements:

'This is one of the best groups I have ever joined, don't know what I would do without them. Love my Saturday mornings even if it is outside, we still have great fun, so a big cheer to the Inspiring Disability team for keeping it going' (Carer)

'This group has been a lifeline for me and the girls. When everything was closing and the uncertainty this brings, this consistent group kept routine in my girls lives and gave us all a sense of normality and a time when needed the most' (Parent)

Northfield Community Centre Family Drop-in: The Drop-in was set up at the same time as the JKC and with similar aims and outcomes, except there have been a strong prevalence of children and young people attending with autism and the staff all are very experienced in this area many having worked in ASL.

The management committee fundraises to continue this service which was originally operated with Scottish government funding and deploys this external funding streams to ensure that 1 x LLDO manages the service on behalf of the committee and employ casual staff through the council's tertiary budget.

The Drop-in is open to families who have a child /child with a disability and their siblings. Interactive sessions are also complimented by external and specialised agencies such as educational phycologists and welfare rights.

Twenty-four sessions with **150** adult contacts and **293** children and young people (babies to 12-year-olds) contacts

Fifty-five families participate, with a high percentage being BAME families. Many of the children are on the autistic spectrum and we have created a snoozing room for them to go to enhance relaxation. The parents get access to information and support and a series of specialist speakers are invited to support parents, give them new ideas/activities to utilise and improve their parenting skills. It is a whole family activity. The children get a varied programme of themed activities aiming to promote positive relationships both with other adults and their peers. Parents gain mutual support from other parents who are

in similar situations. The children gain new skills in a supported environment and reduce isolation at weekends.

Outcomes

- Improved parenting skills
- Children learn new skills and improve others
- Improved health and well being
- Improved awareness of other services
- Increased social contact
- Improved routine at the weekend

The staff concentrate on micro progressions such as Increased eye contact and attention to peoples' faces - Da has shown much more interest in the adults in recent sessions, in a quieter session, with lower numbers, it was noted by one of the YW that Da was increasingly looking into people's eyes/faces; he sometimes also spoke to them, but was getting much more socially 'confident' in our sessions

Impact statements:

'Can I still come when I'm older?'

'The most important thing is that it offers us consistency and routine at the weekend.'

'It provides information on other services throughout Edinburgh.'

'There are specialist speakers on interesting relevant topics.'

'It's a chance to meet other local families.'

'All staff are friendly, approachable, and kind. I am always impressed with how they produce themes every week. They are creative and artistic although there is a sporty mix too for the active kids.'

'X child attended the Mindfulness session. To my surprise he took part and enjoyed the session. He found it very relaxing. As we have been practicing some breathing exercises at home for anxiety it was very useful.'

'The Drop-in is our little oasis of calm.'

Covid times: *Once management gives permission to access the Drop-in contact files in the Centre there are plans to set up a Facebook closed group for support and activity ideas, we also have science boxes ready to distribute and plan to have weekly phone calls with parents.*

N.E LLDL(Schools) are fully involved in all the ongoing initiatives to support the mental health of our young people (& their families)

Escape, Connect, Relate is available in school, promoted by individual members of staff & through @ECR_Edinburgh on Twitter.

All LLDL(Schools) are qualified Mental Health First Aiders

	<p>#EdinburghSchoolLibrarians on Twitter has highlighted many positive mental health campaigns examples of which are Children’s Mental Health Week, Black Lives Matter, Black History Month, Empathy Day, LGBTQ</p> <p>Both of the LLDLs from Castlebrae and Holy Rood are part of the Festival planning Group for the Craigmillar Book Festival and are involved in discussions as to how the 2021 Book Festival might look. As well as being part of the very successful events of the 2019 Festival which included a whole day of activities at Craigmillar Library and a creative writing workshop for Higher English pupils from both schools.</p> <p>In Leith Academy the LLDL is involved in the Mental Health & Wellbeing group @Leith Wellbeing, Empathy Day PowerPoint & PSE lessons, Mental Health weeks and check ins with key adult class/parents.</p> <p>In Holy Rood the LLDL has been part of both the HWB School Improvement Group (SIG) and since August 2020 the Global Citizenship SIG. As part of the British Council’s Connecting Classrooms initiative, she is instrumental in linking HRHS with her sister school in Tanzania and has designed lessons to support pupil understanding of global inequality. CEC North Edinburgh Streetwork: Forming part of the CEC city wide response within the pandemic, NEST is street-based team that was mobilised in the wake of COVID 19 and public health concerns, offering educational interventions to young people on the streets of the North-East locality. Street based staff collate data and research on the emerging trends and needs of young people as they experience and recover through COVID 19 capturing young people’s experiences and sharing them to a wider audience. Street based interactions act as platforms whereby young people can renew their relationships with services and become architects as their community develops.</p> <p>Project Outcomes:</p> <ul style="list-style-type: none"> • Young people become more aware of the risks associated with Covid 19 and can identify potential steps they could take to reduce these risks • Young people become aware and able to access local services as these are opened and are developed in relation to current Covid 19 situation • Young people become more aware of decisions impacting on their lives and can engage with these and increasingly influence these • Young people become aware of how to access further support from trained youth work staff and other forms of support should they require it
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	<ul style="list-style-type: none"> • Young people become more aware of the implications that their personal choices might have on themselves, their peers, and the wider community <p>Partnership: NEST has also created a collaboration of organisations that either meet street based young people or have an interest in street-based services. Partners now complete a monthly update form which acknowledges trends across the locality. This local information is also fed into the wider city-youth work meetings to ascertain whether there are trends. NEST collaborates with and takes contributions from the following agencies.</p> <ul style="list-style-type: none"> • Voluntary sector partners • CEC departments • Police Scotland <p>Outcomes</p> <ol style="list-style-type: none"> 1. Fourteen sessions have been implemented with 286 contacts being made with people, providing a weekly average of 19 contacts per session 2. An additional four mapping sessions have been implemented in the Northfield area 3. Six sessional staff have now completed detached youth work training <p>Unintended outcomes</p> <ul style="list-style-type: none"> • Bike ability linkage with partners with 15 bikes repaired • Parental engagement around digital connectivity and staying safe online • Play equipment vandalism removed and ready for usage <p>Active youth: forms part of the CEC city wide collaboration with partners to increase YP health and wellbeing. In the NE Lifelong Learning works alongside both the Jack Kane & Portobello community centres, Edinburgh Leisure, and other organisations in the third sector to provided inclusive and participatory activities to young people which are open to all. The programme concentrates on health topics with activities focusing upon positive health outcomes whilst contributing to a reduction in health inequalities. This is achieved through providing activities aimed towards enhancing physical and emotional health and well-being with the programme being developed by young people and the health topics that they wish to explore.</p> <p>Project Outcomes:</p> <p>The Active Youth project works towards achieving the following:</p> <ul style="list-style-type: none"> • Increase levels of physical activity and knowledge on health-related matters • Increase in positive healthy living activities and experiences • Increase in informed wellbeing decisions • Increase participation in community activities
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	<ul style="list-style-type: none"> • Increase levels of confidence <p>In response to the COVID-19 pandemic, the project has been unable to deliver face to face sessions and has moved to an online platform to engage young people.</p> <p>Direct Impact</p> <ol style="list-style-type: none"> 1. Digital platforms – Online group with 168 members, with 1002 online engagements. 2. Supportive Phone Calls – providing emotional and well-being support to 10 nominated young people. 3. One to One – dedicated sessions for young people focusing on emotional support and well-being. <p>Health Focus – Twice weekly online activities/sessions to engage young people and keep health and well-being on young people’s agenda.</p> <p><i>‘It’s been a good amount of time spent online with staff as there was no-one to talk to otherwise during the worst of lockdown.’ (Young person).</i></p> <p><i>‘The project has had an enormous impact on me because just keeping connections with everyone keeps everyone happy and it makes everyone aware that if they need to speak to someone there is someone they can speak too.’ (Young person).</i></p> <p>Bike Ability: Working in partnership with the Active School coordinators Bike ability was delivered to whole classes of P6 and P7 children in these targeted Primary Schools: Niddrie Mill PS, St Francis RC PS, Castleview PS and Leith Walk PS. Children are achieving Level 1 or Level 2 Bike ability awards. Over 2,060 children participated</p> <p>All sessions over the duration of 6-8 weeks took part in school playgrounds and the surrounding areas.</p> <p>Duke of Edinburgh Awards: In partnership with Castlebrae Community High School: LLL teams deliver the Bronze Duke of Edinburgh Award at this school; The sessions focus on navigation and other skills. LLL officers also use the CDT department to build bird boxes as part of their conservation work in the volunteering section of the Award. The group have just completed a practise walk for one of our Bronze groups and aim to complete their expedition section before the Christmas break. This will involve the group of 14 S3 students taking part in two separate day walks based on the school.</p>
<p>Social isolation is reduced for people of all ages</p>	<p>Piershill Library – Housebound support: Since summer 2020 Piershill library staff have regularly contacted the vulnerable and frail elderly users of their Library Link and Housebound services Staff are aware of which users might be particularly vulnerable, for example those who live alone and have no family.</p> <p>Library staff have been calling these vulnerable users for a catch-up chat once a month, keeping the group in touch with other</p>

	group members and the library staff and seeking to support the group with any issues and provide them with information as requested. This has represented a valuable contact for this vulnerable group, many of whom have been particularly isolated during lockdown.
Briefly outline any planned next steps, and note if they are in any way informed by Covid	
<u>Priority 5:</u> <i>Develop our workforce skills, knowledge, and capacity for improving outcomes for learners of all ages</i>	
Outcomes	Self-evaluation high level narrative
Lifelong Learning staff are aware of relevant policy developments and use this knowledge to improve learner outcomes	Erasmus +: The NE Lifelong Learning team have been continually at the forefront of deploying intercultural experiences through Erasmus + for the benefit of YP who are from non-traditional routes. Through LLL staff's awareness of the relevant policy documents and the changing nature of Europe, staff have worked alongside YP to lobby elected members, present their work at local and national events with the work also being highlighted in national newspapers and television. BBC iPlayer (https://www.bbc.co.uk/programmes/m000rsnn). Or you can read the article here https://www.bbc.co.uk/news/uk-scotland-55804113
Lifelong Learning staff share good practice and expertise and embed the learning in their own practice	The NE Lifelong Learning team through work carried out with partners have recently been recognised in 2 national youth work publications, as examples of good practice. 'National Case Study Evaluation 2020' https://www.youthlinkscotland.org/media/5319/national-evaluation-publication.pdf 'Learning in Lockdown' https://www.youthlinkscotland.org/media/5251/learning-through-lockdown.pdf Digital Footprint: The NE Lifelong Learning team have also been working alongside the voluntary sector, ensuring that that there was a standard of good practice. During COVID 19, organisations within the NE had access to and support from LLL officers and from this, digital policy and procedures were developed to support charities and projects to move online safely and confidently with young people and children. Procedures were tailored to suit local needs and support was given with process and procedures. Three community centres alongside a youth and children's project were supported to increase their digital footprint within the NE locality. Impact Statements:

	<p>'I don't know what we would have done if it weren't for you, we could never have achieved this in such a short space of time without this support and guidance.' (Community centre board member)</p> <p>'We feel more confident now that we have worked together to have the tools which will ensure the safety of both our staff and the young people online.' (Third sector youth worker)</p>
<p>Briefly outline any planned next steps, and note if they are in any way informed by Covid</p>	<p>Continue to support and work towards good practice across the locality which developing a safe and inclusive digital footprint</p> <p>BSL Parents Class going online in early Feb at Northfield and Magdalene and clips on Vimeo being used with learners who may not want to go on-line to learn, with on-line weekly drop-in sessions run by tutor.</p>

APPENDIX 3: North West Locality Team

Lifelong Learning Plan Year 2 (1 July 2019 – 30 June 2020) and part of Year 3 (1 July 2020 – 12 Feb 2021)

Contact: Scott Donkin, Lifelong Learning Service Manager (North West)
Helen Bourquin, Lifelong Learning Service Manager (North West)

Priority 1:

Reduce inequalities, improve equity

Outcomes	Self-evaluation high level narrative
Leadership across Schools and Lifelong learning is cohesive with shared purpose	<p>Youth Talk: continues to feature in the North West with a key focus on the North (Forth and parts of Almond and Inverleith Wards). Good progress was made through October, November and December in gathering initial views and opinions through the Flash Poll approach. Planning for phase 2 which would involve face to face workshops and activities was planned when lock down commenced.</p> <p>Both Broughton and Craigoyston High were critical to the initial phase of involvement where 942 young people returned a postcard as part of the poll. Through the school libraries and other activities, workshops were planned to support phase 2 of the programme. Initial feedback from the flash poll highlighted key concerns around health and wellbeing and concerns for the future, potentially even more appropriate now.</p> <p>DofE (Duke of Edinburgh Award) is valued and provided by most schools in the North West. Lifelong Learning helps support this provision, and particularly that which targets young people who experience inequality and disadvantage.</p> <p>New group formed in Kirkliston Primary to raise literacy levels and to provide a link between the School and Library particularly for children struggling with reading: group of 40 children meeting once a month with reps from the Library - projects to encourage every child to become a library member - competition to design a library card, visit arranged to the Library by the group of Library Ambassadors.</p> <p>Regular weekly visits initiated to the Library by Kirkliston Primary after school club to develop information skills and digital literacy of 8-10 children - using ICT resources and staff expertise</p> <p>A survey of learning needs due to Covid carried out with voluntary sector partners and using that info worked with Adult Education program and Edinburgh College to plan program of learning at Granton Campus. This was due to run Oct to Dec but delayed by college due to Covid levels and Govt guidance. Will run at the campus once levels of infection reduce. As alternative</p>
Joint planning and evaluation across schools and lifelong learning is targeted and effective	
The equity profile of learners of all ages is well understood and used to plan, interventions, learning and activity	

	NW contributed tertiary budget to enable AE program online to run this term with priority given to Granton, RW, Pilton Muirhouse postcodes. Outlined more fully in Sheila's contribution
Briefly outline any planned next steps, and note if they are in any way informed by Covid	<p>Work is underway to identify solutions to put in place virtual workshop activity with a view to creating a gathering session by Easter 2021. Some remapping of the initial phase will be revisited to ensure there is no loss to previous concerns that might have been raised and/or where Covid-19 may now add similar or new concerns that will need to be factored in to the second phase of engagement.</p> <p>Have plans with Edinburgh College to run more LL provision long term at Granton campus once restrictions lift. Are also key partners in Granton Learning strategy linked with Granton Waterfront Development</p>

Priority 2:

Reduce the achievement and attainment gap, between those learners (of all ages) facing the greatest and least disadvantage

Outcome	Self-evaluation high level narrative
Food anxiety, hunger and learning loss during school holidays is reduced	<p><i>Discover!</i> is planned by a Planning Group with a representative from each locality, other colleagues and partners. It is overseen centrally and chaired by the Lifelong Learning Strategic Manager (Creativity, Health and Wellbeing).</p> <p>As the only Lifelong Learning programme that is whole-service and citywide, each Locality Team and Strategic Team Appendix outlines its specific contributions to <i>Discover!</i> below</p> <p>More detail and information on <i>Discover!</i> is contained in the <u>Strategic Health and Wellbeing Appendix</u>.</p> <p><u>North West locality LLDOs</u> support <i>Discover!</i> as follows:</p> <ul style="list-style-type: none"> • One of the LLDOs is an active member of the Discover Planning Group, taking on aspects of planning, liaison, co-ordination and programme delivery • Liaising with other LLDO colleagues in the NW and gathering information to support families • Phoning locality families and supporting parents/carers • Supporting the co-ordination and delivery of <i>Discover in a Box</i> to families across the city <p><i>Discover Parent/Carer Forum</i>: the first meeting took place just prior to lockdown so a follow up session was cancelled. Since then, <i>Discover!</i> has established a parent mentoring/buddying system, where parents can sign up to be a mentor. Training for volunteer parents/carers was delivered online and parents/carers offer to buddy new families, making them welcome, answering any questions and helping them feel part of the Discover facebook</p>

	<p>group. This is increasing parent/carer involvement and helps develop new skills and experience.</p> <p>Feedback from the Parent/Carer Forum in March has helped inform planning throughout the past year.</p> <p>In addition to <i>Discover!</i> in North West locality we supported children and young people’s breakfast activity at Muirhouse library during the October break. This involved an average of 20 young people per day and was established in partnership with local building contractors and third sector organisations.</p>
<p>Learners of all ages, regardless of their socio-economic situation, access all lifelong learning opportunities in school, out of school and in the community and affordability is not a barrier</p>	<p>By working with projects such as Granton Youth and Bridge8 Hub and working closely with schools, Lifelong Learning can ensure that young people, and particularly those disadvantaged access opportunities they would not usually get. For example, girls from Granton Youth participating in the Duke of Edinburgh’s Award and planning a canoeing expedition.</p> <p>Last term, the school-based LDLs (Library Development Leaders) endeavoured to continue serving pupils and school staff while adhering to COVID health and safety measures. Although face to face interactions and onsite library class visits were reduced, school-based LDLs created, maintained, and circulated two Forms – ‘Click and Collect’ and ‘Personal Book Shopper’ – through which pupils could request library resources. Additionally, school-based LDLs maintained contact with English classes by providing a book trolley service.</p> <p>During lockdown in 2020, school-based LDLs maintained pupil contact by maintaining their extracurricular groups through digital means. Below are some of the many online groups that were supported by school-based LDLs throughout lockdown:</p> <ul style="list-style-type: none"> • Forrester HS Book Group • Forrester HS & Royal HS Royal Society Young People Book Group Prize • Broughton HS Escape, Connect, Relate Wellbeing Book Group <p>Through a CEC Art Fund grant, a partnership between LL, Granton Community Gardeners, GYC, RWCC M.C , PCHP and Granton Church ran the Granton Autumn Festival which was free to all and included an exciting multicultural programme of:- live music, dancing, arts and crafts workshops and taster foods from around the world. The Art Project started four weeks prior to the main event and engaged 7 community groups (75 participants) in the making of decorations and big art work for the main event in the RWCC Hall. The artwork and decorations were designed by Inspiral Arts and delivered as a participatory art project, inspired by a multicultural theme.</p> <p>A programme of 14 artist led workshops was devised to offer each group two, 2hr workshops The workshops were planned to meet the needs of local children, young people, older people and</p>

	<p>families. As a legacy of the Multicultural Art Project and the community groups achievements, the artwork has now been installed as a bold and colourful statement feature in the RWCC foyer area.</p> <p>P3 Mad Scientist project in Craigroyston P S is currently running to encourage family participation in learning supported by LL . This involved 5 practical sessions in class and 4 bags sent home for families to try together. Each bag had the materials and instructions needed to do the experiment and was accompanied by a You Tube video link. 100% of families signed up for this project – 22 in class. 7 parents have sent in photos of their experiments at home so far. Verbal feedback from parents in the playground has shown the children are very enthusiastic about doing the work at home. Parents comments are very supportive of this way of working and they are showing an interest in trying to make things work.</p> <p>Oct 2019 Lifelong Learning worked in partnership with Craigroyston PS through PEF funding to deliver multicultural celebration for parents and children. Range of performances, music, quizzes for kids, multicultural foods shared, display of children’s work, workshops for children. Opportunities for barriers to start to breakdown, more understanding of different cultures and sharing and celebration of other cultures. 150 participated.</p> <p>Primary 1/2/3 Bookbug Some sessions delivered in class in autumn 2019 in one local primary school. Attended sessions at a second primary to promote local resources for parents. Parents felt more integrated into their child’s school, felt more able to support and/or be involved in their child’s learning. Parents felt more comfortable in school setting. There were increased opportunities to spend time with children and parents gained in skills to facilitate their child’s learning. We are now working on ways of running Bookbug in P1 in Craigroyston school, using online facilities available through a private Facebook group, where learning can be shared and parents have a window into the classroom through photos and input from family learning.</p> <p>Time for a story was used during lockdown, where we developed 5 new You tube video sessions, each one based on a story, and included the story being read, a song and an activity idea. These sessions will now be added to, and we have had requests from practitioners in other authorities asking if they can use them</p> <p>Alternative curriculum outdoor learning was been run at Queensferry Primary School to support pupils not coping well in the classroom</p>
<p>A culture of Getting It Right is in place in all learning settings and establishments</p>	

Our looked After child and Young people are supported to achieve	
Briefly outline any planned next steps, and note if they are in any way informed by Covid	<p>Projects have become more aware of the benefits of Outdoor Learning and are looking at ways to continue and expand this, for example by training their own staff to deliver it.</p> <p>Develop Creative Writing and Adult Literacy sessions and workshops online. Work partnership with City Art Centre</p>
<p><u>Priority 3:</u> <i>Improve skills for learning, skills for life and skills for work and personal fulfilment for learners of all ages</i></p>	
Outcomes	<p>Self-evaluation high level narrative (please be brief and note impact, stats etc to illustrate a key point – max 1,000 words)</p> <p>Leave blank if nothing to report under this outcome</p>
Learners of all ages are aware of the different pathways available to them and make informed choices about their next steps	<p>Lifelong Learning worked in partnership with Craigmoynton High School and third sector partners to support school leavers displaying significant social and personal challenges to work towards more positive outcomes. During the period, 27 young people were engaged in activity with 10 moving into a positive destination.</p> <p>Adult Literacy Edinburgh Facebook page developed during lockdown; private learners’ group, linking learners across city, sharing photos and quizzes. Linked with National Writing day 24th June (https://literacytrust.org.uk/about-us/national-writing-day-24-june-2020/) Successful writing challenge, linking learners, library colleagues, friends. Huge contribution of poems, photos and videos and interaction between people. Developed ‘rooms’ sessions and offered fun workshops online.</p> <p>Collaborated with Stockbridge Library around #DreamsWeAreDreaming writing challenge with prompt of ‘The Future is...’ involving learners</p> <p>Piloted a 3 week online creative writing course with themed YouTube videos, worksheets, links. Excellent model which worked very well with small group. Feedback highly positive. Learners requested more sessions for development of learning and improved mental health and well being. Publication of Small Pebbles, Big Ripples; booklet of poems to be shared with family, friends and available online through the libraries.</p> <p>Blended Literacies Learning; range of learning options offered to adults at home.</p> <p>Partnership with North Edinburgh Arts and Community Quilt – writers contributed poems for the quilt.</p> <p>In Partnership with Freshstart - delivered SQAs in Speaking and</p>

	<p>Listening for adults to improve communication skills and increase opportunities for volunteering and employment, as well as personal development.</p>
<p>Children, young people and adult learners are increasingly confident in identifying their interests, strengths and skills</p>	<p>Teen Titles is a triannual literary magazine with content written by and for secondary school pupils. A collaboration between school-based LDLs and City of Edinburgh’s Publications team, Teen Titles provides Edinburgh secondary school pupils opportunities to read and review soon to be or newly released titles, send in their own book reviews, and to conduct interviews with recognised authors.</p> <p>Taking part in Teen Titles is an opportunity for pupils to develop and enhance their literacy skills, time management abilities, and reading for enjoyment. As they are writing for an authentic audience – Teen Titles is read not only by peers, but by library professionals, teaching and educational professionals, and those in the publishing industry – it also provides pupils a window into the world of work.</p> <p>Teen Titles’ reach has been widened further this past year with its increasing digital presence via Twitter @teentitlesmag and the Council website</p> <p>This year's Book Week Scotland NW Edinburgh public and school libraries came together for a unique project in partnership with Impact Arts. The aim was to engage with the target audience of young people and to provide a platform for creative digital engagement. The theme of BWS this year is future, so the main brief of the project was to encourage a dialogue with young people on the theme of the future - how they view this and their hopes, aspirations for the future.</p> <p>The young people enjoyed the challenge of thinking about the future and the world around them. They created a survey to share their thoughts, which was shared on social media. As a result of their thoughts and collaboration they created a comic book influence installation for BWS consisting of 4 pop up banners.</p> <p>Young people's voice came through in all aspects of the creative process, and it was very much a collaborative project. The banners will be showcased initially in Forrester High School and will rotate around NW school and public libraries. They can be used by community branches and secondary schools to promote collections such as the citywide Escape, Connect, Relate bibliotherapy project.</p> <p>It was also a fantastic opportunity to hear from the young people on their experience of libraries and what they would like to see improved or developed for the future. This relationship will be continued going forwards, and more collaboration to follow.</p>
<p>Briefly outline any planned next steps, and note if they are in any way informed by</p>	<p>Linking with the aspirations of the NW Locality Improvement Plan, discussions with key partners will take place to identify any mechanisms or programmes that might help put in place a constructive programme for young people who may be on an</p>

Covid	<p>alternative timetable.</p> <p>In addition to having a Twitter profile and Council webpage, Teen Titles is going to be featured on Youth Talk, furthering its digital reach</p>
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Priority 4:

Improve health and wellbeing and reduce social isolation

Outcomes	Self-evaluation high level narrative
<p>Children, young people and adults are resilient, engaged and creative, with good mental and physical health and wellbeing</p>	<p>LL continues to work closely with Edinburgh Leisure to deliver the Open All Hours programme. In North West locality, this is supported via Kirkliston Leisure Centre, Drumbrae Leisure Centre and Ainslie Park Leisure Centre. Each facility provides a different attraction for local young people. The offer was extended at Drumbrae to increase availability during key times such as the October break and 2 trainee youth workers were appointed to support activity at Kirkliston. Average number of participants per session 100 - 120</p> <p>Working in partnership with LGBT Scotland to support the creation a dedicated LGBTQ youth club as requested via YouthTalk – operational Oct 19 and continued throughout lockdown. Average 12 young people per session.</p> <p>Children and youth work activities taking place in Ratho Station, Kirkliston, Queensferry, Drumbrae/Clermiston, West Pilton/Muirhouse and Granton. An average of 20 sessions are available per week and involve on average 355 participants per week.</p> <p>Duke of Edinburgh activity was supported between October 19 and March 20 in Broughton, St. Augustine’s and Forrester High Schools. Numbers in these schools continue to grow, as does the progression through Bronze, Silver and Gold. (An average of 10 young people from each school participated each week.) - I can get numbers if required but it would be more. Further DofE activity has been developed with Granton Youth and involves 8 young people.</p> <p>Cycling has been an important activity that can be run within some periods of Covid restrictions Bikeability has been supported at several Primary Schools, and other cycling sessions have been run at Broughton HS and with Granton Youth.</p> <p>Lifelong Learning also supported the Outdoor Learning Challenge in Holyrood Park. 2400 pupils from 49 schools attended, as well as 200 teachers keen to make contacts and extend their knowledge. (Bikeability activity was supported at Queensferry Primary School with 6 sessions / 6 per group. Bikeability has continued post lock down in 3 primary schools and sessions at Broughton High also.)</p> <p>Detached youth work has featured as a result of the pandemic. Staff carried out several recce sessions before determining when</p>

and where best to offer further engagement. This led to the creation of dedicated sessions and whilst small in numbers, provided valuable opportunities to support young people and discuss key issues such as their health and wellbeing.

Escape, Connect, Relate is project developed by school-based LDs to promote positive mental health and wellbeing through reading for enjoyment, bibliotherapy and signposting resources which can provide support, advice, and guidance to the mental, social, and health issues that impact young people. Although developed by school-based LDs, ECR is envisioned to be a student-led initiative and as such, ECR has taken varying forms across the secondary schools in Edinburgh. Below are some of the many examples of good practice in NW:

- Twitter
- Story Cafes, which have been adapted to work online via Teams during Lockdown
- ECR lunch time drop-ins
- Read-axation
- Student-led assemblies for each year group
- ECR ambassadors training
- S2s read ECR titles and then design corresponding bookmarks

Weekly Pregnancy Cafe plus 1: 1 health literacy support for referred parents. Partnership with Stepping Stones. Parents referred by midwives, Health visitors, Family Nurse Partnership. Provision of range of pre and post-natal support on a range of topics as well as providing opportunity for education opportunities for parents e.g. bringing in Edinburgh College rep. Parents felt attendance improved their social situation, tackled isolation, gave them access to a support system, enabled them to receive advocacy support e.g. with social services, improved their emotional well-being and enabled them to receive financial advice/ help getting home ready for baby. Supported online and via phone during lockdown ensuring they were linked in with support food parcels etc

Partnership with 7 Stepping Stones parents under 25 to create storybooks for their children which were then professionally printed.

In partnership with **Health in Mind** ran a wellbeing course to learn and practice things that can help participants to feel less stressed, anxious and overwhelmed. Topics include: Relaxing breathing exercises, Take Notice, Self-care and Habits, Thinking styles, Control, Boundaries and Resilience

Free weekly community lunch and activity programme provided in RWCC for 30-40 local families from Feb until lockdown. Creche was provided as well as art/craft activities, digital skills and Health Issues course. It's a partnership between LL and RWCC M.C with latter taking on volunteer roles as well as contributing to funding.

	<p>Local agencies also in attendance to give advice and info. Developed from consultation with local community to provide support and activities they wanted.</p> <p>Royston Wardieburn Community Ceilidh Feb 2020. 350 attendance. Partnership with LL, RWCC M.C Community Gardeners and Pilton Community Health project</p> <p>Opportunity to socialise with families, friends and neighbours. 27 different performers on stage from ages age 5 to 75. Very diverse attendance- Scottish and BAME and European. This is the 7th year of the ceilidh and involves joint planning and delivery with LL, vol sector and local community. Impact was:</p> <ul style="list-style-type: none"> • Improved the health and wellbeing of all participants • Created positive volunteering opportunities to meet people’s individual needs and interests • Improved skills and confidence of volunteers • Improved community identity and local confidence, as well as community capacity and connectedness building on local networks, skills and experience. • Making the arts and culture affordable to all and showcasing local talents <p>Libraries:</p> <ul style="list-style-type: none"> • Partnership working with the Queensferry Dementia Friends group - event for Dementia Awareness Week. • Community Event with Homestart and Balfour Beatty in Kirkliston Library - to promote work of Homestart to support local families, also to inform the community on development of new Burnshot Bridge. • Promotion on social media during lockdown of mental health support locally via Health in Mind. • Phone calls to check in with Library Link recipients during lockdown, and housebound delivery via Access Services and WRVS (city wide) • Engagement via Facebook and Twitter with communities in Kirkliston/South Queensferry to provide information and support, also to provide learning opportunities and resources for all ages. This include the 1st adult author event being live streamed on Facebook. <p>Adult Learners: Getting online sessions and using IT; how to use an Ipad, send email, click links, find information online, make a video, share it, video calls. Successful application to Connecting Scotland for Chromebooks Project; Supporting adults with weekly sessions. This has reduced social isolation for those shielding and for adults with other health conditions which prevent them having relationships. It has contributed to reducing loneliness and improved a feeling of being connected to a learning community.</p> <p>Online audio book group – ‘Have you heard a Good Book Lately’.</p>
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	<p>Led by LLDL, Stockbridge Library.</p> <p>Most of the 8 participants in the group have a visual impairment, with links to The Macular Degeneration Edinburgh Group. The group has been running online monthly since April 2020, as a way of continuing our monthly 'in person' meetings in the library. The main focus of the group is book discussion and creating a safe and supportive learning environment. We have had 2 new members since lockdown. The group is inclusive and free. Information about joining the group and book reviews are promoted on Stockbridge Libraries facebook page. This also informs our wider reading community about our multi-access digital collections, which are freely available from YourLibrary. Digital team has also provided valuable information and support regarding reading options and digital support</p> <p>Prior to lockdown LL supported 31 elderly people many of whom have long term health conditions or come from low income households and are digitally excluded in a weekly social group. Provision includes transport, lunch, gentle exercise and educational input. Lockdown has been a major challenge for most of the group members and has had a significant impact on their lives leading many to feel isolated, anxious and worrying about health problems but afraid to go to the doctors. During lockdown service adapted to meet people's needs and external funding was secured to support:</p> <ul style="list-style-type: none"> • Weekly phone calls for practical and emotional support, Information and advice and referral to other agencies • Daily information posted on the group's Facebook page (i.e. Scottish Government Guidance, information re cold weather payments, virtual tours and tea parties, reminiscence material i.e. old photographs, links to online activities) • Regular packs which contain arts and crafts materials, cognitive materials (puzzles, sudokus, local history books), practical things (reusable masks, packs of tissues, gloves, warm socks) and some treats. • One to one support from an adult education tutor who has been supporting people get on line and helping to develop and improve their digital skills. <p>Liaised with NHS to deliver Thrive packs and Edinburgh Book Festival to deliver books and activities</p> <p>Throughout lockdown period LLDs worked with voluntary sector partners in NW food collaborative to co-ordinate volunteers and food parcel delivery as well as provide some administrative support.</p> <p>LLDs also dealt with referrals from families from within LL team and voluntary sector partners to make sure they received practical as well as emotional support including many who had significant mental health issues.</p>
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	<p>Baby and me chatabout books -Stockbridge Library: This was launched on 19/11/20 to tie with Book Week Scotland and is the first of 6 online weekly events. The aim is to fill a gap in provision with Bookbug due to Covid and an opportunity for social contact and discussion/activities linked to early literacy and parent support. It is targeted at first time parents with babies under 6 months.</p>
Social isolation is reduced for people of all ages	
Briefly outline any planned next steps, and note if they are in any way informed by Covid	<p>Bikeability and cycling opportunities in general will be extended, and its value as an activity has been significantly raised.</p> <p>Lifelong Learning will support Outdoor Learnings planned provision to compensate pupils who have missed out on Benmore/Lagganlia residentials. This is still being planned, and it is hoped to extend this offer to all P7s under the title Epic Days.</p> <p>Detached activity to resume after lockdown.</p> <p>Escape, Connect, Relate has established links with Youth Talk and Young Scot, and will soon have a wider digital presence and reach. Its reading list and signposted resources are currently being updated and expanded</p> <p>Planning more classes to improve digital skills of more elderly members.</p> <p>Have been awarded £3,900 from Nancy Massey to deliver a participative community arts project based in the RWCC in the spring of 2021 (or when CC re-open). The grant will pay for a freelance visual artist to deliver 20 workshops, to 4 small groups of children and older people. Making of a collaborative artwork to go on permanent display in the community centre. The theme “a celebration of life after lock down. Aims are to engage 32 socially isolated and economically deprived children and elderly citizens living in the Small North ward and contribute to welcoming the community members back into their community centre.</p>
<p><u>Priority 5:</u> <i>Develop our workforce skills, knowledge and capacity for improving outcomes for learners of all ages</i></p>	
Outcomes	Self-evaluation high level narrative
Lifelong Learning staff are aware of relevant policy developments and use this knowledge to improve learner outcomes	<p>In October/November 2019, NW school-based Library Development Leaders participated in a training programme called ‘Autism Friendly Libraries’, which was created by Dimensions, a charity that supports people with learning disabilities, autism, and complex needs out of institutions.</p> <p>As this training programme focused on public libraries and what can be done to make them more inclusive, Autism-friendly spaces,</p>

	<p>school-based LDLs took the initiative to tailor the programme – with Dimensions’ permission – to address the audiences, objectives, and challenges of the school library. This adapted training programme, ‘Autism Spectrum Disorder Friendly School Libraries’, was then delivered by and to school-based LDLs. The training included guidance on how to create an autism friendly environment and how to effectively communicate with ASD pupils, as well as recommended titles and resources.</p>
<p>Lifelong Learning staff share good practice and expertise and embed the learning in their own practice</p>	<p>Prior to schools re-opening full time in August 2020, a few school-based LDLs took the initiative to form a Schools Reopening Group, through which a School Libraries Risk Assessment was created to provide guidance on mitigating the risk of COVID transmissions. Although no school library is the same, the RA was a touchstone through which the good practice and expertise of school-based LDLs could shape and inform their working space. Once the RA was approved and circulated, individual school libraries adopted the group guidance to meet each school’s individuals needs and added to their SORT RAs</p> <p>This year has seen a stronger co-ordination and partnership between school-based LDLs and public library staff on worldwide events such as Holocaust Memorial Day.</p> <p>Taking part in CILIP’s Stepping into Leadership course has allowed for further sharing of good practice between school-based LDLs and public library staff.</p> <p>Throughout lockdown period LLDO staff have improved on their digital skills and taken up training on delivering classes on line.</p> <p>Library staff have developed skills in delivering events/content via social media</p> <p>Library Team Leaders taking opportunity of lockdown to take part in leadership training webinars</p>
<p>Briefly outline any planned next steps, and note if they are in any way informed by Covid</p>	<p>LLDOs are developing online resources to deliver SQA Level 4 (Intermediate 1) Child Development</p> <p>20 week course to be delivered online January 2021 due to constraints on face to face teaching</p> <p>Autism Friendly School Libraries: securing funding for further training is ongoing</p>

APPENDIX 9: South East Locality Team

Lifelong Learning Plan Year 2 (1 July 2019 – 30 June 2020) and part of Year 3 (1 July 2020 – 12 Feb 2021)

Contact: Jackie Stewart, Lifelong Learning Service Manager (South East)

Priority 1:

Reduce inequalities, improve equity

Outcomes	Self-evaluation high level narrative
Leadership across Schools and Lifelong learning is cohesive with shared purpose	3x LLLDO's attend monthly strategy/PSG/16+ and team around the child planning meetings at Gracemount / Liberton /JGHS/St Thomas/ Boroughmuir -linking to relevant primaries
Joint planning and evaluation across schools and lifelong learning is targeted and effective	<u>1st July 2019 -25 March 2020</u> ; 2x LLLDO's were providing: <ul style="list-style-type: none"> • weekly 1-1/parental engagement x 5 students • weekly groupwork for 14 students (3x4th year girls, 4x 1st year girls • 3/4th year employability group for 7 students.
The equity profile of learners of all ages is well understood and used to plan, interventions, learning and activity	<u>April 2020 ->Dec 2020</u> <ul style="list-style-type: none"> • work continued online /on phone with 5 individuals • August -> resumption of 5 x face to face referrals [Liberton HS] • Aim to re-engage vulnerable 14-16 year olds who are not attending school and at risk -using outreach streetwork • 1 x small group x6 – confidence/esteem/self-harm -on line
Briefly outline any planned next steps, and note if they are in any way informed by Covid	Re commence face to face engagement for most vulnerable CYP using library settings - on hold Jan 2021 Identify those needing transition support-P7-S1 spring to summer 2021

Priority 2:

Reduce the achievement and attainment gap, between those learners (of all ages) facing the greatest and least disadvantage

Outcome	Self-evaluation high level narrative
Food anxiety, hunger and learning loss during school holidays is reduced	<i>Discover!</i> is planned by a Planning Group with a representative from each locality, other colleagues and partners. It is overseen centrally and chaired by the Lifelong Learning Strategic Manager (Creativity, Health and Wellbeing).

	<p>As the only Lifelong Learning programme that is whole-service and citywide, each Locality Team and Strategic Team Appendix outlines its specific contributions to Discover! below</p> <p>More detail and information on Discover! is contained in the <u>Strategic Health and Wellbeing Appendix</u>.</p> <p>South East locality LLDOs support Discover! as follows:</p> <ul style="list-style-type: none"> • One LLDOs is a member of the Planning Group • Liaising with other LLDO colleagues in the SE • Phoning locality families • Supporting delivery of Discover in a Box to families across the city <p>In addition to Discover, 8 South East LLDOs worked with colleagues from across Schools and lifelong Learning, supporting Hubs for Key Worker Children during Summer 2020.</p>
<p>Learners of all ages, regardless of their socio-economic situation, access all lifelong learning opportunities in school, out of school and in the community and affordability is not a barrier</p>	<p>Libraries on line/Facebook – services continued such as rhyme times and Bookbug /arts and crafts /reading groups – delivered by SE library team from start of COVID lockdown March 2020->@3 session per week per library-data collated in YW returns</p> <p>Sept 2019-feb2020: Tollcross Homework Club – provided informal after school support for pupils with their School homework/classroom work. 8 – 12 pupils involved until suspended due to Covid.</p> <p>phase 1: 2 libraries re opened post covid lockdown Oct 2020 - Dec 2020 Ensuring period poverty products again made easily available due to changes in service arrangements/structures in libraries -Gilmerton and Newington</p> <p>delivery of online homework support group for ESOL families - Oct- 2020 - for 5 adults/9 kids</p> <p>Dec 2020 Youth Talk CEC digital youth work platform in partnership with Young scot – launched Nov 2020</p> <p>YP ESOL homework club run in Gracemount high School/Online - Nov 2020: 6 young people</p>
<p>A culture of Getting It Right is in place in all learning settings and establishments</p>	
<p>Our looked After child and Young people are supported to achieve</p>	
<p>Briefly outline any planned next steps, and note if they are in any way informed by Covid</p>	<p>ongoing on line delivery of family /children’s services due to limited library offer-bookbug/storytelling/events and special activities</p>

	FL staff supporting families with on line learning and home schooling -Sept 2020 - 1 group x 4 families – initial feedback positive and will expand
<p><u>Priority 3:</u> <i>Improve skills for learning, skills for life and skills for work and personal fulfilment for learners of all ages</i></p>	
Outcomes	Self-evaluation high level narrative
Learners of all ages are aware of the different pathways available to them and make informed choices about their next steps	<p>Sept 19 - Feb 20</p> <ul style="list-style-type: none"> • Braidwood ESOL: weekly group of 8-9 learners per week • Employability skills group at Tollcross and Valley Park: 5 week programmes at Tollcross Comm Centre (Feb 2020) and Valley Park (oct-Nov 19) 5 learners pw • Crannie creative writing project: 11 weeks x 6 learners • ESOL and Literacies: 6 weekly groups (1 SQA, 1 ESOL Lits, 1 Lits, 1 ICT /Lits , 2 Numeracy) average 22 local learners pw: 6 groups online from Nov 2020 • Chromebook project Supply and support for Chromebook to learners through connecting Scotland funding Nov 2020 <p><u>Awareness of pathways @ employment + training</u></p> <ul style="list-style-type: none"> • Employability group oct 2019 -March 2020, • advised and supported 12 x 4th years from Liberton HS towards positive destinations. (Give it a go). • Alternative timetables supported and devised for students with SEBD or attendance issues [4 pupils] • Valleypark CC -Dunedin V Canmore YP /LLL team ran job café – targeted youth provision for 18 x 16+ yrs -focus on support @ attendance/careers and positive destinations • Open Friday evening drop in targeting up to 30 young people 14 +yrs • Contact remained - moving to on line support April 2020 - current date <p>Democracy Group – up to 12 Adults meet weekly to discuss current affairs/political issues and theoretical perspectives that interest/impact on them. Suspended due to covid. Restarted in October 20 running to December 20 as a trial using email/telephone/online x 6 active participants</p> <p>Scribblers writing Group: Sept19 - Feb20 Weekly group x12, online October 2020 x6 learners</p> <p>Adult Education groups moved on line Nov 2020 x6, -this mirrored across service area - captured in strategic AE data return</p>

	<p>Democracy Group/Aye Write - online delivery being trialled by tutor-this will be rolled out to other classes if a success.</p> <p>Online gaming group - replaced some of the detached work over winter 2020 when restrictions re commenced</p> <p>1-1's started in august 2020 on a detached basis-YP</p> <p>ESOL level 3/4 for 6 -on line adapted for levels1/2</p> <p>On line creative learning courses - well received by clients</p> <p>Literacies groups x 3 for 6 per group Nov 20</p>
Children, young people and adult learners are increasingly confident in identifying their interests, strengths and skills	
Briefly outline any planned next steps, and note if they are in any way informed by Covid	
<p><u>Priority 4:</u></p> <p><i>Improve health and wellbeing and reduce social isolation</i></p>	
Outcomes	Self-evaluation high level narrative
Children, young people and adults are resilient, engaged and creative, with good mental and physical health and wellbeing	<p>Work within JGHS, Boroughmuir St Thomas of Aquin's (Sept 2019- Feb 2020 : A 10 week programme of Health and wellbeing groupwork with 12 xS1 young people. Exploring the impact of negative behaviour within School and in the local community also looked a Health and wellbeing by opening up discussions on being safe such as alcohol misuse, avoiding confrontation, positive and negative peer groups.</p> <p>The sessions included a Boxercise course aimed at developing physical fitness with the participants.</p> <p>March 2020: See me, Hear Me: young woman's group rolled out in school to referred young people around mental and emotional wellbeing (school request) - online until group can run physically x 6, 13-15 yrs</p> <p>Let's Introduce Anxiety [LIAM] Management Intervention, 11/11/20 started drop in lunchtime sessions to identify future support work -small group x4 /6 established in St Thomas Aquin's HS as a pilot - ongoing to Feb break 2021</p> <p>Sept 2019 - Feb 2020:</p> <ul style="list-style-type: none"> • Young people signposted and supported to attend Health Opportunity Team group in Gilmerton CC (average of 15 p/w) • One to one in school, group work with focus on wellbeing (S1 girls Liberton high). Individuals supported to access CAMHS services.

- One to one support around domestic violence, anxiety
- LOG groups in localities – LLL team are part of group who assess new referrals from vulnerable families -post COVID – May 2020-> offering a triage arrangement to filter requests and info share-a making best use of resources- such as shared response to Xmas 2020 for hardship gift distribution

Family Fridays: The Family Friday group aims to provide a safe, secure and stimulating environment for families to meet, learn new skills, develop an understanding of services within their community and develop and sustain friendships.

The two Family Friday groups Tollcross and Braidwood- cooking, crafts, learning about local wildlife and local attractions/services available to them- worked in partnership with the libraries who did some storytelling sessions and invited families up to the rhyme time sessions in their local library.

Families enjoyed having a space to be together and took part in an activity a week with snack provided. Weekly evaluation data indicated that felt they had spoken to someone new, learned something new and spent time as a family.

Sept 2019 - Feb 2020:

- **Issue based training** for young people in centres referred/self-referred around topics inc; Domestic abuse, Under pressure (gender/sex/relationships) Challenging stigma around mental health/healthy relationships & grooming/Self Harm (Goodtrees/Gilmerton/Valleypark)
- young people from Gracemount and Liberton targeted for work focusing on territorial divisions, knife safety, conflict resolution - in partnership with Police - no knives /better lives
- this was as a result of issues raised in Youthtalk engagements/events in 2019
- Rolling out '**Being confidently myself**' women's mental health group in SE locality in partnership with Health in Mind - Aug 2019 - spring 2020, x 8 women completed introductory course

Open All Hours at Warrender Swim Centre+ Gracemount LC 2hr provision in partnership with Edinburgh Leisure for 80plus S1-S4 age young people from the SE locality

The attendees have had the opportunity to swim, attend gym sessions, eat healthy snack and engage with youth worker led activities and socialise with peers.

10 weeks October19 to March 20 with a significant increase in new attendees in the last weeks in Feb 2020 through the advertising of the provision to local primary 7 s . This has in turn provided many of the young people with their first experience of 'youth work'.

	<p>Space provided indoors 3 nights a week at valleypark through winter 2019/20. Up to 60 young people attending, opportunities to play sport, socialise, eat together, obtain advice and support re well-being including c-card service (which had continued through detached work) -similar in Goodtrees NC – with substantial input from committee resources @ YW</p> <p><u>Adventure/outdoors- focus of summer programme 2019:</u> Detached work in parks- open barbecues and social gatherings spaces/adventure games - discouraging anti-social behaviour and promoting community safety -2 sessions per week- for 25 young people per session -targeted at those most at risk and disengaged -parallel offer via centres for under 12's funded in main by committees</p> <p><u>detached work on bonfire week 2019 and 2020:</u> as part of operation crackle-with police and fire services).</p> <p>2019 Diversionary activity – trip out of area for targeted x12 young people - reported reductions in anti-social behaviour in bonfire period by police/fire services</p> <p>2020 – streetwork and information sessions-to actively deter anti-social behaviour - plus on line quiz/challenge Detached Streetwork sessions commenced in September 2020: 4/5 sessions per week contacting 50 + per session. This is a key bridge to maintaining relationships with young people when indoor YW settings are closed-this has been a key aspect of adaptation and renewal process for the SE LLL team</p> <p>Offered a virtual advent calendar Dec 2020 so that families can open a different activity a day to enjoy together</p>
<p>Social isolation is reduced for people of all ages</p>	<p>Hard of Hearing Adults improve their everyday lipreading skills in local provision of weekly groups in South Bridge Resource centre (pre COVID) . 2 groups in total. <u>One group currently online during lockdown.</u></p> <p>6 week short course for people newly diagnosed with a hearing loss to provide them tools to cope with everyday challenges. 1 group per term (pre-COVID).</p> <p>Deaf Literacy (English for speakers of other languages) provision in South Bridge for adults to improve their written English (pre-COVID).</p> <p>During lockdown - April 2020-Oct 2020:</p> <ul style="list-style-type: none"> • Provision of library services for housebound adults city wide • Local SE library staff maintain phone contact with vulnerable service users <p>May2020-Aug 2020</p> <ul style="list-style-type: none"> • Support with shopping/finances /medicines /social isolation for housebound individual- 3 x LLLDO staff

	<p>worked in partnership with HSC teams to facilitate contact and visits on a weekly appointment basis</p> <ul style="list-style-type: none"> • Summer 2020 - Online compendium of “stuck at home activities” for children young people and families developed and circulated around city to improve mental health and impact of social isolation https://www.edinburgh.gov.uk/schools/activities-home-kids-adults-coronavirus-advice • Summer 2020 Gilmerton CC (SE) using their Facebook and social media as a platform for connecting with local families; currently working on RAK (Random Acts of Kindness) Calendar -targeting loneliness/isolation/MH
Briefly outline any planned next steps, and note if they are in any way informed by Covid	<p>‘Being Confidently Myself’ woman’s mental health group being set up as online version to be rolled out in March 2021</p> <p>Recommencing of in school group work and one to one work with permission @recommencement of work with school – oct 2020 -St Thomas/Liberton/Boroughmuir /JGHS</p> <p>OAH - The plan is to restart this provision in the new year (2021) using an outdoor sports activity model until centres can be accessed</p>
<p><u>Priority 5:</u></p> <p><i>Develop our workforce skills, knowledge and capacity for improving outcomes for learners of all ages</i></p>	
Outcomes	<p>Self-evaluation high level narrative (please be brief and note impact, stats etc to illustrate a key point – max 1,000 words)</p> <p>Leave blank if nothing to report under this outcome</p>
Lifelong Learning staff are aware of relevant policy developments and use this knowledge to improve learner outcomes	<p>Under British Sign Language Local Plan as a LLDO working with colleagues (cross-departments) looking at ways to improve our colleagues’ understanding of BSL users’ needs and deaf culture through various channels i.e. promoting LLDO learning programmes, offering BSL classes, and BSL/Deaf awareness training.</p> <p>Training staff in SE locality on 1-5 Poverty - throughout 2019 and up to COVID lockdown</p> <p>16 days of action (against violence against women) with CEC HR dept to roll out [Nov 2020] for colleagues</p>
Lifelong Learning staff share good practice and expertise and embed the learning in their own practice	<p>Delivering ACE and Resilience training in SE locality (including schools/youth workers/church groups) to upskill organisations and front line staff to have a more trauma informed workforce – Sept 2019-Feb 2020</p> <p>Rolling out period poverty training & information to staff and YP and establishing other venues in SE to host these-throughout</p>

	<p>Aug 2019 - sites for products in centres and libraries. Plans to roll out training to tertiary staff 2021</p> <p>Rolling out Domestic Abuse levels 1&2 training to CEC staff, AUG - Dec 2019 - pre covid x 6 partner sessions</p> <p>Aug-Dec 2020: training for all staff including tertiary tutors @ use of social media platforms for service delivery as part of adaptation and renewal for digital responses including Digital Youth Work Workshops, TEAMS familiarisation and streetwork good practice sessions</p>
<p>Briefly outline any planned next steps, and note if they are in any way informed by Covid</p>	<p>CURRENT Involved in discussions around possibilities of putting DA levels 1&2 available for online training</p> <p>Offering enhanced training regarding digital delivery for all staff to enhance services we can offer service users</p>

APPENDIX 10: South West Locality Team

Lifelong Learning Plan Year 2 (1 July 2019 – 30 June 2020) and part of Year 3 (1 July 2020 – 12 Feb 2021)

Contact: Hana MacKecknie, Acting Lifelong Learning Service Manager (South West)

Since March 2020 we have adapted our work in the South West Locality to continue to support learners and deliver services that meet the needs of communities. This has involved a great deal of work in changing the way we deliver to ensure that we are following government guidelines restrictions, whilst also responding to changing needs through being part of city wide and local forums and operational groups and developing work based on gaps identified through those various workstreams. Below are examples of how the South West locality team has delivered against each of the priorities specifically during Lockdown. **We have decided to focus this report on work from March onwards** because the work has been so different to how we operated pre lockdown, but the priorities below have still been very relevant, if not more so, in the past twelve months.

<u>Priority 1:</u> <i>Reduce inequalities, improve equity</i>	
Outcomes	Self-evaluation high level narrative (please be brief and note impact, stats etc to illustrate a key point – max 1,000 words) Leave blank if nothing to report under this outcome
Leadership across Schools and Lifelong learning is cohesive with shared purpose	<p>South West Targeted Family Support : The 2020 SIMD statistics identify the Clovenstone area as among the most deprived five per cent in Scotland. A survey conducted through Clovenstone Community Centre and Clovenstone Primary School with evidence of engagement statistics in E-Learning Journals highlighted the digital divide in the area with many families currently excluded or with very limited access to participate.</p> <p>The survey identified that 86% respondents only have a smart mobile phone with only 14% respondents having a lap-top. The survey also asked what methods of learning families were less confident in or know nothing about. Responses were - Online learning, using Zoom and Teams.</p> <p>Prior to lockdown digital access and support was provided in community centres and libraries as part of community provision. Families continue to engage through food distribution and the centre Facebook page. Previously the team worked with families to support their children’s homework, create email accounts, access social media – particularly the schools and community centres Facebook pages which is a primary way to communicate important information. It was therefore important to identify ways to continue this support and ensure families</p>
Joint planning and evaluation across schools and lifelong learning is targeted and effective	
The equity profile of learners of all ages is well understood and used to plan, interventions, learning and activity	

	<p>could still participate in learning opportunities. One of the Locality Lifelong Learning Development Officers (LLDOs) applied to the Connecting Scotland fund and was successful in gaining 40 iPads, 25 Chromebooks and 65 Mifis for the Clovenstone Community.</p> <p>The next step was to then allocate this equipment and support families to use them. Lifelong Learning /school staff have considerable experience of supporting families holistically, supporting them to develop digital skills and confidence staying safe online are integral during our current times and for the future. Staff have specialist knowledge and training in using devices/software/websites which support families to get online and access resources that can improve their confidence.</p>
Briefly outline any planned next steps, and note if they are in any way informed by Covid	<p>Lockdown has highlighted the digital divide as many families are currently excluded or have very limited access to participate. We want to address this gap in the provision and ensure that all the families have equitable access to online learning and feel confident in supporting their families.</p>
<p><u>Priority 2:</u> <i>Reduce the achievement and attainment gap, between those learners (of all ages) facing the greatest and least disadvantage</i></p>	
Outcome	Self-evaluation high level narrative
Food anxiety, hunger and learning loss during school holidays is reduced	<p><i>Discover!</i> is planned by a Planning Group with a representative from each locality, other colleagues and partners. It is overseen centrally and chaired by the Lifelong Learning Strategic Manager (Creativity, Health and Wellbeing).</p> <p>As the only Lifelong Learning programme that is whole-service and citywide, each Locality Team and Strategic Team Appendix outlines its specific contributions to <i>Discover!</i> below</p> <p>More detail and information on <i>Discover!</i> is contained in the <u>Strategic Health and Wellbeing Appendix</u>.</p> <p>In South West locality the team dedicated time to calling local families recommended to <i>Discover!</i> to check in, connect them with Discover online, get feedback and determine any further support needed. This was a successful piece of work as officers were able to make connections with families and in some instances signpost them to further services within the locality.</p>
Learners of all ages, regardless of their socio-economic situation, access all lifelong learning opportunities in school, out of school and in the community and affordability is not a barrier	<p>South West Youth Providers group: The SWYP group has continued to meet throughout the pandemic with meeting every 3 weeks. This means every youth organisation has been able to keep up to date with what each other is doing. This has helped organisation, share information and good practice. The police and social work attend these meeting which means we can support other services where and when needed. The providers group was also where the grant funding of £60k was put</p>

	<p>together for the educational recovery fund. Where 7 organisations come together to apply for funding to work collectively and individually to support young people during this pandemic.</p> <p>South West Arts and Creative Learning: In the South West Locality the arts and creative learning officer has worked with groups online across different creative areas. This has been a great success not only in expanding learner’s skill sets but in tackling isolation by connecting people through a variety of tools such as photography and creative writing. This work also applies to priority four and has a huge focus in helping to reduce isolation amongst older men, adults with mental health issues and women from ethnic minority communities. Improved support around the individual, making services accessible, peer support, increased confidence and mental Health and well-being supported. For example:</p> <ul style="list-style-type: none"> • Out & About Group. Adult Learning Group engaged in exploring Edinburgh’s Art Galleries and Museums. After lockdown participated in on-line art courses through Coursera (MOMA) - Modern Art and Ideas and Sexing the Canvas; Art and Gender. • Clickers Club. Adult Learning group involved in peer learning and peer support to develop camera skills and knowledge of photographic practice. Since April 2020 members have continued with peer support and learning by taking part in regular assignments and sharing their work. Work was exhibited in the ‘Creative Spaces Gallery’. • Art Zine Group. Adult Learning group from Oxfangs using collage techniques to explore the art of 'zine' making. Since April 2020 group have continued to develop their skills by engaging with regular assignments and sharing their work on WhatsApp. Work then exhibited in the ‘Creative Spaces Gallery’. • Artspace55 Art Club. Art project initiated since April 2020 for adults. Broad community participation from adults and sharing their art on Instagram. Work created during the summer exhibited in the second exhibition in the ‘Creative Spaces Gallery’.
<p>A culture of Getting It Right is in place in all learning settings and establishments</p>	<p>South West School Libraries</p> <p>Tynecastle High School: We held school-wide vote (660 students) during Black History Month giving students an opportunity to take the lead in stock purchasing decisions. The activity was aimed at increasing diversity in the school library's collection to enhance cultural representation and participation. S5 student-led group shortlisted categories to ensure new resources underpin a clear and inclusive collection.</p>
<p>Our looked After child and Young people are supported to achieve</p>	

	<p>Planned Next Steps: Online engagement and book purchase vote during LGBT History Month.</p> <p>Balerno High School: The School Library Development Leader at Balerno High School will be supporting a group of vulnerable pupils with their communication skills, relationship building and teamwork. Balerno High currently has links with outside agencies which provide superb projects for young boys such as RUTS (a motorcycle and bicycle-based programme), Shed Building at Drumbryden, and in previous years, the Cool Down Crew, run by the Scottish Fire & Rescue Service. Undoubtedly these projects are invaluable for some of our disengaged pupils, however they are also seen as ‘macho’, appealing to some of our boys, but certainly not all of them, and very few girls. At Balerno we aim to provide inclusive and equal opportunities for all our pupils, so Board of School would allow us to offer some softer skills in school to both boys and girls. We have applied for funding to invest in new board games and pupils would spend time with the me, playing games which encourage team work and problem solving, with an opportunity to chat and form friendships, something which many of these pupils have struggled with since returning to school after lockdown.</p> <p>Firrhill High School: After learning how reading dogs can help calm pupils, we contacted Canine Concern Scotland resulting in a handler and his dog visiting the School library once a week. Pupils in S1 identified by support for learning would come down in small groups for around 30 minutes. The school Library Development Leader leads sessions along with Skye the Spaniel and Calum her handler who was exceptionally enthusiastic and keen to encourage reading and talking. The session was arranged so that the pupils would first get to meet the dog then we would take turns in reading to her. One of the books we used was the Black Dog by Levi Pinfold that uses a giant dog metaphor to help pupils think about facing their fears. The other book we often read was a poetry book called everything all at once. This dealt with bullying, coming to a big school for the first time and many other issues. It allowed for some discussion about these subjects and helped the pupils to talk about some of their own experiences.</p>
Briefly outline any planned next steps, and note if they are in any way informed by Covid	
<p><u>Priority 3:</u> <i>Improve skills for learning, skills for life and skills for work and personal fulfilment for learners of all ages</i></p>	
Outcomes	Self-evaluation high level narrative
Learners of all ages are aware of the different pathways	South West Community Libraries

available to them and make informed choices about their next steps

As part of Wester Hailes Library's Children and Young People's remit, we run a children's STEM group named FUNgineers. FUNgineers: Digging up the Past! has formed part of our digital STEM provision during the Libraries' closures. To keep the group's activities running, we made archaeology activity videos to post on our Library Facebook page. Archaeology is a brilliant cross-curricular, hands-on subject spanning the humanities and STEM subjects. It is an excellent topic to create fun learning opportunities for learners of all ages and to share a STEM career pathway.

We made a little collection of primary school-level activity videos covering different aspects and periods of archaeology with a STEM or higher order thinking skills (hands-on) activity, with the objective to keep materials required as inclusive as possible: interpretation in archaeology; the Neolithic; Ancient Egypt; the Iron Age; and Viking Age. The main themes connecting them are the importance of interpretation and the value which archaeological burials can bring by providing insight into specific individuals from the past, and what they tell us about past societies and their belief systems.

We got in touch with Archaeology Scotland, a leading educational charity promoting Scotland's archaeological heritage. They run a Heritage Resources Portal and our activity videos have been added to their website.

-under 'Primary school level resources':

<https://archaeologyscotland.org.uk/heritage-resources-portal/fungineers/>-and 'Home education':

<https://archaeologyscotland.org.uk/heritage-resources-portal/fungineers-2/>

Content in each video can be expanded and allows for differentiation to support Curriculum for Excellence and home education/learning, and is intended for use by everyone.

Colinton, Currie and Balerno Libraries: Running the 5th year of the Pentland book festival, a collaboration between library staff and members of the local community. The book festival began with the aim to provide opportunities to connect with literature and authors direct in the local community, to highlight subjects and topics of relevance to the area and to engender an increased sense of community.

This years planning was hit hard by COVID and we had to essentially start are planning from scratch to adapt to the new situation. All the content was viewed online but we will be publishing copies of the community writing project to make available to those without online access. We produced a wide variety of content, using well known authors with a local connection like Jackie Kay, talks on local and Edinburgh history, virtual walks of the area, graphic novel illustration and a community writing project to allow people to express their vision of a post-pandemic future.

	All these events were free to attend, and we had a total of 7 events that reached a live audience of 329.
Children, young people and adult learners are increasingly confident in identifying their interests, strengths and skills	<p>South West Youth Work</p> <p>Outdoor Youth Work – September – December 2020. Young people (P5-S2) could take part in activities, games, sessions that they had planned in partnership with youth work staff. Young people were not attending any other outdoor groups and were keen to meet with their friends and youth work staff in a fun environment – whilst adhering to current Government Guidelines. It gave young people the opportunity not only to have fun but also to talk about any worries, anxieties that they might have in relation to Covid-19 but also any other issues that might arise – family issues, financial etc. Youth Work staff were able to have group discussions with young people and assist with referring for grants and food deliveries if required.</p> <p>Due to Government Guidelines these clubs will be moving online – the youth workers will be meeting the groups weekly using MS Teams. They will also be looking at doing some accredited awards with them – Hi5 & Dynamic Youth Award. Recent feedback regarding these sessions from parents has been very positive; <i>‘Horrible times at the moment for the kids but these clubs are keeping a bit of normality for them, so thanks again.’</i></p> <p>Streetwork: continued again before Christmas where we went out on the streets of the south west speaking to young people and asking them if they needed any support. We have completed 17 Streetwork session in the south west of Edinburgh. We have contacted 217 young people during these sessions, with a breakdown of 143 males and 73 females. We have kept in contact with Police Scotland social work, family support team and partner youth organisations in the south west.</p> <p>Young Mums Group Aged 16-25: During Lockdown March 2020 onwards we carried out weekly calls with the mums – offering phone support. Covid 19 and lockdown were having huge implications on some of the mum’s mental health & wellbeing as well as financially.</p> <p>The Lifelong Learning Locality Development Officer made regular food referrals for the mums, and made them aware of where they could access food parcels and any other support that they required. We sent out regular emails with activates, links and supports for activities. We also started to meet weekly on google duo to have catch ups and the mums appreciated the face to face contact albeit virtually. I also made referral for counselling as some of the mums were really struggling. When restrictions lifted we were able to meet the mums outdoors in parks and go for walks. This was a real lifeline for the mums as they appreciated the face to face contact, during these weekly sessions the mums really opened up about relationship and</p>

	<p>financial issues. Again, we were able to help with Christmas food and Christmas presents. Additionally, we were able to get devices for the mums so that they could do courses online. One of the mums is at college and another is doing her Inspiring young youth worker award so having a laptop has been a real lifeline rather than using their phones. Pre Lockdown we had started the John Muir Award so we also used these outdoor sessions to continue with the award.</p> <p>Youth Work Partnership – Tynecastle High School: With the support of the South East Improvement Collaborative, and Youth Link Scotland we are working in partnership with Tynecastle High school to carry out a practitioner enquiry with youth workers (CLD and third sector) and formal educators from the South West area to develop new strategies, frameworks and resources to enable more effective planning and evaluation of youth work in partnership with the school. A similar programme is being duplicated across Scotland to contrast and compare findings.</p>
<p>Briefly outline any planned next steps, and note if they are in any way informed by Covid</p>	
<p><u>Priority 4:</u> <i>Improve health and wellbeing and reduce social isolation</i></p>	
<p>Outcomes</p>	<p>Self-evaluation high level narrative</p>
<p>Children, young people and adults are resilient, engaged and creative, with good mental and physical health and wellbeing</p>	<p>South West – Capacity Building</p> <p>This lockdown is proving to be a bit more difficult for people with the cold, icy weather. We’ve had some really good news though. Women who from the Health Agency Women’s Group in SW Edinburgh now have devices and support to enable them to access online groups, activities and information. We are now able to meet with women who were previously excluded. We have a technical support tutor who is available to set up equipment and support women. This has ensured the process of connecting women has gone smoothly. Women are contributing to the sessions and enjoying learning all that their new devices can offer. The group plan to share information, links, support, give demos of what they’ve found out and cheer each other up. This lockdown is proving to be a bit more difficult with the cold, icy weather. What’s good is that we’re all learning together.</p>
<p>Social isolation is reduced for people of all ages</p>	<p>South West – Scots literacy pack: The Oxgangs Forum in SW Edinburgh highlighted the issue of isolated older people who did not have access to technology. Pre-Covid-19 we delivered Scots Literacy Courses to community groups. The sessions were titled Guid Fer a Laugh and used Scottish comedians, jokes, words, phrases songs and poems to highlight the use of Scots language.</p>

	<p>During lockdown we adapted material from the sessions into literacy packs. The packs were emailed, photocopied and distributed to adults by: Community Forums, Organisations, Groups and individuals. Some hospitals, care settings have used the pack with their residents. Feedback is encouraged and this has ensured participant involvement in the development of future packs. We have included their jokes, poems, photos and ideas. Age Scotland has created a national interest after emailing information about the pack to their networks. The pack been emailed to over 120 organisations, groups and individuals all over Scotland. The CLD Standard Council for Scotland has also expressed interest in adding the packs to their Develop Literacy Resources. Scots Literacy Packs will continue to be developed with progression from level 1 – 5 with four packs in each level.</p>
<p>Briefly outline any planned next steps, and note if they are in any way informed by Covid</p>	
<p><u>Priority 5:</u> <i>Develop our workforce skills, knowledge and capacity for improving outcomes for learners of all ages</i></p>	
<p>Outcomes</p>	<p>Self-evaluation high level narrative</p>
<p>Lifelong Learning staff are aware of relevant policy developments and use this knowledge to improve learner outcomes</p>	
<p>Lifelong Learning staff share good practice and expertise and embed the learning in their own practice</p>	<p>Lifelong Learning Staff Development: As a result of lockdown and through consultation with students and tutors our learning priorities have changed to reflect identified needs. One example of how we are changing our approach is that we delivered Teams training to LLDO's & Tutors and have worked together to plan sessions for students.</p>
<p>Briefly outline any planned next steps, and note if they are in any way informed by Covid</p>	

APPENDIX11: Parent and Carer Support – 4 localities

Lifelong Learning Plan Year 2 (1 July 2019 – 30 June 2020) and part of Year 3 (1 July 2020 – 12 Feb 2021)

Contact: Patricia Santelices, Lifelong Learning Strategy Officer (Health and Wellbeing)

<u>Priority 1:</u> <i>Reduce inequalities, improve equity</i>	
Outcomes	Self-evaluation high level narrative
Leadership across Schools and Lifelong learning is cohesive with shared purpose	Co-ordination and delivery of four evidence-based parenting programmes: Peep Learning Together, Triple P, The Incredible Years and Teen Triple P .
Joint planning and evaluation across schools and lifelong learning is targeted and effective	Peep Learning Together universal provision for parents and carers of children aged 0 – 5 years. Supports parents and carers to value and build on the home learning environment and attachment relationships.
The equity profile of learners of all ages is well understood and used to plan, interventions, learning and activity	<p><u>Sept - Dec 2019</u></p> <p>Early Years and Lifelong Learning facilitated Peep sessions across 23 settings, 186 parents and 190 pre-school aged children engaged in a Peep group. Evaluations record outcomes.</p> <p><u>Feb - March 2020</u> Planned provision postponed.</p> <p><u>Sept - Dec 2020</u></p> <p>Launch of Early Years Digital Peep to support early years recovery plan. Recorded Peep sessions piloted to families with children attending all year- round early years settings.</p> <p>Parent and Carer Support provides quality assurance/delivery support and Evaluation coordination to record outcomes for parents and carers. Pilot introduced to term time settings Nov 2020.</p> <p>Triple P and Incredible Years programmes for parents and carers of children aged 3-10 years displaying elevated behaviours. Pre & Post Strengths and Difficulties Questionnaires (SDQs), measure outcomes for these children.</p> <p><u>Sept 2019-March 2020</u> - 8 x Incredible Years courses scheduled with 80 registered parents/carers (4 of these that started in Jan/Feb 2020 were cut short due to Covid-19).</p> <p><u>Sept-Dec 2019</u> – 5 x Triple P courses with 45 registered parents/carers.</p> <p><u>April-Nov 2020</u> – 106 parents/carers have had assessments via the online application process. Of these, 42 parents have enrolled in Triple P Online; 30+ have been referred to Solihull;</p>

	<p>the remain wish to wait for the resumption of face to face provision.</p> <p>Co-ordination and delivery of the 9 week Teen Triple P programme. This is a targeted programme for parents and carers with children aged 11-16 years of age. Pre and post Strengths and Difficulties (SDQ) questionnaires are utilised to measure outcomes and the parents are asked to complete an evaluation following the course.</p> <p><u>Sept 2019- March 2020</u> – 6 Teen Triple P Courses ran. 71 parents/ carers were offered places 62 engaged with the programme (The end session of 2 courses were completed by phone as a result of lockdown)</p> <p>Online Teen Triple P codes were purchased in order to continue support for parents during the pandemic. Parents are offered a 6 module online individual course with the support of weekly phone calls from a Teen Triple P facilitator.</p> <p><u>April- November 2020</u> – 27 parents have been offered an online Teen Triple P programme to date, 15 have completed, 11 are currently participating.</p> <p>Family circumstances are discussed with parents who apply to Teen Triple P and they are supported to access appropriate support if required alongside or instead of the online Teen Triple P course. Some parents have wished to remain on the waiting list for face to face groups to resume, some families requiring information on stage of development rather than support have been given information on alternative courses such as Solihull.</p> <p>79 new applications have been received since March 2020 indicating parents are aware of the support.</p>
<p>Briefly outline any planned next steps, and note if they are in any way informed by Covid</p>	<p>Covid-19 closed down all in-person groups so Triple P Online filled the gap and has allowed a wider cohort of participants to take part because they can study at their own pace, at times that suit, without the need for travel and childcare. The model's success increases our reach and we plan to continue a blended approach when face-to-face groups resume to also include the TPO online option. The model allowed the age range of children being catered for to increase from 3-6 year olds, to 3-10 years old.</p> <p>Training to run The Incredible Years via Teams is underway and will start in the New Year.</p> <p>To support and develop Digital Peep to engage families and continue to support the EYs recovery plan during Covid.</p> <p>Training in Peep Learning Together - Family Learning Scotland Programme, planned for February 2021.</p> <p>Training to run Connecting with Parents Motivations via Teams is underway and will star in the New Year.</p>

Priority 2:

Reduce the achievement and attainment gap, between those learners (of all ages) facing the greatest and least disadvantage

Outcome	Self-evaluation high level narrative
Food anxiety, hunger and learning loss during school holidays is reduced	<p>Discover! is planned by a Planning Group with a representative from each locality, other colleagues and partners. It is overseen centrally and chaired by the Lifelong Learning Strategic Manager (Creativity, Health and Wellbeing).</p> <p>As the only Lifelong Learning programme that is whole-service and citywide, each Locality Team and Strategic Team Appendix outlines its specific contributions to Discover! below</p> <p>More detail and information on Discover! is contained in the Strategic Health and Wellbeing Appendix.</p>
Learners of all ages, regardless of their socio-economic situation, access all lifelong learning opportunities in school, out of school and in the community and affordability is not a barrier	
A culture of Getting It Right is in place in all learning settings and establishments	
Our looked After child and Young people are supported to achieve	
Briefly outline any planned next steps, and note if they are in any way informed by Covid	

Priority 3:

Improve skills for learning, skills for life and skills for work and personal fulfilment for learners of all ages

Outcomes	Self-evaluation high level narrative
Learners of all ages are aware of the different pathways available to them and make informed choices about their next steps	
Children, young people and adult learners are increasingly	

confident in identifying their interests, strengths and skills	
Briefly outline any planned next steps, and note if they are in any way informed by Covid	
<i>Priority 4:</i> <i>Improve health and wellbeing and reduce social isolation</i>	
Outcomes	Self-evaluation high level narrative
Children, young people and adults are resilient, engaged and creative, with good mental and physical health and wellbeing	<p>Support for Families Locality Booklet/Leaflet: Parents and carers are signposted and supported to access appropriate support via the Supporting Parents and Carers in (name of locality) Programmes, Activities and Groups booklet, – 2 updates annually. Organisations and practitioners are equipped with up to date information on support available for families in each locality. The booklet is downloadable from CEC website.</p> <p>Covid-19 frequently changing situation and both reduction and change of format of many services led to the booklets being adapted into a more easily edited leaflet version: Support for Families Locality Leaflet, with updates being produced every month from May 2020. This has been updated more frequently to reflect the changing environment and widely distributed to Schools and Lifelong Learning, NHS and Third Sector services across all localities. Link to the current locality leaflets listed on Supports for families www.edinburgh.gov.uk/pacs</p> <p>Transition Support for Parents and Carers : Parent and Carer Collaborative in collaboration with Lifelong Learning Parent and Carer Support, Health and Well Being and Psychological Services promoted a 14-day media campaign to support families with school transitions. Building Resilience - Back to School Tips were developed as a resource for parents and carers to support themselves and their children to cope with change, build resilience for returning to school.</p> <p>Schools, Libraries and Third Sector organisations supported the duration of the campaign, leading up the start of term in August. The campaign complemented the Building Resilience primary and secondary school wellbeing resources and supported the early years and school recovery plans, focusing on health and wellbeing. https://www.edinburgh.gov.uk/schools-learning/building-resilience-%E2%80%93-back-school-tips</p>
Social isolation is reduced for people of all ages	
Briefly outline any planned next steps, and note if they are in any way informed by Covid	

Priority 5:

Develop our workforce skills, knowledge and capacity for improving outcomes for learners of all ages

Outcomes	Self-evaluation high level narrative
Lifelong Learning staff are aware of relevant policy developments and use this knowledge to improve learner outcomes	<p>Mapping Family Support.</p> <p>A Family Support mapping exercise was undertaken in Edinburgh by the Locality Operational Groups (LOGs) with the support of the Lifelong Learning Parent and Carer Support Development Officers. The exercise was completed in response to a request from Jackie Irvine, Chief Social Work Officer from the Childcare Partnership. The exercise aimed to highlight the Family Support services <u>currently</u> operating in each area and help to identify any gaps in support. Approximately 150 organisations were contacted and invited to contribute to the Family Support Mapping process. A total of 145 responses were collated, indicating a recognition of the importance placed on Family Support and the willingness of services to work together to identify and address gaps.</p> <p>Staff who work in School Communities were asked to respond to the Family Support mapping exercise. There were 50 response to the survey, the responses were collated from each locality and different sectors. The Family Support Mapping is ongoing, and a report will be presented to the Edinburgh Childcare Partnership.</p> <p>Parental Consultation – Developed in conjunction with and reports to the Parent and Carer Collaborative. At the time of writing almost 2000 responses have been submitted and analysis has been carried out on 1400 responses (end date 20 Nov 2020).</p> <p>Both pieces of work are linked to the Scottish Government Family Support Paper and the Edinburgh Partnership Family Support and the Promise Report:</p> <p>‘Services and support available is already being mapped in each locality by the team, this information could be better used to highlight and address inequalities of provision and inform commissioning’.</p> <p><i>‘We want that improvement to be informed by data which reflects our ambitions for family support and what families tell us is important to them’</i></p> <p>Development Officers for Parent and Carer Support are leading on both the Mapping of Family Support and the Parental Consultation.</p>
Lifelong Learning staff share good practice and expertise	Training and Peer Support

<p>and embed the learning in their own practice</p>	<p><u>April –Nov 2020 – Peer Assisted Supervision & Support (PASS)</u> sessions for TPO practitioners. Fortnightly sessions for the 13 professionals who support TPO participants via regular phone calls. PASS sessions encourage reflection and self-direction and practice improvement using the Triple P a self-regulation framework. Peers share supervision, presentation and facilitation roles.</p> <p><u>Nov 2019–Mar 2020 - Connecting with Parents’ Motivations Training (CWPMPT)</u> 34 delegates over 3 trainings. Partnership with LAYC to include After School Managers.</p> <p><u>Nov 2019 – March 2020 - Peep Learning Together Programme Practitioner Training</u> 25 early years delegates attended 2 x 2 day trainings. Facilitated by Parent and Carer Support Peep LT Programme trainer.</p> <p><u>Oct – Nov 2020 - Peep Learning Together Programme Online Practitioner Training</u> 14 Senior EYs Intervention Officers are currently attending 5 online training sessions. Facilitated by Parent and Carer Support and Peep programme trainers.</p> <p>Peep Learning Together was selected as the evidenced based programme by the Scottish Government for the Family Learning Scotland Programme. Peep were awarded the contract to provide national family learning training and support.</p> <p>To increase family learning within early learning and childcare within disadvantaged areas. CEC was awarded 18 delegates places funded by the SG Tackling Child Poverty.</p>
<p>Briefly outline any planned next steps, and note if they are in any way informed by Covid</p>	

Lifelong Learning

Services for Young People

YEAR IN NUMBERS 2019 - 2020

Overview

The Lifelong Learning service includes a range of distinct services with young people central to the delivery. This can range from individual support with young people experiencing different challenges to universal youth based provision aimed at providing informal learning experiences and through to wider engagement exercises that capture young people's views to influence service provision, plans and strategies.

All services aim to work with and support young people in Edinburgh who are 'ambitious, inspiring, active, confident, knowledgeable and courageous in their actions and choices'. The information provided seeks to provide a broad overview of activity and involvement of young people.

c.17,000

Number of young people that have engaged with the service during July 2019 - December 2020

Whilst every attempt has been made to provide accurate figures, some aspects of data are not available and may be located in closed buildings. Where accurate data is not available, it has either not been included or a rounded down estimate has been included based on previous reports. The information provided does not reflect other aspects of service that might involve specific project based activity unique to individual localities.



Listening to young people

YouthTalk continues to be a key tool for capturing the views of young people - the Flash poll had taken place in the North prior to the first lockdown. The next phase will be developed where young people are invited to discuss in more detail the findings from the flash poll. Findings will be presented to the 'gathering' later in 2021. Engagement also continues in other parts of the city

1,042

Number of young people involved

12

Members of the Scottish Youth Parliament supported by Lifelong Learning



Youth Participation Fund

12

Organisations funded to provide opportunities for

255

young people to be involved in activities designed to address priorities they have identified, many of which are focussed on decision making and youth voice / representation



70

Young people aged 10 - 21 years involved with identifying issues associated with community safety, perception and the fear of crime amongst their peer group

Open All Hours

Delivering sessions in partnership with Edinburgh Leisure and Third Sector Youth Organisations on Friday evenings across participating leisure centres.

Young people can access facilities some may find challenging to afford and a key offer is building on physical activity to support the mental and physical wellbeing priorities.

160

sessions between July 19 & March 20

Number of young people taking part

3,549

Youth Club Activity

Youth club sessions per week

62

Average number of young people participating

1,341



Number of young people engaged

1,255

City wide youth Work

During Sept- December 2020, youth work teams offered engagements with groups across the city and from this young people's experiences alongside emerging trends and the needs of young people were captured.

Not only has street based interactions during this time acted as a platform whereby young people could engage in public health conversations, these educational engagements have also assisted in amplifying their voices and provided a platform in renewing their relationships with services as their community city emerges from COVID 19.

School Library Provision



Book week Scotland is an annual celebration of books and reading and is prioritised as a key activity in schools and in public libraries.

Staff based in school play a vital role in supporting the activities and encouraging the involvement of young people via small group and wider school based activity. Almost 100 activities 2019 / 20

2193

Number of students involved in 2019 & 2020

1,973

Number of students involved in dedicated sessions or full school activity

Escape, Connect, Relate is project developed by school-based LL staff to promote positive mental health and wellbeing through reading for enjoyment, bibliotherapy and signposting resources which can provide support, advice, and guidance to the mental, social, and health issues that impact young people.

The school library can act as a hub and a safe space for young people. Extra curricular activities are offered pre school, lunch times and after school and range from chess clubs, debating clubs to table top gaming and 1:1 support

Average number of extra curricular participants each week

175

Digital

During lockdown, school based staff have continued to engage with as many pupils as possible to support home based activity and learning, providing information and where possible retaining activity based sessions. Largely a one way service, it is difficult to establish an exact or average number.

Public Library Provision



Public libraries provide a safe and vibrant space for children and young people. A number of libraries serve young people in areas experiencing high levels of poverty and inequality and can act as a key link for the health and wellbeing of individuals and to support learning and personal development.

132 Average number of children's activities each week

Average number of young people participating each week (10+ yrs)

2,136

Activities provided include formal and informal learning, STEM based sessions, writing groups, film making groups, traditional and current gaming, art and design, baking and lego sessions.

Also includes some drop in activities.

Book week Scotland is an annual celebration of books and reading and is prioritised as a key activity in schools and in public libraries. Staff based in school play a vital role in supporting the activities and encouraging the involvement of young people.

705 Number involved in 2019

1,916 Number involved in 2019

Alongside national challenges, branches host a range of sessions which focus on reading and learning aimed at children and young people and catering for a wide range of needs and ability such as the summer reading challenge

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Education, Children and Families Committee

10am, Tuesday, 18 May 2021

Education Standards and Quality Report (1)

Executive/routine
Wards
Council Commitments

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 note the achievements and next steps across the themes reported in this section of the S&Q Report
 - 1.1.2 Note the continued hard work of teams across departments within City of Edinburgh, our staff in schools and partners to support children and young people as part of the Covid-19 response
 - 1.1.3 Review the S&Q Part 2 at the next ECF Committee in August

Lorna French

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Education Standards and Quality Report

2. Executive Summary

- 2.1 This is the first of two Standards and Quality Reports (S&Q) summarising the significant work ongoing across the education service which has continued throughout the year of the pandemic. In previous years each Edinburgh Learns themed Board presented their annual report separately, which collectively form the authority S&Q Report, a statutory duty as part of the Standards in Scotland's Schools Act. In this Report we present the objectives, achievements and next steps for Equity, Pathways, Health and Wellbeing and Digital Learning. The areas for improvement are reflected as next steps for each theme and transferred into the Education Improvement Plan which will be reported fully in August 2021.

3. Background

- 3.1 Edinburgh Learns is the authority strategy to Raise Attainment and is developed through the work of various themed Boards. As part of the 'empowered, self-improving system' the Boards are attended by school leaders, parents and partners. They produce guidance, set out objectives at the start of each year and meet at various times to check progress. They are each revising their objectives to meet the new vision for Edinburgh Learns for Life.
- 3.2 Various sources of evidence are used to check progress, for example the Pupil Wellbeing Questionnaire, the Secondary Pupil Survey, Positive Destinations, attainment and attendance figures and school evaluations against the How Good is Our School/ELC Quality Indicators.
- 3.4 Periods of school closures due to lockdown, remote learning and isolation from friends and teachers will have had a range of impacts on progress across all areas and some of the impacts may not be known for some time. Schools will continue to gather qualitative and quantitative information, forming a full needs analysis, in the coming months.

4. Main report

4.1 Summaries of progress are shown below, drawn from the Report (Appendix 1) and the Education Scotland Report (Appendix 2)

4.2 Equity

The Scottish Attainment Challenge: 2015-20 Impact Report for the City of Edinburgh (Education Scotland, March 2021)

This report (Appendix x), based on CEC evidence from the past 5 years, highlights the following:

- an improved strategic focus on closing the gap over the last three years which is beginning to build momentum in schools and demonstrate improved consistency in their practices including those focussed on closing the poverty-related attainment gap
- evidence over three years, of progress in both raising attainment and closing the gap for pupils living in Quintile 1 across most Curriculum for Excellence (CfE) data measures. This is demonstrated in raised attainment for pupils living in Quintile 1 with an average increase of 8.4% and a reduction in the gap by an average decrease of 4.2%
- evidence of closing the gap at SCQF level 3
- the rate of exclusion for pupils living in quintile 1 in primary and secondary has dropped with the extent of the gap significantly reducing in secondary by 45% and consistently less than the national gap
- improved focus on and support for improving pedagogy

4.3 As reported separately, although overall attainment increased in 2020, when looking at the attainment gap between the most and least disadvantaged learners (for school leavers) quintile 1 attainment actually decreased at SCQF Levels 3 and 4 (plus a slight drop at Level 5) compared to 2019. By contrast, the attainment of those young people living in the most affluent areas, increased for each of these measures. The change in the way in which National 5 and Higher attainment was assessed may be a contributing factor, in addition to the level of engagement with remote learning that learners in different quintiles undertook during the first school building closures from March-June 2020 and the barriers that some of the most disadvantaged learners may have faced in terms of digital technology and connectivity. Emerging research from across the UK recognises a link between these two categories.

The gap closed a little for Level 6, with a 5.5 percentage point increase for those in the most deprived areas, compared to a 4.8 percentage point increase for those in the areas of least deprivation.

Health and Wellbeing

Supporting the Health, wellbeing and resilience of school communities has been a main priority for senior leaders, and staff teams, as part of their response to adaptation and renewal during the Covid-19 pandemic.

The results of the Pupil HWB Questionnaires, completed during lockdown, suggested some encouraging trends with 23/25 secondary responses more positive than in the previous survey, however a drop was noted in 'making progress with school work.' Some small gains in attitudes and confidence about reporting bullying were noted, balanced with some concerns around wellbeing and resilience of primary aged pupils

- 4.4 Resources, supports and training related to each area have been sourced and shared with schools. These key themes will continue to be a priority in School Renewal Plans 2021-22. Additional resources to support increased levels of anxiety, as an aspect of emotional and mental health, have also been shared with schools in response to this identified need.
- 4.5 High quality Professional learning, delivered within the Local Authority and with Partner agencies, has been effective in supporting practitioners in this aspect of practice. This has included supporting transitions through the Moving on, Coming Together programme and train the trainer sessions to support the delivery of the Relationships, Sexual Health and Parenting programme.
- 4.6 At strong commitment to collaboration across the Local Authority and with partners e.g. NHS has strengthened the development of the strategy, together with the response during Covid-19. This has included the development of new resources, and the effective use of existing resources including the development and pilot of the Secondary BGE Building Resilience resource.
- 4.7 Pathways (Developing the Young Workforce)

The 2019 Annual Participation Measure showed that of the 13,329 16-19 years old in Edinburgh City, 92.2% were in education, employment or training and personal development (August 2019). A 0.1 percentage point increase compared to 2018.

The number of senior phase learners studying vocational qualifications, as part of the School-College Partnership, continued to increase from 468 in 2019/20 to 688 in 2020/21.

The Initial School Leaver Destination Results in Edinburgh decreased from 95.1% in 2018/19 to 92.5% in 2019/20 (October 2020). There has been a reduction in the number of young people going into employment: 471 this year v 765 last year. An increased number of young people are unemployed and unemployed not seeking (NS) this year:

- 124 unemployed seeking this year v 98 last year
- 88 unemployed NS v 58 unemployed NS this year

The SDS Regional Skills Assessment March 2021 highlights that Covid-19 has impacted on industries that typically employ young people: hospitality, retail, tourism, construction and creative industries.

www.skillsdevelopmentscotland.co.uk/media/47094/rsa-infographic-edinburgh-east-and-midlothian.pdf.

Higher Education is up in Edinburgh by 3.3% and FE by 1.7%. Learning is delivered remotely due to Covid-19 risk mitigations and this has affected some vocational courses as students have been unable to undertake the practical elements of qualifications e.g. construction, hospitality, hair & beauty.

4.8 Digital Learning

Significant progress was made in developing the skills and confidence of staff as necessitated by the periods of lockdown and blended learning. This will be further extended as part of Empowered Learning, the programme of deployment of one to one devices.

During the session we procured and carried out a phased deployment of 3587 iPads and 1140 MiFi units, based on multiple surveys across the year, to support home access to remote digital learning. To ensure this was done safely we created 2-way video protocols and updated the Responsible Use policy to support 'live' remote lessons.

Significant professional learning took place, enhanced by the purchase of ClickView, an online tool providing curriculum-aligned video content and teacher resources, plus contextual on-demand TV, and a place to store and share all teacher-created video content. Since August 2020, there have been 123,875 video views, by 12,900 unique users across all schools, at an average of 15,484 views per month. Since January, 26 digital learning webinars have been attended by approximately 460 teachers. Webinars covered a wide range of topics such as hybrid learning, digital pedagogies, and the creative use of video.

5. Next Steps

- 5.1 Each Board completes an analysis of progress and areas for development which are translated into next steps in the Action Plans.

Boards are also revising their objectives to more closely align to the City Vision and key city objectives such as eradicating poverty.

- 5.2 Each Board will revise their guidance materials, support and training for staff in schools.

- 5.3 Core activities will continue to be the development to high quality teaching and learning skills, and culture change to eradicate poverty. These actions are predicated to narrow the poverty related attainment gap, improve destinations and increase wellbeing and resilience.

6. Financial impact

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

7. Stakeholder/Community Impact

- 7.1 We gather information on progress from a range of sources, including the Pupil Wellbeing Questionnaire and the Secondary Pupil Survey.
- 7.2 Each year schools evaluate themselves against the HGIOS? 4 Quality Indicators
- 7.3 Each Board is completing an Integrated Impact Assessment which will fully engage stakeholders. These will be reported by the end of the next school session.

8. Background reading/external references

- 8.1 <https://education.gov.scot/improvement/self-evaluation/HGIOS4>

9. Appendices

- 9.1 Appendix 1 Edinburgh Learns Standards and Quality Report
- 9.2 Appendix 2 Scottish Attainment Challenge Report (Edinburgh)

Edinburgh Learns



Standards and Quality Report (1)

May 2021

Standards & Quality Report

Edinburgh Learns' Goal:

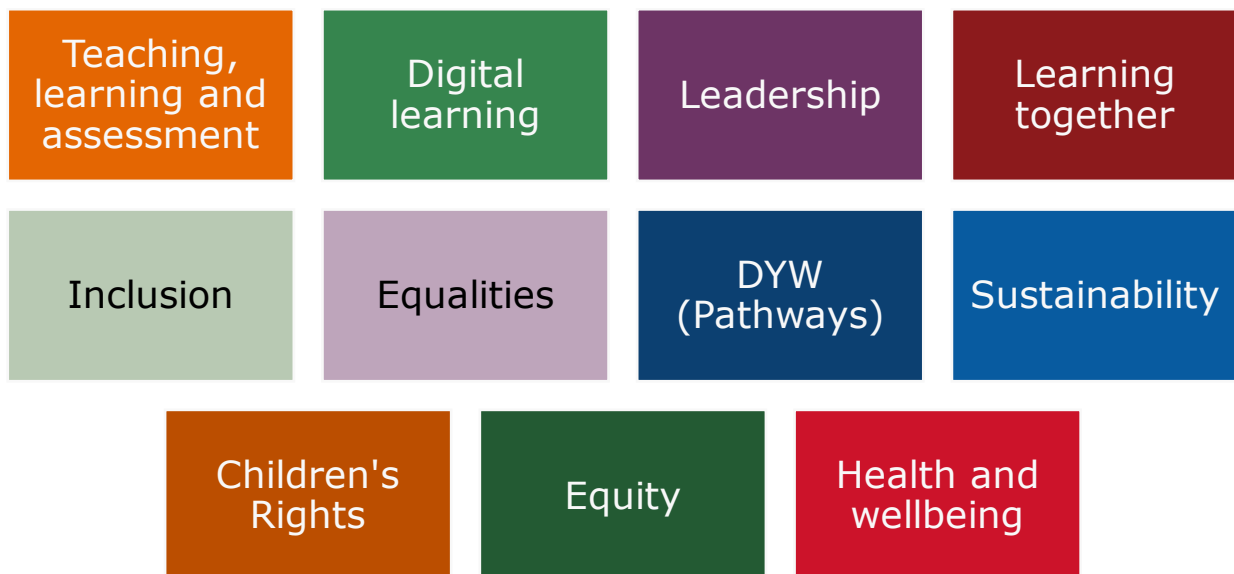
"The best teaching and learning for all"

Introduction

This report provides a summary of the outcomes, evidence sources, strengths and next steps from the themed Edinburgh Learns Boards and Steering Groups over session 2020-21. Each of the Edinburgh Learns Boards are constituted around the Empowered System, as set out by Education Scotland. This ensures that stakeholder engagement, local decision making and self-improvement are at the heart of actions.

Overall, the aim of the Quality Improvement and Curriculum Service is to provide the best teaching and learning for all learners, and this was adapted over the course of the session to meet the significant challenges presented by the pandemic. Work continued in an adapted fashion to meet the current context, however progress in almost all areas was impacted. Exceptions, such as the considerable strides in digital learning and the improvements in partnership working provide a strong platform for continued development and will feature in the forthcoming Education Improvement Plan.

Edinburgh Learns Boards



Objectives

- To improve employability skills and sustained, positive school-leaver destinations for all young people.
- To ensure that flexible pathways are in place for all learners, including access to appropriate
- vocational learning based on parity of esteem.

What Does Our Evidence Tell Us?

The Edinburgh Learns Pathways to DYW Framework gained committee approval in December 2019. Effective collaboration with key partners continues and strategic understanding has improved across the school estate, resulting in greater consistency and continuous improvement in implementation of Career Education Standard; completion of the 16+ Data Hub; and annual Participation Measure.

The 2019 Annual Participation Measure showed that of the 13,329 16-19 years old in Edinburgh City, 92.2% were in education, employment or training and personal development (August 2019). A 0.1 percentage point increase compared to 2018.

The number of senior phase learners studying vocational qualifications, as part of the School-College Partnership, continued to increase from 468 in 2019/20 to 688 in 2020/21.

The Initial School Leaver Destination Results in Edinburgh decreased from 95.1% in 2018/19 to 92.5% in 2019/20 (October 2020). There has been a reduction in the number of young people going into employment: 471 this year v 765 last year. An increased number of young people are unemployed and unemployed not seeking (NS) this year:

- 124 unemployed seeking this year v 98 last year
- 88 unemployed NS v 58 unemployed NS this year

The SDS Regional Skills Assessment March 2021 highlights that Covid-19 has impacted on industries that typically employ young people: hospitality, retail, tourism, construction and creative industries. www.skillsdevelopmentscotland.co.uk/media/47094/rsa-infographic-edinburgh-east-and-midlothian.pdf.

Higher Education is up in Edinburgh by 3.3% and FE by 1.7%. Learning is delivered remotely due to Covid-19 risk mitigations and this has affected some vocational courses as students have been unable to undertake the practical elements of qualifications e.g. construction, hospitality, hair & beauty.

What Were Our Strengths?

The 16+/DYW Network has continued to thrive during 2020/21 with joint briefings delivered to SDS Careers Advisers and our new DYW School Coordinators. These meetings are helping to drive consistency across the school estate, promoting improvement in employability skills and positive sustained destinations. Subsequently Edinburgh continues to demonstrate high completion rates across all three measures for the 16+ Data Hub (above national and regional trends).

Although the nature of employer engagement with schools has had to be adapted due to Covid-19, our ability to establish both engaging and influencing partnerships will be enhanced by the appointment of DYW School Coordinators across the city.

Several young people have engaged with employer mentors through Career Ready and MCR Pathways and the JET Programme has continued to provide work-based learning projects.

The School College Partnership offer is a co-constructed programme for young people with pathways at a range of SCQF Levels. Participation has continued to increase with 688 senior phase pupils studying vocational qualifications at Edinburgh College.

Through IntoUniversity, Edinburgh University is establishing a new learning centre (May 2021) in Craigmillar to engage local children, young people, parents and carers. Utilising volunteers from local business and higher education, lifelong learning and career progression will be supported through a range of activities including, mentoring, academic support and school-based programmes.

What Are Our Next Steps?

Our universal approach to Senior Transition must be driven by a commitment to all young people having a positive destination. This is achieved through high quality information, advice and guidance delivered by skilled and informed pupil support teams, working collaboratively with SDS, Edinburgh College and Higher education institutions.

Senior Transition must include rigorous action planning for all those at risk of a negative destination. Partnerships between schools and post-school destination providers are critical to ensure the process is robust.

Ensuring our young people can engage in sustained positive destinations is the priority for our Youth Employment Partnership, with a revived Edinburgh Guarantee service based on the Scottish Guarantee. This will provide a bridge between education and economic development structures and more effective gateway to training and employability opportunities. It is our ambition to ensure young people are matched to right opportunity at the right time, including support for health and wellbeing.

Edinburgh College is upholding the guarantee offer of a place to all school leavers who apply though it may not be in the course of their first preference. Although the current School-College Partnership is a remote offer, Edinburgh College is planning for a return to on-campus learning during 2021-22. Through the new SCP Governance Board we aim to improve retention rates at Edinburgh College. Our priorities include matching young people to appropriate course at right SCQF level; better access to pastoral support; improved tracking of more vulnerable young people; early intervention with roles of Learning Development Tutor and SDS College adviser defined.

Our Objectives

- To achieve equity: ensuring every child has the same opportunity to succeed, with a particular focus on closing the poverty-related attainment gap between the most and least disadvantaged children and young people in literacy and numeracy.
- To ensure that schools receive the support and guidance they need to close the gap
- To ensure that all children and young people have access to a digital device in their household (individual or, at the very least, shared with other members of their family)
- To support with needs analysis of emerging or COVID related gaps in learning, in order to inform strategic decision making

What Does Our Evidence Tell Us?

The *Scottish Attainment Challenge: 2015-20 Impact Report for the City of Edinburgh* (Education Scotland, March 2021) highlights the following:

- an improved strategic focus on closing the gap over the last three years which is beginning to build momentum in schools and demonstrate improved consistency in their practices including those focussed on closing the poverty-related attainment gap
- evidence over three years, of progress in both raising attainment and closing the gap for pupils living in Quintile 1 across most Curriculum for Excellence (CfE) data measures. This is demonstrated in raised attainment for pupils living in Quintile 1 with an average increase of 8.4% and a reduction in the gap by an average decrease of 4.2%
- evidence of closing the gap at SCQF level 3
- the rate of exclusion for pupils living in quintile 1 in primary and secondary has dropped with the extent of the gap significantly reducing in secondary by 45% and consistently less than the national gap
- improved focus on and support for improving pedagogy
- As national attainment data relating to the achievement of a CfE level (ACEL) was unable to be gathered by the Scottish Government in June 2020 due to Covid, and as city-wide attainment data gathered from schools demonstrates % of entire cohorts who were on track to achieve expected levels rather than by SIMD, we are awaiting summer 2021 when we will once again hold data at authority level broken down by quintile, based on the May 2021 ACEL data being gathered nationally.
- The Senior Phase leaver destination and SCQF data for 2019/20 was published on the Scottish Government *Insight* benchmarking tool in February 2021 and attainment of equity cohorts is referenced below:

Leavers with 1 or more award at SCQF 3 or better:

	2015/16	2016/17	2017/18	2018/19	2019/20
Least deprived (SIMD 9, 10)	99.5%	99.0%	99.3%	99.1%	99.7%
Most deprived (SIMD 1, 2)	97.3%	96.7%	97.8%	97.4%	96.8%
Poverty-related attainment gap	2.2%	2.3%	1.5%	1.7%	2.9%

Leavers with 1 or more award at SCQF 4 or better:

	2015/16	2016/17	2017/18	2018/19	2019/20

Least deprived (SIMD 9, 10)	99.0%	98.5%	98.6%	98.7%	99.3%
Most deprived (SIMD 1, 2)	93.5%	93.6%	91.4%	93.7%	91.0%
Poverty-related attainment gap	5.5%	4.9%	7.2%	5.0%	8.3%

Leavers with 1 or more award at SCQF 5 or better:

	2015/16	2016/17	2017/18	2018/19	2019/20
Least deprived (SIMD 9, 10)	95.1%	95.3%	95.7%	95.6%	96.6%
Most deprived (SIMD 1, 2)	75.8%	73.6%	72.1%	77.2%	76.9%
Poverty-related attainment gap	19.3%	21.7%	23.6%	18.4%	19.7%

- Although overall attainment increased in 2020, it can be seen that attainment of learners from quintile 1 decreased at SCQF Levels 3 and 4 (plus a slight drop at Level 5) compared to 2019. By contrast, the attainment of those young people living in the most affluent areas, increased for each of these measures. The change in the way in which National 5 and Higher attainment was assessed may be a contributing factor, in addition to the level of engagement with remote learning that learners in different quintiles undertook during the first school building closures from March-June 2020 and the barriers that some of the most disadvantaged learners may have faced in terms of digital technology and connectivity. Emerging research from across the UK recognises a link between these two categories.
- The gap closed a little for Level 6, with a 5.5 percentage point increase for those in the most deprived areas, compared to a 4.8 percentage point increase for those in the areas of least deprivation.

What Were Our Strengths?

- A co-ordinated approach to the distribution of devices to schools took place in December which ensured that all learners had access to a digital device within their household across the city. Some households were provided with more than one device, depending on the level of need and the number of children at home.
- Clearer guidance to schools on the best use of PEF planning, directing schools to prioritise staffing to promote attendance and wellbeing, digital learning and ongoing partnerships for income maximisation. This included a PEF planning format used by all 121 schools which outlines the gaps, the approaches planned to address these gaps and improve outcomes for learners experiencing poverty-related barriers, and an evaluation of the impact of these approaches and interventions throughout the session. Schools also now include this completed plan at the end of the session as part of their Standards and Quality self-evaluation submissions and work with local authority officers to critically evaluate their planned use of PEF and ensure that it is used to support priorities for Renewal.
- The Care Experienced Fund supported the appointment of a Virtual School Leader (QIEO Care Experienced) during session 2019-20, and it has recently been confirmed that the post will be extended for session 2021-22. During this session, key actions have included:
 - Implementing a joint approach between education and social work to track, monitor and improve the attendance of care experience children and young people.
 - Securing a range of interventions to improve the health and wellbeing of our care-experienced population including the Cyrenians, Thrive and Columba 1400.
 - Developing a suite of professional learning opportunities for staff in schools which has at its core the de-stigmatisation of care experience in partnership with Who Cares? Scotland.
 - Supporting schools with the tracking and monitoring of attainment including the development of individualised plans to support literacy and numeracy attainment and the inclusion of education targets in LAC reviews.

- Schools have submitted predicted levels of pupil attainment in February & November, 2020 and in March 2021. The November data was analysed to identify schools predicting the most significant downwards trends. In response, additional staffing resource, in the form of Closing the Gap teachers, has been allocated to schools with a higher number of young people living in lower SIMD quintiles.
- Equity Network members from across our schools have participated in sessions delivered by Education Scotland Attainment Advisors about effective use of baseline data and setting of effective measurable outcomes, and by a Parental Engagement Development Officer about ways of engaging parents in school life during the current restrictions. The network has also provided a platform for the sharing of practice and professional discussions about how to overcome challenges of achieving equity and closing the poverty-related attainment gap, and members interrogated the Education Scotland *National Equity Audit* (January 2020) using it as a stimulus for discussion about challenges and mitigations in relation to the poverty-related attainment and achievement gap during Covid.
- From March 2021, the Council began to establish a partnership with the *People Know How*, the social innovation network that strives to bring together the academic, business, public and third sectors to drive social change. This enables schools to direct families who do not own their own IT equipment to be able to apply for a device, and organisations who wish to donate equipment to be used by families to donate via *People Know How* (who work in partnership with the Edinburgh Remakery) in order to deliver these supports to families directly.

What Are Our Next Steps?

Enhanced support for PEF planning and reporting established in 2020-21 will continue to be developed and delivered in 2021-22. In addition, the following next steps, identified in *The Scottish Attainment Challenge: 2015-20 Impact Report for the City of Edinburgh* (Education Scotland, March 2021) are key priorities for our authority:

- intensifying support for children, young people and families living in poverty and improving consistency across all schools in relation to practices supportive of closing the gap
- providing support for schools to develop decision making processes which meaningfully include parents in PEF planning
- developing the leadership for equity professional learning suite aimed at supporting further improvement by:
 - providing a sustainable approach to professional learning on equity
 - equipping leaders with the necessary knowledge, understanding, attitudes and skills which build on the lessons learned over the last five years

Of greatest significance for the next few sessions will be Leadership for Equity professional learning. This will contribute towards our city-wide aim of achieving a culture shift in terms of attitudes and perceptions about poverty, focusing on the key role that professionals in education play in ensuring that poverty does not present a barrier to any child or young person in terms of their attainment, achievement, or life chances.

- March 2021 attainment predictions will be analysed to review the allocation of additional CTG staffing resource for the remainder of the session.
- The newly-established 'Bridging the Gap' group working towards the achievement of the success measures associated with this aspect of the Edinburgh Children's Partnership Children's Services Plan 2020-22 (focussing on BAME and disability as specific protected characteristics)
- Aligning our work with the City of Edinburgh Council commitment to the End Poverty in Edinburgh Delivery Plan 2020-30 agreed at the Policy and Sustainability Committee in December 2020. These came as a result of the Edinburgh Poverty Commission publication *A Just Capital: Actions to End Poverty in Edinburgh* (September 2020), which have formed core elements of the Council Business Plan. The actions within relate to the overarching premise of having 'the right support in the places we live and work'.

Health, Wellbeing and Resilience

What does our evidence tell us?

The results of the Pupil HWB Questionnaires suggested some encouraging trends with 23/28 secondary responses more positive than in the previous survey and some small gains in attitudes and confidence about reporting bullying in both sectors. However there were some concerns around wellbeing and resilience of primary aged pupils, with children feeling less likely to think they have good ideas or have things to be proud of with a drop of 4% and 5% respectively and with 48% of children reporting that they feel able to learn from mistakes down from 54% in the previous survey.

There were encouraging trends relating to bullying in both sectors.

- Increase of 3% of children reported they would know who to go to if they were being bullied (Primary 70% -> 73%, Secondary 73 ->76)
- 3% increase in pupils saying adults deal well with bullying (Primary 80% -> 83%, secondary 43% -> 47%)
- Reduction in the number of children reporting bullying is prevalent in their school, down 15% in primary and 6% in secondary (48% -> 34% and 36% ->30%)

Trends relating to Learner voice

- Improvement in both primary (4%) and secondary pupils (14%) saying they feel listened to (Primary 85% -> 89% Secondary 61% -> 75%)
- Feeling noticed also up in primary by 4% (81% -> 85%)
- In secondary, having a say in making the way we learn in school better also an increase, from 38% to 43% and increase of 5%

Out of school activities

- Being encouraged to take part in out of school activities saw a reduction in primary from 69% to 62%, a 7% decrease and in secondary from 56% to 47% a 9% decrease

Actual percentages where yes, definitely is the response;

- Feeling I have lots to be proud of down from 49% to 44%
- Feeling happy with who I am down from 65% to 62%
- Able to clam myself down after getting angry down from 30% to 26%
- Even if I find something hard, I keep trying down from 54% to 48%

Secondary – key negative;

- I am getting along well with my school work down from 80% to 75% agreeing or strongly agreeing
- The school is helping me to become more confident is down from 61% to 58%

In general, in primary scores, some regarding children's self-confidence and resilience have decreased, which is likely to be an impact of the pandemic.

In secondary there is generally an improving picture with 23/25 responses more positive than 2 years ago, however the questionnaire, completed during lockdown, shows the impact on the responses around school work.

What Were Our Key Achievements?

- The Professional Learning we provide to staff is of high quality, varied and responsive to needs. This was particularly evident with the development of professional learning in relation to supporting wellbeing during lock down and in anticipation of schools returning. 'Moving on Coming together – supporting our wellbeing' and Moving on Coming together – focus on our children, young people and families' wellbeing' – live sessions were accessed by over 1000 staff and

narrated PowerPoints continue to be available for all staff. Feedback from these sessions has been hugely positive.

- Relationships, Sexual Health and Parenting train the trainer sessions with primary lead teachers continued with another 20 schools participating. 50% of our primary schools now have a lead teacher trained to support staff with the national resource, with the next cohort participating next session.
- Strong collaboration exists across the authority and with partners to meet the HWB needs of our schools. This was exemplified in the transition resources developed across teams to support both early years and primary to secondary transition during lockdown.
- The development and use of new and existing authority curricular resources provided staff with materials to support the HWB needs of learners both during and post lockdown, including the development and pilot of the secondary Building Resilience resource
- Guidance provided to schools for School Renewal Planning in HWB identified 4 key areas of focus thus providing consistency to strategic direction: Reconnect relationships; Acknowledge experiences; Create a nurturing environment; Support our learners to build resilience. Resources, supports and training related to each area sourced and shared. Additional resources on anxiety identified to meet changing needs.
- Consistent use of the HWB indicators is made across all schools to support self-evaluation.
- HWB support developed for Senior Leaders now part of bi-annual information gathering exercise to ensure we responsive to needs.

What Are Our Next Steps?

- Review current offer across secondary in relation to PSE in secondary schools, identify gaps and plan support, including Building Resilience programme for BGE and young people engaging with Mentors in Violence Prevention programme (SLWG)
- Scope out possible Edinburgh HWB Guarantee to establish a minimum HWB experience for all learners and consider citywide whole school nurture approach (SLWG)
- Consider the implications of legal compliance of UNCRC on the work of the board and HWB across our establishments
- To provide high quality professional learning responsive to professional learning needs, where appropriate, with partners.
- Develop a clear strategic plan to support mental, emotional and physical wellbeing of learners, staff and school communities (SLWG)
- Continue to support school leader and staff wellbeing e.g. new CLPL, termly one page wellbeing, one page coaching offers (SLWG)
- Provide clear strategic direction on evaluating improvement in health and wellbeing including promoting SHINE (Schools Health and Wellbeing Research Improvement Network) at senior leader network meetings in May. (SLWG)
- Articulate all actions with Edinburgh Learns for life goals; Transform, Connect, Empower
- Respond to issues raised by young people through primary and secondary wellbeing surveys

Digital Learning

What Were Our Strengths?

In session 2020-21, we:

- Created and updated digital skills training pathways to support the development of staff digital skills during periods of lockdown.
- Updated our Digital Support SharePoint site, to give clear guidance on staff digital skills, webinars, and all relevant remote learning documentation.
- Procured and provided training with ClickView, an online tool that provides curriculum-aligned video content and teacher resources, plus contextual on-demand TV, and a place to store and share all teacher-created video content. Since August 2020, there have been 123,875 video views, by 12,900 unique users across all schools, at an average of 15,484 views per month.
- Implemented a new Mobile Device Management (MDM) solution to improve speed of iPad deployment and improve level of device security and control.
- Gathered and collated a list of around 40 core software items for subjects/sectors and wrote DPIAs for them all, currently being processed by Information Governance prior to release to schools.
- Updated the Framework for Digital Learning, including clarifying school and local authority digital learning roles and responsibilities, documenting a proposed approach to 1:1 digital learning and a temporary procedure for implementing Bring Your Own Device (BYOD). This document was shared and discussed with all key digital staff in schools.
- Procured and carried out a phased deployment of 3587 iPads and 1140 MiFi units, based on multiple surveys across the year, to support home access to remote digital learning.
- Created 2-way video protocols and updated our responsible use policy to support 'live' remote lessons.
- Created a wide range of digital learning support videos, hosted in ClickView, to provide additional digital skills support to staff during lockdown.
- Organised the delivery of 26 digital learning webinars since January, attended by approximately 460 teachers. Webinars covered a wide range of topics such as hybrid learning, digital pedagogies, and the creative use of video.
- Delivered a Digital TeachMeet, attended by 106 teachers, to facilitate the sharing of good practice.
- Created an online digital self-evaluation tool based on Digital Schools Award Scotland, to enable school to establish digital strategy priorities and benchmark progress.
- Most recently, achieved signoff of 'Empowered Learning' 1:1 Digital Learning project. Project details are below. Approval of this project required significant work in terms of engaging with staff and councillors to establish aims, to create prospective rollout plans, to analyse existing school spending, and to secure an appropriate approach to joint funding by schools and council.

What Are Our Next Steps?

In session 2021-22, we will aim to:

- Successfully deliver the Empowered Learning project. This will provide a 1:1 device for all pupils from P6 to S6, all teachers, and a ratio of 1:5 devices for P1 to P5. It will also bring improvements to network infrastructure and deliver a programme of professional learning for all teachers to ensure digital technologies become an effective core component in teaching, learning and assessment. We will ensure regular stakeholder communication and discussion throughout the project, including direct engagement with learners.

- Support the use of Digital Schools Scotland self-evaluation and encourage increasing number of schools towards certification. Currently we have 3 schools with this award, so our aim is to increase this to at least 20% of schools within 3 years.
- Develop Digital Learning Strategic Leads and Digital Learning Coordinators' networks to help support schools' digital strategies, improve collaboration, and drive the effective integration of digital technologies across the curriculum.
- Investigate benchmarks/progression pathways for Digital Literacy and Computing, particularly in the primary sector, to improve awareness and delivery of these CfE Technologies areas.
- Work with the Edinburgh Learns Teaching and Learning Team, to deliver additional appropriate professional learning in effective digital pedagogies, to enhance and supplement training provided via Empowered Learning project.
- Work with the ASL and EAL Services to investigate and further develop effective use of the iPad's and Microsoft 365's accessibility/inclusion features to help unlock learning for learners with additional support needs and to better support bilingual learners.
- Work with Digital Services to support and improve the effectiveness of the technical infrastructure and IT service to best meet the needs of our schools and users.



Education
Scotland
Foghlam Alba

Appendix 2

Scottish Attainment Challenge: 2015-20 Impact report

Local authority report
Edinburgh

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Executive Summary

The Scottish Attainment Challenge (SAC) was launched in February 2015 to help the Scottish Government achieve its vision of delivering excellence and equity in education. City of Edinburgh Council (CEC) has been part of the SAC since 2015 and receives funding through the Schools' Programme, Pupil Equity Fund and the Care Experienced Children and Young People Fund. CEC has received £36,666,580 over the last 5 years across these various funding streams.

This report highlights the impact of SAC funding for the children and young people of CEC and in particular those most affected by poverty.

The key strengths include:

- an improved strategic focus on closing the gap over the last three years which is beginning to build momentum in schools and demonstrate improved consistency in their practices including those focussed on closing the poverty-related attainment gap
- evidence over three years, of progress in both raising attainment and closing the gap for pupils living in Quintile 1 across most Curriculum for Excellence (CfE) data measures. This is demonstrated in raised attainment for pupils living in Quintile 1 with an average increase of 8.4% and a reduction in the gap by an average decrease of 4.2%
- evidence of closing the gap at SCQF level 3
- the rate of exclusion for pupils living in quintile 1 in primary and secondary has dropped with the extent of the gap significantly reducing in secondary by 45% and consistently less than the national gap
- improved focus on and support for improving pedagogy

Nevertheless, whilst attainment of children who live in Quintile 5 is higher than or in line with national averages, attainment of children who live in Quintile 1 is significantly lower.

This is demonstrated by:

- an attainment gap of, on average, 20.67% across CfE data measures with the gap presenting above the national average in a majority of these measures
- the gap increasing at P1 in literacy, and at senior phase levels 4 and 5
- for almost all measures the attainment of LAC pupils remains consistently lower than that of quintile 1 pupils with particularly wide gaps evident in P4 and P7

To build on the progress outlined above and ensure outcomes continue to improve, future developments should include continuing to focus on the following areas:

- intensifying support for children, young people and families living in poverty and improving consistency across all schools in relation to practices supportive of closing the gap
- providing support for schools to develop decision making processes which meaningfully include parents in PEF planning
- developing the leadership for equity professional learning suite aimed at supporting further improvement by:
 - providing a sustainable approach to professional learning on equity
 - equipping leaders with the necessary knowledge, understanding, attitudes and skills which build on the lessons learned over the last five years

Section 1

Context of Scottish Attainment Challenge

The Scottish Government's ambition is for Scotland to be the best place to grow up. To achieve this, there is a need to raise attainment and reduce educational inequity for all of Scotland's children and young people. Attainment is the measurable progress which children and young people make as they advance through and beyond school. However, there continues to be a gap between the progress which is made between those living in Scotland's least and most deprived areas. The First Minister launched the Scottish Attainment Challenge (SAC) in February 2015 to bring these issues to the fore and provide a greater sense of urgency and priority to address them across the education system.

SAC funding has been available to local authorities and schools to support this vision since 2015. Various funding streams have been available throughout this period. As evidence and understanding evolved, different needs and supports were highlighted:

- Challenge Authority Funding (available to 7 authorities from 2015 and an additional 2 authorities since 2016/17)
- Schools Programme Fund (available to 57 primary schools since 2015 and to another 28 secondary schools since 2016/17). There are now 72 schools in the Schools Programme (as a result of some becoming part of the Challenge Authorities programmes, some mergers and a school closure).
- Pupil Equity Funding (available to almost all schools in Scotland since 2016/17)
- Care Experienced Fund (available to local authorities since 2018/19)

Outcomes

Reducing educational inequity and closing the poverty-related attainment gap is a long term strategy which aims to impact on societal culture and thinking. Consequently a logic model was developed to allow the SAC Programme to recognise and measure short and medium term outcomes towards achieving the long term goals. This report will look at the outcomes achieved with reference to the logic model and how this information can be used to inform next steps. See appendix.

Edinburgh's context

The City of Edinburgh Council (CEC) has a population of 518,500, which increased by 16.2% between 1998 and 2018. Of this number, 88,866 are young people aged 0-17 years, with 50,607 attending schools. The school estate contains 122 schools, with 23 secondary schools, 88 primary schools and 11 special schools. Edinburgh has a distinctive poverty profile that is different from other cities in Scotland. Almost 78,000 people are living in poverty, representing 15% of the population. Child poverty rates in every city ward range from 3% to 27%. 18% of children live in relative poverty which represents almost 1 in 5, 14,600 approximately.

Edinburgh has participated in the Scottish Attainment Challenge (SAC) Schools' Programme since 2015 with 8 primary schools identified for support in areas with the highest concentration of pupils living in areas of multiple deprivation. In 2016, 4 secondary schools with similar profiles were identified for this support. The total Edinburgh Schools' Programme (SP) funding for 2020/21 is £837,356, with £362,291 allocated across the eight primary schools, £449,065 across the four secondary schools and £26,000 allocated to a strategic city project. All 88 primary schools and 23 secondary schools in Edinburgh are in receipt of Pupil Equity Funding (PEF) with the city receiving £7,265,551 in total for session 2020/21. Edinburgh is one of five local authorities forming the South East Improvement Collaborative (SEIC) since 2018. Where this report refers to 'the gap' it is referring to the attainment gap between children and young people living in Quintile 1 and Quintile 5.

Section 2

Approach used

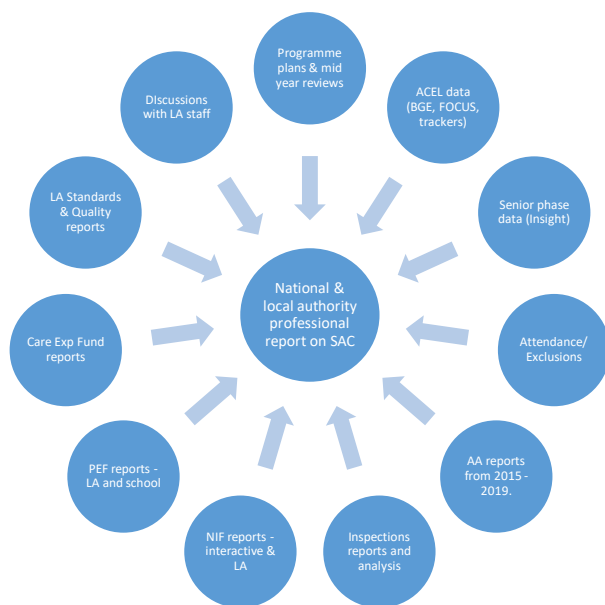
During the period of 19th October 2020 to 4th December 2020, Attainment Advisors worked alongside SAC local authority project leads to analyse data and evidence from their individual local authority regarding the Scottish Attainment Challenge. The purpose was to provide qualitative and quantitative answers to three high level questions regarding the impact of SAC within each local authority:

1. How has the implementation of the SAC impacted upon the culture and systems of local authorities to ensure those cultures and systems are equitable for children, young people and families affected by poverty?
2. How has the SAC positively impacted upon, or contributed to, educational outcomes for children and young people affected by poverty?
3. Which lessons have been learned and what are the future priorities for the SAC?

Each Attainment Advisor completed a professional report template providing detail and evidence to thirty-four questions. This provided further detail and evidence around each of these three high level questions. They utilised data from a variety of different sources to triangulate the analysis.

Diagram 1 illustrates the range of data used. This report is the result of this analysis.

Diagram 1: Evidence used to collate the Local Authority professional reports on SAC by Attainment Advisors



Section 3

Transformational changes: cultural and systemic

3.1 Leadership

3.1.1: Strategic leadership:

Significant changes in leadership of the Attainment Scotland Fund (ASF) initiatives in Edinburgh affected progress over the first three years. However, significant progress has been achieved in improving the authority strategic focus over the last two years. Edinburgh Learns equity, quality improvement, parental engagement, leadership, health and well-being (HWB) and learning and teaching boards have been set up; associated strategies have been developed, widely shared and very positively received by all schools. This is building a collective momentum in the drive for improvement and beginning to demonstrate improved consistency in schools' practices including those focussed on closing the poverty-related attainment gap. Despite significant changes in the relevant personnel over the past five years of the SAC, partnership working between the attainment adviser (AA) and senior managers and the quality improvement teams (QIT) has continued to strengthen. From a strong, well-established base, the AA plays a strategic role across all authority excellence and equity related work streams. Following an audit of Edinburgh schools' work on PEF, the AA has collaborated with authority and SEIC personnel, including all head teachers, to design a suite of professional learning for leaders aimed at improving school cultures and all practices focussed on closing the poverty-related attainment gap. This suite of learning has already received endorsement from Education Scotland and will be delivered in session 21/22. The PEF planning and monitoring tool (see section 27) should enable more effective monitoring of the impact of the ASF initiatives at school and authority level and further improve strategic focus.

3.1.2: Leadership skills

83% of authority schools currently evaluate their leadership of change as good or above. Across almost all SP schools there are strong models of distributed leadership with staffing used innovatively; this includes more diverse roles being given to pupil support assistants (PSOs) with appropriate training. All SP schools identified during the rapid outcome assessment process that leadership skills had improved in their schools over the course of the SAC. As a result of increased awareness of the impact of poverty, almost all SP schools report staff being more inclusive in their practice. For example, in three of the secondary schools, teacher mentoring programmes have enabled staff to engage with pupils in a way which has led to a deeper understanding of their circumstances. This has allowed them to help pupils in other areas of their lives, for example, assisting with issues such as attending GIRFEC meetings, the optician or doctor. Pupils' ability to learn in school has then improved. A CEC equity network was set up in 2019/20 by a Senior Development Officer (SDO) supported by the AA and the SEIC equity SDO. The network is open to all staff, including Lifelong Learning staff, Pupil Support Officers (PSOs), teachers who are equity leads or Development Officers (Dos) in their schools, and Head Teachers (HTs). It met twice last session and was very well-attended. Professional learning sessions have been provided based on feedback from participants. Almost all participants have evaluated the sessions positively and valued the opportunity to share practice and solve problems collaboratively.

3.2 Learning and teaching

3.2.1: Learning and teaching

80% of schools currently evaluate their learning, teaching and assessment as being good or above. The LA has used SAC funding to assist in developing the Edinburgh Learns teaching and learning team tasked with establishing a universal and targeted approach to developing pedagogy. This is aimed at drawing on best practice locally, nationally and internationally to build sustainability and consistency of practice across all schools. As a result almost all schools have included planned professional learning to improve pedagogy in their school improvement plans (SIPs). The Teaching and Learning team delivered support to 75% of SP schools in 2019-20 to address the gap in numeracy and mathematics, focussing on a lesson study approach. Follow-up evaluations showed that 82% of teachers found the process beneficial and the same number agreed that it had been valuable for learners. 75% of teachers also reported increased confidence in planning opportunities for pace and challenge in numeracy and mathematics. School leaders have commented on the impact of Edinburgh Learns professional learning. For example, one school depute said, "Engagement in the Edinburgh Learns courses alone has led to a positive change in classroom practice with individual teachers trying out new ideas they have picked up." Across the schools involved there was an improvement in the percentage of learners on track in numeracy at P1, P4 and P7. Almost all Edinburgh primary schools have focused on improving early level pedagogy to ensure children's needs are more closely met through learning through play. Schools need to develop confidence in measuring how new approaches are improving outcomes and ensure access to appropriate training and guidance.

3.2.2: Understanding the challenges and impact of poverty

The *1 in 5: Raising Awareness of Child Poverty* programme in Edinburgh has played a significant role in raising a majority of schools awareness of the challenges of living in poverty over the last five years. More than 74% of schools have participated and following training, 80-90% of staff involved were more aware of poverty and its impacts and felt more able to make changes necessary to tackle stigma and reduce the cost of services. 'Top Tips' for reducing school costs, developed from focus group recommendations, have been distributed to all schools and every education practitioner. The expectation is that schools should adopt some or all of the recommendations, as well as develop their own approaches in consultation with their school communities. These measures have supported a majority of schools to mitigate the impact of poverty as a barrier to children's participation in the range of social and educational experiences on offer. The challenge for a minority of schools is to ensure these recommendations are integrated into everyday policy and practices to ensure that all children and young people are supported to develop across the four capacities. *Discover!* was developed and led by the Lifelong Learning team and is a well-established programme designed to address food and financial anxiety and support learning, health and wellbeing during the school holidays. 186 families have participated in the programme since December 2019. It has contributed to a significantly increased understanding in a majority of schools of the need to address these issues.

3.3 Families and communities

3.3.1: Family engagement with educational establishments

Across Edinburgh there is evidence of schools working harder to engage the wider parent body in school life and in their child's learning. It is acknowledged that the range and diversity of parents involved needs further extension. A majority of schools identify parental engagement as a priority in their school improvement plans with some schools identifying a clear rationale and objectives, which include evaluating their current parental engagement strategy. Most primaries,

for example, have set parental engagement improvement targets. A growing number are providing PEF funded home link workers, family learning opportunities, teachers or pupil support assistants with a remit for parental engagement or partnerships with the third sector. In almost all secondary schools the level of parental involvement and engagement has increased though work still needs to be done to extend opportunities to involve those parents with poverty-related barriers to engagement. The majority of secondary schools have used PEF to appoint a dedicated parental engagement officer or family link worker. Examples of strategies to develop family engagement include: coffee mornings, cooking opportunities, newsletters, social media, transition, drop-in spaces and family and home learning opportunities.

3.3.2: Family learning

Recent Quality Improvement team reports highlight strengths developing across sectors in parental communication and home and family learning. There is evidence of most schools working in innovative ways to engage parents in their child's learning. However the social and economic impact of Covid-19 and the resulting school building closures have seen an increased number of families experiencing poverty-related barriers and a huge variance in the engagement of families and learners with the home learning model. Holy Rood High School, Castleview, Canal View, Forthview, Clovenstone, Craigentenny and Dalry Primary schools (see attached case study) all provide strong examples of family learning provided through SP/PEF funding. Almost all SP schools report measurable success in increasing parental engagement with their child's learning. A recent rapid outcome assessment on parental engagement highlighted schools achieving a more equitable parental role, with a much higher degree of focus on children's learning.

3.3.3: Other improvements in outcomes for families and communities

The authority currently gather evidence through a bi-annual parent survey and school plans and reports. A strategic board oversees the Edinburgh Parental Involvement and Engagement Framework and toolkit created to ensure the goals of the Scottish Government's Learning Together action plan are met. A parental engagement in learning framework is currently in production. More work is required to develop school decision making processes which meaningfully include parents. For example, only a minority of schools currently report consulting parents on PEF spend or on curriculum development and evaluation. It is not always clear from school plans that schools have engaged with the families of targeted pupils. Where pupils have been identified for a literacy intervention for example, it is not clear that parents are routinely informed and steps taken to ensure they understand the rationale and how they can support. The authority are investigating the development of a more coherent strategy for the training of staff with a remit for parental engagement. There is scope to build on models of good practice of parental engagement, for example at Dalry primary school (see case study 1), Forthview primary school and Holy Rood High School.

3.4 How we work as a system

3.4.1: Effective use of data for improvement

All schools are increasingly aware of the role of data in school improvement and specifically in identifying and monitoring their poverty-related attainment gaps. A growing number recognise the need for all staff to engage more widely with data to fully understand the school's context as well as that of individual pupils. The majority of schools have engaged with a new online tracking system which highlights poverty-related attainment gaps at class, year, CfE level, and school level. Schools are beginning to use this data to discuss performance of equity cohorts as part of termly progress and attainment meetings to inform actions. These regular discussions with class teachers, provide opportunities for poverty-related attainment gaps to be identified

and interventions/supports for learners agreed. An increasing number of schools demonstrate emerging use of data to set “STAN” (Specific, Timed, Aligned, Numeric) targets to narrow the poverty-related attainment gap. The majority of schools would improve the efficacy of their work by more rigorous gathering of baseline data. The Attainment Adviser (AA) has continued to strengthen contributions to professional learning for practitioners and senior leaders across the authority on the use of data to establish priorities, set targets and monitor, evaluate and measure impact. This has begun to build enhanced rigour in support for schools. Following workshops, almost all participants have reported more confidence in using data to identify their gap. The Quality Improvement Manager committed to repeating the workshops regularly to reinforce these messages.

3.4.2: Collaboration including partnership working

Maximise! is a Family Advice and Support Project delivered in partnership by CEC, *Children 1st* and *CHAI* (Community Help and Advice Initiative). *Maximise!* provides relational and intensive advice, employability and family support in 20 schools and 5 Early Years Centres. In one year the project impacted on families with a total of 991 dependants, with 569 appointments attended and £669, 975 overall financial gains made for families. “Maximise has been an invaluable support. Having this amazing resource to offer at Craigour Park Primary School has been hugely useful.” Quote from DHT. CEC aims to have a *Maximise!* base in every school as well as in some other settings such as surgeries, community centres, and health centres. Edinburgh continues to play a role in SEIC workstreams and networks and sharing of practice across authorities has become stronger and more diverse as a result. Two highly successful parental engagement for equity conferences were extremely well attended and received. This has increased the impetus for collaboration in improving parental engagement across the SEIC. Schools are working closely with Community Learning and Development (CLD) partners to engage families in and refer families to the *Discover!* programme of funded, planned activities and meals over holiday periods. All SP schools have extended the range of their partnerships with 3rd sector and other bodies enabling them to diversify the support for some of their most vulnerable children. For example, Castlebrae High School has achieved a Scottish Education Award for outstanding practice in partnership working.

Section 4

Improvement in outcomes for children and young people

4.1 Literacy & Numeracy

4.1.1: Literacy

Primary – literacy (P1, P4, P7 combined) (2018-19) data shows: children living in quintile 1 achieve below the national average by 1.3%. This, however, is an improving picture with the difference reducing over a three year period by 0.9%. The gap also reduced over three years by 0.75% to 5.7% above the national gap. In P1 the performance of pupils living in Quintile 1 is 3.4% below the national average and the gap is 7.8% above the national gap. In P4 the performance of pupils living in Quintile 1 improved over 3 years from 16/17 by 5.2% and is 0.7% below the national average. The P4 gap also reduced over three years by 4.4% to 4.1% above the national gap. In P7 the performance of pupils living in Quintile 1 improved over 3 years by 8.1% and is 0.2% above the national average. The P7 gap improved over one year by 5.6% and is 5.3% above the national gap. S3 3rd level data shows the performance of pupils living in Quintile 1 had risen over 3 years by 11.4% and was 6.9 % above the national average. The gap had reduced over 3 years by 6.5% and was 4.2% below the national gap. S3 4th level data showed the performance of pupils living in Quintile 1 had risen over 3 years by 11.4% and was 11.5% above the national average. The gap had reduced over one year by 2.9% and was 0.3% below the national gap. CfE data therefore demonstrates a contrast in the proportion of Quintile 1 pupils achieving expected levels and the extent of gap at primary compared to the secondary sector. This raises queries around the reasons for these variations. All four secondary schools in the SP have significantly increased the percentage of S3 achieving 3rd level in reading since 2015/16. These increases range between 14% and 44%. Over the same period almost all eight primaries in the SP have increased the percentage of P1, P4 and P7 achieving expected levels in reading between 11% and 34%. A minority of SP primary schools employ speech and language therapists in P1 and these schools have strong closing the vocabulary gap evidence.

4.1.2: Numeracy

Primary – numeracy (P1, P4, P7 combined) (2018-19) data shows the performance of pupils living in Quintile 1 had risen steadily over 3 years by 3.4% and in 18/19 was almost in line with the national average for that cohort. The overall gap had reduced over 3 years by 1.9% and was 3.7% above the national gap. P1 numeracy data shows the performance of pupils living in Quintile 1 rising steadily over 3 years by 2%, with performance remaining below the national average by 1.4%. The gap had reduced since 16/17 by 2% but had remained at approximately 4% above the national gap for two years. At P4, the performance of pupils living in Quintile 1 rose over 3 years by 2.6%, with performance remaining at 0.3% below the national average. The gap reduced by 1% since 16/17 and in 18/19 was 3.5% above the national gap. At P7 the performance of pupils living in Quintile 1 had steadily improved over 3 years since 16/17 by 6.8% and was 0.1% above the national average. The gap had also steadily reduced from 16/17 by 3.5% and was now 3.5% above the national gap. S3 3rd level data showed the performance of pupils living in Quintile 1 rising steadily over 3 years by 8.3% and was now 6.4 % above the national average. The gap also improved over the same period by 6.1% to 3.8% below the national gap. S3 4th level data showed attainment for pupils living in quintile 1 rising over 3 years by 9.8% and was now 4.3 % above the national average. The gap reduced over one year by 5.3% and was now 4.1 % above the national gap. All four secondary schools in the SP have significantly increased the percentage of S3 achieving 3rd level in numeracy with increases ranging between 20% and 30%. Almost all of the SP primaries, demonstrate increases in numeracy attainment ranging between 9% and 19%.

4.2 Senior Phase

Analysis of leaver attainment for 2018-19 showed an improving trend in literacy and numeracy at SCQF levels 4 and 5. Attainment was in line with the Virtual Comparator (previously attainment at level 5 had been significantly below the VC). Figures for the overall initial positive leaver destinations went from 92.5% in 2015-15 to 95.1% in 2018-19 (now just above national average). For leavers in quintile 1, the figure went from 88.6% to 92.5% over the same period – above both the national figure (92.4%) and the virtual comparator (92.3%). Improving attainment for all: the figures for the lowest-attaining 20% are consistently and significantly below the Virtual Comparator. They are also consistently below the national figures. Closing the gap: attainment versus deprivation; when comparing the attainment of leavers from the 20% most-deprived areas with those from the 20% least-deprived, in terms of those achieving one or more awards at SCQF levels 3 to 6, the following can be noted: Improvements - there is evidence of closing the gap at SCQF level 3 by this measure. The figure for the most deprived at level 6 reversed a decrease from the previous session. Areas for Improvement - the gap has increased at SCQF levels 4 and 5 by this measure. There is a two-year decreasing trend at level 5 by this measure.

Ensuring that the Youth Employment strategy milestones and Career Education Standards are achieved is a key focus of the Edinburgh Learns Pathways strategic board. Through clearer leadership of the DHT 16+ Network, the authority have improved consistency across schools and an improvement in employability skills and positive sustained destinations. This is demonstrated in the high completion rates across all three measures in the 16+ Data Hub – Edinburgh is above national and regional trends. Employer engagement with schools has improved with the development of DYW locality partnerships (schools, employers, DYW partners) so employability events in schools are now being more effectively supported by local industry. These include both engaging and influencing partnerships. Several young people engage with employer mentors through Career Ready and MCR Pathways. The JET programme for senior pupils and leavers provides work placements and SCQF 4 and 5 awards. The School College Partnership offer is a co-constructed programme for young people with pathways at a range of SCQF Levels. 468 senior phase pupils were studying vocational qualifications at Edinburgh college, representing an increase of 122% on the previous year. The 2019 Annual Participation Measure showed that of the 13,329 16-19 years old in Edinburgh City, 92.2% were in education, employment or training and personal development representing 0.1% increase from 2018. However Edinburgh's national ranking is 14th out of 32 and given that 7.8% of 16-19 year olds are either not participating, or have unconfirmed status, the impact and reach of the City Deal could be explored further.

4.3 Achievement

Almost all schools are using PEF to support the building of cultural, social and emotional capital for disadvantaged children and young people. The majority of primary schools are beginning to track and monitor wider achievement more effectively and strategically. This is something that remains a challenge in the secondary sector. Most schools have used a proportion of PEF to “poverty proof” school activities. This includes providing free access to residential experiences, school trips and extra-curricular clubs. Many schools are seeking innovative ways to engage with business and community partners to support access to wider achievement for disadvantaged children and young people. CEC provide free access to Active Schools extra-curricular activity programmes across Edinburgh and teachers refer pupils who are disengaged, inactive and from areas of deprivation who they think would benefit most from getting active.

4.4 Wellbeing

Edinburgh Learns Resilience, Health and Wellbeing framework (2018) is embedded across almost all schools and provides clear guidance and resources to support pupils. The authority educational psychology and additional support for learning services as well as the health and wellbeing team have developed training and support for schools to establish evidence based approaches to areas of emotional wellbeing including, nurture, building resilience, relationships, learning and behaviour, managing anxiety and stress and trauma. Evaluations evidence that participants have benefited from the training. A growing number of all schools are training staff and offering both universal and targeted approaches to Nurture. Almost all of the SP schools have increased nurture provision including all four secondary schools. Through increasing nurture provision, Wester Hailes Education Centre achieved their lowest exclusion figures in five years. St Francis primary school achieved a Nurture Network Quality Mark award for outstanding practice. Most schools make increasingly good use of the well-being indicators as a tool to reflect on progress and priorities of health and well-being at both individual and school level. The Health and Wellbeing Team, in partnership with Young Edinburgh Action, consulted 450 children and young people on what was happening in schools to support mental health and emotional wellbeing and what could be improved (see Supporting Children and Young People's Mental Health and Well-being in Schools, ECFC 21 May 2019). The feedback was turned into a *Top Tips for Schools* document along with complementary *Top Tips for Parents/Carers* and *Top Tips for Children and Young People*.

4.5 Attendance & inclusion

4.5.1: Attendance

Overall attendance levels in primary, secondary and special schools remain similar to national figures. Primary attendance figures for Quintile 1 have remained similar to national figures over a 3 year period with the 4% gap persisting and remaining similar to national figures. Secondary attendance figures for Quintile 1 have also remained similar over a 3 year period and compare favourably to national figures. The gap has remained the same at 6% and is 1% below the national gap. 41% of SP schools have improved their attendance figures over the 5 years of the SAC, 17% have remained the same and 41% have deteriorated. These figures have tended to fluctuate from year to year rather than demonstrating steady increases or decreases. All 12 SP schools have a significant focus on improving attendance. These include the successful use of family or homelink workers in almost all schools. Craigroyston HS has had significant success in its Attendance Champion initiative where individual pupils with attendance concerns are allocated an adult attendance mentor (see case study 3).

4.5.2: Inclusion

Both primary and secondary overall exclusion rates have reduced over a three year period and continue to be lower than the national figures. Whilst the rate of exclusion for quintile 1 pupils in primary has dropped over the same three year period from 23 per 1000 pupils to 19, this has not kept pace with improvements in national figures and the extent of the difference has grown. In contrast, in the secondary sector, the rate of exclusion for quintile 1 pupils has significantly dropped from 76 to 47 pupils per 1000 which continues to compare very favourably with national figures. The extent of the gap has also significantly reduced by 45% (from 67 pupils to 37 pupils) and is less than the national gap. These improvements can be attributed to Getting It Right for every Child (GIRFEC) and Team Around The Child approaches, and increased use of nurture and restorative practices. Over the course of the SAC an increasing number of schools (majority), identified during AA visits, a significant risk to progress arising from an increase in the number of pupils displaying high tariff behaviours and resulting inclusion challenges. Despite this, 41% (5) of the schools significantly reduced their exclusions, 33% (4) of schools'

exclusion figures remained similar, 8% (1) of schools' figures rose slightly and 8% (1) of schools' figures rose significantly. All SP schools used restorative practice and almost all used nurturing approaches to improve inclusion.

4.6 Children and young people's voice

The authority is committed to developing a more coherent and coordinated approach to engagement with children and young people. They intend to respond to the specific areas of concern raised by children and young people through various engagement activities by using these concerns to form the basis of a new Children's Services plan. The *Youth Talk* programme has been rolled out across various communities in Edinburgh and almost 3,000 young people have participated in the process so far. For example in Leith young people expressed concerns about the ease of access to alcohol and a desire for more knowledge about the harmful effects of drugs and alcohol. As a result the North East Action on Alcohol group was updated about needs identified through *Youth Talk* and will be supporting future action.

62% of Edinburgh schools have been accredited by the *Right Respecting Schools* award scheme, demonstrating that they have created an environment that is conducive to participation. This includes providing opportunities for all children to become involved in decision-making in different contexts, including in governing bodies, staff appointments, curriculum planning and evaluating teaching and learning.

4.7 Children and young people who have experienced care

Curriculum for Excellence (CfE) levels were available for 200 pupils classified as looked after and accommodated (LAC). For almost all measures the attainment of LAC pupils remains consistently lower than that of quintile 1 pupils with particularly wide gaps evident in P4 and P7. In the senior phase there was a slight increase in the percentage of LAC leavers who achieved one or more awards at level 3. However, the percentage of LAC leavers who achieved one or more awards at levels 4 and 5 decreased. Raising attainment for care-experienced learners remains a very high priority. Frameworks have been provided to ensure Head teachers have key strategic guidance, professional learning and resources to improve outcomes for the most vulnerable children and young people. As well as addressing issues of attainment, the authority supports schools to ensure that attendance is also addressed for this key group. Consistent and effective multi-agency approaches are highlighted as a means to securing improvements. This includes an emphasis on improving universal support, improving targeted support such as nurture and mentoring, and improving support for families with looked after children and young people. 37 care experienced families across the city engaged successfully with *Maximise!* Family Advice and Support Project. For example, one school referred a care experienced family of three children, two of whom were previously in kinship care. *Maximise!* supported the family to identify and work towards goals and build relationships. The team hope to recommend that the children are removed from the child protection register soon.

Section 5

Specific funding streams

5.1 Pupil Equity Funding

5.1.1: What worked well?

CEC has continued to make efforts to strengthen governance around PEF. Schools have been required to report on PEF in increasingly more detail in their standards and quality reports. The AA worked in partnership with the quality improvement team to carry out sampling visits to 10% of primary schools. Good practice in the use of PEF to improve outcomes was evident in the majority. The need to gather information more systematically to enable targeted support and challenge was highlighted. An audit of all closing the poverty-related attainment gap activities within school improvement plans (SIPs) was carried out by the AA working in partnership with the SEIC equity SDO. Most schools demonstrate an improved understanding of PEF rationale. A majority have embraced the cultural changes necessary to support closing the poverty-related attainment gap by carrying out 1 in 5 poverty training, taking a range of creative actions to reduce stigma and engaging in poverty proofing processes. SIPs demonstrate an increasing focus on targeted literacy and numeracy interventions, nurture provision and homelink and family learning. There is scope to build on identified good practice e.g. at Dalry Primary (see case study 1) and Tynecastle High School where PEF has been used to support ongoing poverty-proofing work and focus on equity. For example Tynecastle has established a Breakfast Club, tracking and monitoring uptake across SIMD deciles and targeting those who would benefit from attending. Brilliant Club, a STEM initiative to raise aspiration, and the appointment of a Development Officer of Outdoor Learning have continued to enrich the curriculum for identified learners.

5.1.2: Further developments

Approximately 10% of primary schools and 20% of secondary schools have experienced challenges in spending their PEF leading to significant financial carry forwards. Commonly indicated issues include human resources (HR), staffing and recruitment, and procurement procedures. The authority has addressed these issues by ensuring more effective support and challenge for schools. Steps need to be taken to address the huge variance in the engagement of families and learners with the home learning model which was evident throughout the recent school closures. The authority recently engaged in scrutiny of a sample of schools management of resources to support equity. In the light of these factors the authority has recognised the need to increase rigour in the management of resources to support equity to include best value principles, and to ensure that approaches and interventions impact positively upon the outcomes for children and young people. For these reasons, the CEC provided a PEF plan template to schools for 2020-21 for use as part of the Adaptation and Renewal planning process. All schools have completed this plan for the current session. This should enable more effective monitoring of the impact of the ASF initiatives at school and authority level and further improve strategic focus. The CEC has also requested additional support from Education Scotland to enhance progress in digital learning and teaching. It is clear from SIPs that most schools would benefit from more input on setting focussed, numeric targets with appropriate associated measures.

5.2 Care Experienced Fund for children and young people

5.2.1: What worked well?

A Quality Improvement Education Officer (QIEO) for care experienced children and young people has been appointed to provide intense support and challenge and improve inter-agency working. The creation of this role has already greatly improved sharing of knowledge and information across schools. It has enabled national networks to be established and awareness raised of good practice in other authorities. For example an S2 pupil has not attended school since September 2019, partly due to leaving the area; the QIEO has linked with Social Work (SW) and made an approach to a new, local catchment school, with an enrolment meeting planned for 3 February. The *Maximise!* initiative has proved very successful. See partnerships section for further details. In order to change culture the authority made a film showcasing the positive impact professionals can have on care experienced children. The film had wide exposure across different groups of education professionals. The reported impact included:

- Increased awareness and raised the profile of the needs of LAC children
- improved understanding of attachment and transactional analysis

Comments made by professionals included; “The film has reinforced the importance of our actions and behaviour when interacting with children.” Primary Forest Schools are established in each locality and have supported over 70 care experienced children. *MCR Pathways* mentoring scheme have 7 coordinators established in 9 schools including Craigroyston High School. Having *MCR Pathways* has given the school another avenue of support for young people who are care-experienced, vulnerable and impacted by the effects of poverty.

5.2.2: Further developments:

Working on the premise that “good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils,” (EEF Guide to the Pupil Premium), a significant proportion of the Care Experienced funding (256k) supported the development of a teaching and learning team with a universal as well as a targeted approach to improving learning and teaching. Schools which self-evaluated as satisfactory for raising attainment and achievement, and particularly for theme 4- Equity for all Learners (How Good is our School? 4), were given intensive support to improve. This was achieved through a mixture of core (courses available for teachers to book on) and bespoke (tailored for individual schools/clusters) professional learning. Although there is strong evidence to demonstrate that the teaching and learning team have had a range of very positive impacts on individual teachers’ practice and practice across schools involved, it has proved challenging to gather evidence to show direct positive impact of this initiative on care experienced children and young people either individually or as a group.

The care experienced film’s initial piloting in schools has identified the following actions:

- School/Cluster CPD planned, delivered and evaluated
- Section on LAC/CRs to be included in Standards and Quality Reports and SIPs

Other actions include: providing training on attachment and trauma, supporting robust self-evaluation and developing a “Promise” and corporate parenting plan.

5.3 National programmes

Over 90 schools have engaged in *1 in 5 : Raising Awareness of Child Poverty and Cost of the School Day* training. Of these schools a majority have embedded poverty proofing across the work of the school. (See section 19 for further information). The local authority has utilised

Scottish Government funding to recruit Closing the Gap teachers in both the Primary (initially 58) and Secondary (initially 23) sectors in every school cluster. Each secondary school has been allocated a teacher, and in the primary sector the Closing the Gap teachers are allocated proportionately across all clusters, ensuring that every school benefits from their support. This number is set to increase over the next 3 weeks due to further appointments made following interviews in October/November. In addition, a group of teachers have been appointed to the digital team to support the digital learning strategy in ensuring equitable access to learning via digital means. All Closing the Gap teachers receive training from the Edinburgh Learns Teaching and Learning Team covering the 4 core offers of differentiation, skills, leadership of learning, and assessment for learning before undertaking their roles at allocated schools. As this initiative is at a very early stage of implementation it is too soon to be able to gauge the impact.

Section 6

Lessons learned and future priorities

6.1 Lessons learned

6.1.1: Sustainability

CEC approach to School Renewal Planning for Equity and Inclusion aims to ensure that all schools are clear on their expectation that the highest priority should be given to maintaining the progress made in narrowing the poverty-related attainment gap. The rigour with which this strategy is implemented will be key in determining success in maintaining the progress that has been made towards narrowing the poverty related attainment gap. Schools will work with local authority officers to critically evaluate their planned use of PEF and ensure that it is used to support priorities for renewal. This includes how they will support equity cohorts through the delivery of targeted catch up provision. Within their plans for equity, schools refer to attainment, attendance, inclusion, participation and engagement) in order to ensure that improved outcomes and impact for those affected by poverty post-COVID-19 are targeted and measurable.

This strengthened focus on closing the gap is set within the overall context of a range of developing Edinburgh Learns strategies. These aim to ensure that all schools are clear about their role in the authority's drive towards improvement and consistency of practice in the overall journey towards excellence and equity. This in turn should help to ensure the pace and scope of improvement is sustained and improved.

Finally the Leadership for Equity professional learning suite and the high priority it has been given within the overall CEC Education Improvement Plan is aimed at providing a sustainable approach to ensuring that Edinburgh school leaders are equipped with the necessary knowledge, understanding, attitudes and skills which build on the lessons learned over the last five years and provide a robust response to the challenges of closing the poverty-related attainment gap.

6.1.2: Lessons learned

See comments in other sections regarding lessons learned and practice changing in relation to: increased understanding of the challenges faced by children and young people living in poverty; effective use of data for improvement and parental engagement including engagement with children's learning and improvements in outcomes for families and communities. There is evidence to suggest that a majority of Edinburgh schools have a growing awareness of and improving practice across all of these themes. However there is scope for further improvement in order to improve the pace and consistency of progress.

The authority and all schools have developed a much keener understanding of the need for more effective governance of finance. More effective professional learning and structures to provide support and challenge have been developed and this is already having a positive impact.

In order to support teachers to make valid and reliable assessments of progress through CfE levels, the authority has reviewed their strategy for moderation and assessment to ensure that all schools feel more confident in their ability to report on attainment in this area. The strategy will continue to be supported by appropriate professional learning opportunities, targeted both at school leaders and classroom practitioners. Alongside this the authority is continuing to focus

on ensuring effective arrangements are in place to track and monitor progress through the Broad General Education.

6.2 Future priorities

Information gathered from a recent Digital Devices, Connectivity and Remote Learning survey is being used to inform a fair and equitable distribution of devices and connectivity that the authority has access to. The QIEOs with responsibility for Equity and for Digital recently met with partners from other sectors to establish a coordinated and joint strategic approach and effective information sharing and communication with regard to support for those experiencing digital poverty. This included sharing information on what has been done so far and next steps. This has been organised through *People Know How*, the social innovation network that strives to bring together the academic, business, public and third sectors to drive social change. In addition a central digital closing the gap team of 8 members of staff has been formed to support schools particularly with their blended learning offer for disadvantaged learners.

CEC Education Improvement Plan 2020-23 has specific targets in place to support the closing of the poverty-related attainment gap and ensure those with protected characteristics do not face disadvantage, which include:

- implement revised Attendance procedures
- assertively track and monitor attendance, attainment and wider achievement of Care Experienced Learners and those in SIMD Quintile 1
- engage in Edinburgh Learning Schools: Leadership for Equity professional learning offer

This leadership for Equity professional learning offer will be fully developed for delivery in session 21/22. This will provide training modules for class teachers, leaders and PSAs to provide role specific knowledge and skills around the themes of Leadership, Learning and Teaching and Families and Communities .It will afford participants the opportunity to:

- enhance their vision and commitment by engaging with and reflecting on the underpinning social justice theories and values
- develop their expertise, practices and skills in leading improvements aimed at achieving equity
- apply new knowledge, understanding and skills to a school improvement project aimed at closing the poverty related attainment gap

Section 7

Case Study 1



SAC Impact Report
Case Study Craigoyst

Case Study 2



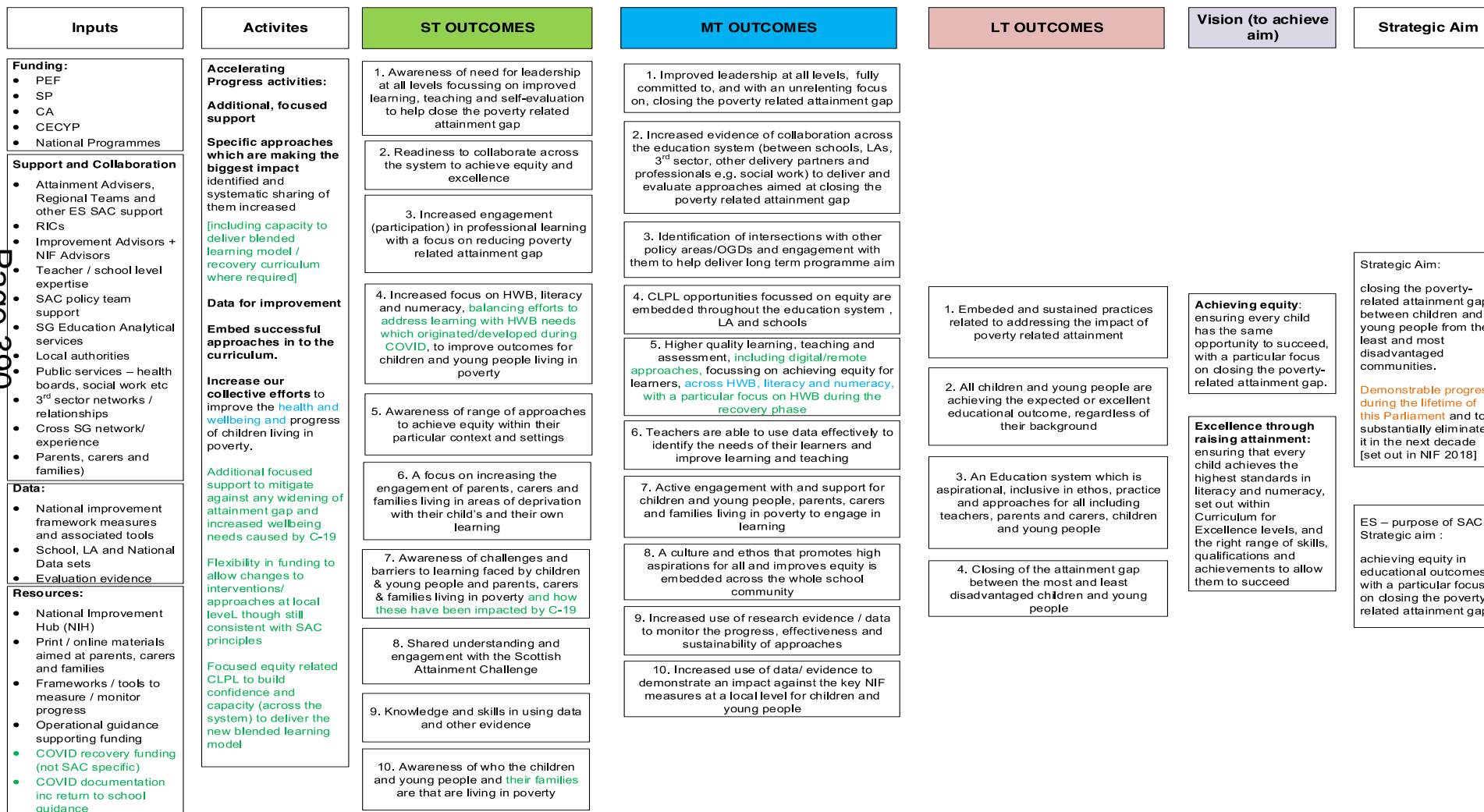
Edin SAC Impact
Report Case Study-Ca

Section 8

Glossary and Appendix

Term/ acronym	Meaning
AA	Attainment Advisor
ACEL	Achievement of a Curriculum for Excellence level
ASF	Attainment Scotland Fund
BGE	Broad General Education
CECYP	Care experienced children and young people
ES	Education Scotland
HWB	Health and wellbeing
Insight	Insight is a benchmarking tool designed to help bring about improvements for learners in the Senior Phase (S4-S6). The system is updated twice annually, around September for attainment results and February for school leavers data.
LA	Local authority
PEF	Pupil Equity Funding
NIF	National Improvement Framework
RIC	Regional Improvement Collaborative
SAC	Scottish Attainment Challenge
SEO	Senior Education Officer
SNSA	Scottish National Standardised Assessments

Scottish Attainment Challenge Logic Model



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Education, Children and Families Committee

10:00am, Tuesday 18 May 2021

Young Carer Services

Executive/routine
Wards
Council Commitments

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 Note progress with the implementation of additional support for Young Carers, as part of the Carers (Scotland) Act 2016.
 - 1.1.2 Note that an update report will be provided in October 2021.

Jackie Irvine

Head of Safer and Stronger Communities

Contact: Anna Gray, Quality Improvement Manager for Special Schools and ASLS

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Award of Contract for Young Carer Services

2. Executive Summary

- 2.1 The Carers (Scotland) Act 2016 placed new duties on Local Authorities (detailed in Section 3). Additional funding to address these duties was made available to local authorities.
- 2.2 Communities and Families and the Edinburgh Health and Social Care Partnership worked in partnership to commission and procure a range of Carer Support Services. Approval for the award of the Young Carer Support Service was sought separately to allow implementation of this important support from 1st October 2020.
- 2.3 The partners approved for this award were Broomhouse t/a SPACE (lead), Edinburgh Young Carers and Capital Carers. These partners have developed a range of approaches to develop further support for Young Carers across the four localities during the pandemic and will build on this as we emerge from lockdown.

3. Background

- 3.1 The Carers (Scotland) Act 2016 places a number of legal duties on local authorities and the NHS. Communities and Families along with The Edinburgh Health and Social Care Partnership has long recognised the value of Carers and the importance of the support required to ensure that Carers can continue their caring role, should they wish to do so. The Act incorporates the value of Carers into legislative duties.
- 3.2 Duties under the Act include:
 - 3.2.1 Widening of the definition of a Carer, to encompass a greater volume of Carers
 - 3.2.2 Preparation of Adult Carer Support Plans or Young Carer Statements for anyone identified as a Carer, or for any Carer who requests one
 - 3.2.3 Providing support to Carers that meet local eligibility criteria
 - 3.2.4 Involving Carers in Carer's Services
 - 3.2.5 Preparation of a Carers Strategy
 - 3.2.6 Establishing and maintaining information and advice services for Carers

- 3.7 The current landscape of support services to Carers in Edinburgh encompasses a mix of grants and statutory and commissioned services. In light of the increased funding from the Scottish Government, this mix of provision and funding was strategically reviewed by Edinburgh's Health and Social Care Partnership, to assess the impact that additional funding and legislative duties would have on commissioned and statutory services. It was perceived that new pathways and ways of working would be essential to ensure a joined-up approach that would improve the lives and outcomes for Carers and achieve the best value for those services.
- 3.8 Communities and Families and the Edinburgh Health and Social Care Partnership worked in partnership to commission and procure a range of Carer Support Services. The contract was divided into eight Lots according to the type of support, the Lot strategy being chosen to encourage smaller organisations to bid.
- 3.9 Support for Young Carers was Lot 7. This was awarded separately to the other Lots to ensure that these important supports could be put in place in a timely manner. Finance and Resources Committee granted approval for the contract to be awarded to Broomhouse t/a SPACE (lead), Edinburgh Young Carers and Capital Carers in September 2020, with a start date of 1st October 2020.
- 3.10 This contract is for a duration of 60 months, with the possible extension of a further 36 months.

4. Main report

- 4.1 Following the award of the contract in October 2020, the three partners awarded the contract undertook work to develop further supports for Young Carers across the four localities.
- 4.2 The partners have undertaken a significant amount of work to extend supports for Young Carers (Appendix One). This work has been evaluated and the Young Carers who have accessed support have commented on the positive impact of this service (Appendix Two).
- 4.3 Young Carer Statements, a requirement of the Carers (Scotland) Act 2016, were piloted between December 2019 and August 2020.
- 4.4 The number of Young Carer Statements produced during the pilot was smaller than anticipated due to the impact of Covid-19 and lockdown, with challenges resulting from the lack of face-to-face contact with Young Carers and partners. While online meetings were used where appropriate, many Young Carers, and particularly those in the younger age brackets, experience factors which make online engagement more challenging.
- 4.5 Feedback from the pilot indicated that improvements were required to ensure that the paperwork was child-friendly and conducive to supportive conversations.

Further work was also required to ensure that the Young Carers had sufficient information regarding how their information would be used and stored.

- 4.6 A Short-Life Working Group with representatives from the three partners was established to implement the changes to the paperwork, considering precursor information, professional guidance and tools for supporting conversations.
- 4.7 The Young Carers Statement template was developed using a strengths-based approach, underpinned by the Wellbeing Indicators and Outcomes. Two versions of the template have been created to meet the needs of the Young Carers, depending on their age and stage.
- 4.8 The revised documents and guidance will be taken to the Strategic Partnership Group meeting in June for approval.
- 4.9 Following this, work towards the delivery of Young Carers Statements will resume across all four localities.
- 4.10 This work will also involve a launch via school websites, stakeholder communication pathways and social media to encourage and support the identification and engagement of Young Carers. There is a Short-Life Working Group including representatives from the three partners developing these communications.

5. Next Steps

- 5.1 The two paperwork for the Young Carer Statements will be taken to the Strategic Partnership Group meeting in June for approval.
- 5.2 The work will be launched using the channels noted above, and the partners will work towards providing Young Carer Statements.

6. Financial impact

- 6.1 The potential total value of this award is £5,268,518 including the maximum period of extension. The variable annual value reflects the availability of Scottish Government funding which is confirmed for the initial period of contract.

2020-21	£535,648
2021-22	£650,255
2022-23	£670,233
2023-24	£680,578
2024-25	£680,242
2025-26	£680,304

2026-27	£680,432
2027-28	£690,824

- 6.2 The contract term of up to a possible eight years provides long-term financial security for the providers and ensures the sustainability of support services to Young Carers. The aim of the specification is for schools and other Communities and Families staff to work with providers, to ensure continuous improvement which needs to meet the increase in numbers and the requirements of Young Carers throughout the contract term.
- 6.3 The staffing costs associated with procuring this contract along with the other Lots as above are estimated to be between £20,001 and £35,000.

7. Stakeholder/Community Impact

- 7.1 A large-scale market shaping exercise was undertaken to ensure the new funding from the Scottish Government and the current funding would be used to efficiently reach the greatest volume of Carers. Consultation with Carers and partner organisations was undertaken through different mechanisms such as; focus groups, online surveys, paper surveys, follow up meetings with Carers.
- 7.2 No significant environmental impacts are expected to arise from this contract.
- 7.3 This success of these contracts will be measurable against Key Performance Indicators which are detailed within the specifications.
- 7.4 An Integrated Impact Assessment was completed, and all recommendations were addressed throughout the tendering process.
- 7.5 All providers have completed a COVID-19 business continuity plan, confirming how services will continue under new measures provided by the Scottish Government. These measures will continue to be monitored throughout the life time of the contracts, to ensure that Carer supports are continued in other agile formats, when required.

8. Background reading/external references

- 8.1 Edinburgh Joint Carers' Strategy 2019-2022 <https://www.edinburghhsc.scot/wp-content/uploads/2020/06/Edinburgh-Joint-Carers-Strategy-2019-2022-FINAL.pdf>.
- 8.2 IIA Carers Act 2018 <https://www.edinburghhsc.scot/wp-content/uploads/2019/12/IIA-Carers-Act-2018.pdf>
- 8.3 Carers Investment IIA July 2020 <https://www.edinburghhsc.scot/wp-content/uploads/2020/07/15.-Carers-Investment-IIA-Report-20-07-21.pdf>

- 8.4 [Award of Contracts for Edinburgh Carer Supports](#) Policy and Sustainability
Committee August 2020

9. Appendices

- 9.1 Appendix 1 Young Carers Tender Mid-Term Report 31st March 2021
9.2 Appendix 2 Young Carers Tender Mid-Term Report 31st March 2021 – Case
Studies, Young Carer Feedback and Resources



Young Carers tender mid term report 1st October 2020 – 31st March 2021

With the onset of Covid-19, Space and Broomhouse Hub, Edinburgh Young Carers and Capital Carers faced many challenges, but have stepped up to play a pivotal role for Young Carers in Edinburgh. This document summarises the activities and support provided across all three organisations since the new tender commenced on 1st October alongside the challenges of lockdown.

In the first 6 months of funding we have managed to provide the following for young carers across the city of Edinburgh:

- ✚ 411 Young Carers were supported
- ✚ 287 Respite groups were provided (face to face and digital)
- ✚ 282 Young Carers regularly attended our respite groups
- ✚ 495 One to One sessions delivered face to face
- ✚ 115 Young Carers accessed one to one support
- ✚ 167 one to one telephone or digital sessions were provided
- ✚ 83 Young Carers accessed one to one sessions via telephone or video call as part of their support
- ✚ 60 Family support sessions offered
- ✚ 49 Young Carers' benefitted from family support sessions
- ✚ 23 Transition out of caring plans completed for Young Carers'
- ✚ 18 planning sessions / groups / 1-1's delivered to help YC's transition into positive destinations
- ✚ 22 Young Carers' accessed these transition sessions / groups / One to one support

Recruitment and Inductions – Building and Training our Teams

Part of the focus for the service providers during the first few months of this contract period has been on recruitment, selection and induction of our staffing, to ensure we have been able to build a skills and resourceful team to deliver the contract requirements. All newly recruited staff have been supported through their service's individual induction programme, which includes meeting and shadowing colleagues, reading and familiarising with the organisation's policies and procedures, reading and familiarising with the contract and tender documents, and taking part in mandatory training sessions. Mandatory training courses have included young carer awareness, child protection, mental health first aid/awareness, ASSIST training, Trauma Informed Practice Level 1, GDPR, emergency first aid and diversity and equality training.

In addition to each service's individual induction, we hosted a cross-service induction day on Wednesday 10th March. This event was held over Zoom and was attended by all new and current staff members from each of the three service providers. This event was hugely



important in building on existing relationships and connections between the services, and developing new relationships including the new members of staff. During the day, we took part in introductions, icebreakers, sharing service information and history, focussed sub-groups and Young Carer Statement training.

All Development Workers across the services now meet in their sub-groups on a regular basis to share good practice and support each other's service delivery, as well as keeping activities and developments in line with contract specifications and outcomes.

Our collective response during the Coronavirus pandemic

The onset of lockdown meant we had to change the way we supported young carers and their families. All three organisations attended training on how best to incorporate new, safe ways to deliver digital youth work through Youthlink. We shared our learning and ideas to create a fair level of support for young carers across the city. All our young carers project and development workers divided up our weekly group participants and offered one to one telephone and video support on a weekly or fortnightly basis keeping consistency in their support and routine. We also offered group support through zoom across all our groups. The sessions were designed by our young carers and Development Workers to meet their needs and incorporated a range of fun, educational and issue-based sessions. Our sessions included healthy eating and cooking, sleep workshops, arts and crafts, online safety, games, virtual tours across different countries and many more.

We developed a new procedure and risk assessment to complement our existing social media policy outlining clear guidelines on how we use 'zoom' as a platform for groups. In order to give additional protection to our young people we developed a digital group agreement to reduce risks associated with groups online. We worked with activity providers and small businesses to offer interactive sessions such as dance and yoga.

All organisations, working in partnership, engaged effectively with young carers and their families through telephone calls, text messages, and other online methods as appropriate, as well as providing updates, information and signposting through our website and Facebook pages. Through the generosity of our funders, we were able to purchase mobile phones or tablets for young carers that did not have access to their own phone so that we could maintain contact and ensure they could engage with us and feel less isolated. This will now form part of our blended support as we move forward out of lockdown.

- We provided young carers with a total of **33** laptops, **30** I-pads and **76** tablets, as well as **30** mobile phone top-ups and **60** wifi boosters
- Funding was also secured for IT resources for staff to enable all workers to effectively work from home and continue to provide much-needed support to young carers, without any break during the lockdown restrictions
- We have been able to provide hand sanitiser and face coverings for our families, as well as provide cards to allow young cares to access supermarkets during lockdown restrictions
- We have provided a total of **185** families with food vouchers, during lockdown and over the Christmas period, as well as secure **45** clothing grants and **88** school uniforms for young carers



- We provided **45** STEM care packages to families to engage them in science learning and engagement during home learning
- In partnership with Vocal we were able to provide **32** Young Carers with Time to Live grants, which provided them with funding for up to £250 to access activities or items for respite.
- **327** craft and activity packs, self-care and wellbeing boxes were provided for Young Carers throughout lockdown to reduce isolation and ease anxieties
- We were able to secure books for **158** young carers as Christmas presents
- **125** new referrals processed and assessed for support
- **44** Young Carers' and their families received food parcels and hot meals
- **6** young carers were referred for fuel poverty support and received 3 payments each of £36 towards gas/electricity
- All young carers were offered group and/or one-to-one support online or through phone calls and text messages. Online groups have helped to maintain connections and respite for young carers in these challenging times and have included, amongst many others.

When restrictions have allowed, in accordance with the national Youth Work Guidance, we have resumed our face to face groups and one-to-one work, outdoors and indoors when permitted.

Young Carers Statements

Since 1st October 2020, we have been working together to implement the recommendations from the young carers statement pilot report that was produced in August 2020. This process has allowed us time to get the paperwork right, age and stage appropriate across the wide age range, 5-18years and the guidance notes in place for Young Carers in Edinburgh. In addition to the paperwork being designed and produced we were also met with considerable challenges in relation to the process of producing young carers statements face to face due to the current restrictions. It is best practice to produce a Young carers statement when face to face with a young carer in a safe, supportive environment. However, due to restrictions we were faced with many young carers not wanting to go ahead with the process via digital means. Therefore all organisations had to risk assess each young carer, their households and individual workers who were potentially meeting with them. The outcome of these risk assessments showed the risks were too high and as a consequence of this, we had to put a hold processing young carers statements until we were able to commence face to face work.

The paperwork including guidance notes are due to be signed off at the Carers joint strategic meeting in May. The latest government guidelines are now allowing our organisations to meet face to face with young carers in a safe, risk assessed environment. Therefore young carers statement work will commence in May 2021, and we will be looking forward to being able to communicate the amount of statements produced in our end of year report.

Young Carers Support

	5-9yrs	10-12yrs	13-15yrs	16-18yrs (still at school)	Total
No. Referrals received	41	46	37	11	135
No. YC's received support	89	147	126	49	411

Young carers were provided with support throughout lockdown and the phased return out of lockdown and each organisation adapted when able to do so safely. When the new contract commenced we were able to provide face to face group sessions within safe government guidelines which created short breaks away from the home environment that were safe and accessible. However, due to further restrictions that came in the new year we were faced with supporting all young carers during another lockdown and had to revert back to our previous learning and deliver digital, telephone and one to one 'walk and talk' sessions for those most in need. We provided additional support for families requiring access to digital devices in the home.

In a report by the Carers Trust (2020), 74% felt less connected to others than they did before the pandemic. By being able to safely resume face to face respite, this has meant that young carers have had a real break from caring, a chance to leave the home and reconnect with peers, whilst having fun

We have continued to provide groups, information and advice, counselling and 1:1 support. During the period 1st October – 31st March, we carried out holistic assessments for many of our young people and discovered that on average they provided between 18 – 39 hours of care per week despite having to juggle blended learning in full time education. 282 Young carers were supported in groups and 115 have accessed 1:1 support either by weekly telephone, digital one to ones or 'walk and talks'.

"I think it's a good chance for myself and I'm sure others to go out and do things that will take people out of their comfort zone. It's also a good opportunity to get out of the house, help relax, and improve mental health (which has helped me personally)".

All young carers who access our group support shape their support plans, their 1-1 sessions and the group respite programme, ensuring the support is young-person centred and relevant, and regularly reviewed.

Due to the youth work restrictions on day trips, expeditions and residential, access to short breaks for young carers has been focussed on supporting young carers and their families with additional funding for respite activities or resources.

Short Breaks	Number of Time to Live and "wee break" funds accessed for YC's	44
	Number of other additional funds accessed for YC's	216
	Total number of YC's who have benefitted from funds	138

As outlined above, this has included food vouchers, clothing grants and electronic devices, but also includes applications for **12** "wee break" funds and **32** 'Time to Live' grants. In total, these short break and additional funds, have been accessed by **138** young carers and their families. The type of respite and resources requested in the funds includes:

- Funds to redecorate bedroom and replace bedding
- Foraging experience
- Sports equipment and garden play equipment
- Self-care and pampering resources
- Arts and craft materials

What difference did our support make?

Young carers who are accessing support are working on the following wellbeing indicators in their action planning:

How many YC's are working on wellbeing indicators from their Footprints action plan:	No. YC's
Safe	108
Healthy	215
Active	149
Nurtured	194
Achieving	194
Respected	142
Responsible	115
Included	208

Young carers are actively involved in identifying their own personal outcomes and helping to build their support plans, which includes respite and other services, as well as onward referrals and information from other organisations across the city. Outcomes and support plans are created using our Initial assessment/Footprints personal development document, and (in non-lockdown times), are reviewed every six months to monitor and measure progress, review support and aid transitions. Examples of some identified personal outcomes that the YCs are working towards include:

- *Included:* Seeing friends and reducing isolation during the lockdown period – YC was supported by providing them with a digital device and delivering online respite groups to reduce feelings of isolation and maintain peer support
- *Active:* Spending more time outside having fun – YC didn't have many opportunities to get outside to play due to parental mobility issues, therefore he was supported to join in the Happy Heids emotional wellbeing group for weekly play opportunities and learning how to manage his build-up of energy. YC will also be supported to join football and boxing clubs when lockdown restrictions allow.
- *Achieving:* Able to attend independent school of choice in Edinburgh – YC hoped to attend an independent school but felt unsure of the application and fees involved so was supported through the application process with a letter of support and successfully accessed funding through a bursary

As well as linking young carers and their families with onward support and referrals, much of the support is provided through our own services, including counselling services. The nature and amount of support provided from October 2020 to March 2021 has been broken down into the table below and includes our specialist one-to-one and group work provision. Our support is young-person led and each young carer builds their own support plan with input from their Development Worker, and where appropriate, the family unit. Young carers shape the group respite programmes, and build relationships with their peers and their Development Workers during their time with the projects, which helps them, and the adults at home, to feel comfortable accessing and asking for further support if needed.

Our support has impacted on the YCs in the following ways:	% of YC noting increase (rating 4 on a scale of 0-4)
helped them feel more confident?	90%
helped them feel less alone?	76%
helped them make new friendships?	62%
helped them feel supported in their caring role?	55%
helped them to feel better about themselves?	90%
helped them cope better in life?	80%

During an evaluation session using SHANARRI indicators to help us evaluate the work we were doing:

80% of our young carers reported a vast improvement in their resilience

Young carers told us:

'I feel more able to face the things at home as I know I am not alone, others are going through the same as me'

'Coming to young carers makes me feel like I have friends I can talk to'

'I feel listened to by the staff and volunteers, I know I can talk in private here and no one judges me'

90% young carers experienced a vast improvement in their self-esteem

Young carers told us:

'Before coming to young carers I was shy, now I don't shut up! I love to be able to talk about things without feeling judged'

'I wasn't sure about coming to the group but I'm so glad I did, without this group this year I don't know what I would have done'

'I didn't tell anyone I was a young carer before, now I tell everyone! I am not scared to say who I am and why I can't do the same things as everyone else in my school, like go out every night'

76% of our young carers reported a vast improvement in a reduction in their feeling of isolation

Due to the coronavirus pandemic the feelings of isolation in our young carers grew significantly with the face to face contact being reduced and their access to short breaks physically away from the home environment. Young carers told us:

'Lockdown is the worst, our digital sessions are ok, it's nice to see everyone but I need to get away from my house'

'I needed my walks, it helped me clear my head and have someone to talk to'

'I was so worried about my mum catching the virus I felt guilty about going out away from her but she (worker) made me feel safe, we stayed 2m apart with masks on and it was amazing to talk to someone face to face away from my family'

'I felt so alone and scared, I was glad to have the zoom sessions to have a laugh and see everyone's face'

As part of the initial assessment process whilst building support plans with young carers, and at all points in their journey, young carers are connected to the following in order to build supports around the child/young person/family.

How many YC's are connected to further supports by onward referrals to:	No. YC's
Education support	56
Social Care	17
Health Services	17
Counselling, CAMHS or other emotional wellbeing support	31
Advocacy	23
Additional respite	15
Financial support	127
Universal youth work	9
Other	31

Education supports differ depending upon age and stage of the young carer, and during the past six months to a year, have included much additional support around home learning, access to hubs and exam/grade support. The majority of the referrals for mental health support are to our in-house counselling services, and many families have required additional financial support and referrals including food vouchers, foodbank referrals and other grants for living expenses. “Other” supports that have been accessed by young carers and their families include participation in social research projects to share their lived experiences, and access to parenting courses and support. Building relationships with the young carers and their families helps to ensure that we have a holistic picture of the young carer and their caring experience and impact, allowing these onward referrals and additional supports to be put in place at the earliest possible stage.

Young carers and their families have both formal and informal opportunities to feed into the specific support they receive, and the services as a whole which is provided by each organisation. Each young carer has an Initial assessment/ Footprints Development Plan, which includes their support plan and identified personal outcomes and is reviewed approximately every six months. At this stage, progress towards outcomes is discussed, measured and noted, and the difference that the support provision is making for the young carer is recorded. Due to the different nature of support over the COVID-19 pandemic and lockdown, the traditional review of Footprints has been assessed on a case by case basis for each child and young person. As a result, completing a formal review of outcomes has been postponed for some young carers until we can meet with them on a F2F basis again, due to the concerns and difficulties over engaging in these emotive and sensitive conversations where a private space or supportive environment cannot be guaranteed. In these cases, reviews have continued and feedback has been gained through ongoing support provision and communication rather than undertaking formal review processes.

Given the circumstances of the six-month reporting period, and the changes to service provision that has been discussed, there has likely been a smaller positive impact on the young carer than would normally be expected pre-pandemic and lockdown. Particular points to note include:

- Many young carers began caring for the first time during the pandemic, and many others had their caring role increase in duration and/or intensity for a significant period of time. Research from Carers Trust Scotland (2020) found that ‘59% of young carers now care for more hours per week than before lockdown and one quarter are caring for more people’. Therefore, with an increase in their caring roles and responsibilities, and a change in support to meet with lockdown restrictions, it is reasonable to expect a lower increase in positive impacts around coping with their caring role, than in non-COVID times.
- Similarly, ‘69% of young carers surveyed felt less able to maintain friendships and 74% felt less connected to others’, according to the research. In our reviews, 76% of young carers reported that their support had helped them to feel less alone and to make new friendships. By being able to continue to offer digital support, including groups and 1-1’s and provide resources to young carers during lockdown, we have tried to tackle the isolation felt by many young carers, and offer what respite is possible, without leaving their home.

There are many informal avenues of measuring impact and gathering feedback about the support provided, that both young carers and their families can communicate through, including:

- Optional surveys and questionnaires
- Group evaluations
- Text and phone calls
- Email feedback
- Case studies

Young Carer Grant Fund

In this reporting period, the service providers have been focussing on developing the paperwork and processes to administer the Young Carer Grant Fund, including the application form, eligibility criteria, grant panel, and the monitoring and reporting frameworks. The service providers have been involved in the Time to Live and Wee Breaks funding through VOCAL and will use these funds as a good practice model for the YC Grant Fund. We will, as required by this contract, provide an annual report highlighting the numbers of awards completed, any issues arising from running the grant fund and identifying any needs that could be met in other ways.

Schools Work

Within this reporting period, all three service providers have, where necessary, finalised their recruitment and induction processes to complete the Schools Team for the delivery of this part of the Lot 7 contract. In the initial months of the contract beginning, the schools team made it a priority to meet digitally to get to know each other, discuss the contract specifications moving forward, share resources and ideas, and set up communication strategies between each other and the schools and Young Carer Co-ordinators. The schools team continues to meet on a fortnightly basis and outside of these practice meetings, communicate regularly through Microsoft Teams.

Contact with Schools

During the reporting period, the three Schools Workers across the service providers have engaged with **95** schools across the four localities (including Primary, Secondary and Independent Schools). This has included online and telephone meetings, information provision, staff training, awareness-raising with the school community and consultations and support on school practice and policies around identifying and supporting young carers, as well as updating schools on the school support available through this contract. At this six month point in the first year of the contract, the service providers have contacted over **80%** of all schools in Edinburgh.

The nature and type of contact with schools across the City has included:

- Virtual Teams Assemblies: four schools have received awareness raising assemblies reaching **630** pupils
- Information and Resources
- Leaflets and Information Booklets sent out to all schools across Edinburgh, reaching at least **220** named contacts. This reporting period has seen the following resources sent out electronically: How to identify a young carer?; How to support young carers

- during lockdown (also sent to health and social care colleagues); How to support young carers in the classroom; Supporting young carers on the return to school
- A digital map for schools has been created and sent out across the City to support each school in the localities with finding the correct contacts for the service provider in their locality
 - Transition Support: Additional support, including 1-1, group-work, and information and advice to school staff, has begun to be offered to support young carers in P7 who will be making the transition to High School in the new term
 - Young Carer Co-ordinator Network and Newsletter: as discussed below, with input from all three service providers and reaching all schools across Edinburgh
 - Further Education and Higher Education Establishments: much work has taken place with HE and FE establishments across the City, which, although outside of the scope of this contract and will therefore be reported on under Lot 6 reporting schedules, has aided in the transition of YC and YAC onto these settings and ensured that support is in place and awareness-raising continues
 - We Care – Schools for Young Carers Award: although outside of the scope of this contract, **17** schools across the four localities have registered to take part in this award during this reporting period, and have access to the support and resources to assist them in achieving a We Care award

During the reporting period, the service providers have delivered two CPD training opportunities to education professionals across Edinburgh, which were attended by representatives from **37** schools. One of these training opportunities was offered as an introduction to identifying and supporting young carers and the second was offered as a training session on “How to Write a Young Carer Policy”. These CPD training opportunities have been promoted via social media, our own websites, Eventbrite booking pages and through emails and newsletters. In this reporting period, the Eventbrite booking page has received over **1100** views. Edinburgh Young Carers has also launched a new “training section” on our website to act as a central platform for advertising and promoting the CPD opportunities.

In addition to these larger City-wide events, schools across the City have also been offered, and received bespoke training events for their own settings in order to meet their specific needs and requests for support. Four schools across Edinburgh have received individual whole-school training delivered via four Microsoft Teams events, that have reached 108 school staff, including teaching, management and support staff.

In total, over **190 education staff** have accessed our training events in this reporting period.

Outside of the scope of this contract, training has also been provided to social work teams in Edinburgh, NHS Carer Champions (15 participants) and other third-sector organisations (12 organisations in total) to raise awareness of young carers and ensure appropriate support is in place within these setting, and increase confidence and skills in onward referrals to specialist support.

There are currently **115** Primary, Secondary, Independent and Special schools involved in the Young Carer Co-ordinator Network, with **220** named Co-ordinator contacts within the network.



One digital Young Carer Co-ordinator Network Meeting was hosted on Microsoft Teams during the reporting period (November 2020) and was attended by representatives from 11 schools across the City (and two HE/FE establishments). In place of a second digital meeting, a Young Carer Co-ordinator Newsletter was created and sent out to all schools in Edinburgh providing relevant updates. Within the newsletter was a page about the new school's work offer for all four localities, with information about the support provided to schools through this contract and the relevant contacts at each service provider.

All three providers and their Schools Workers have taken part in two meetings of this sub-group to move forward with the good practice guidelines during the lockdown period.

Impact of Schools Work

Through direct contact with school staff and pupils, the schools work delivered during this reporting period has helped to raise awareness of young carers, and in particular, the potential for increased or new caring roles that have developed during the pandemic. By being in young carer awareness-raising work with the service providers, young carers have been identified by school staff and have also felt more supported to self-identify as young carers. With an increased understanding of the issues experienced by young carers and their support needs, schools have been able to adapt and amend their own policies and practices to improve the experiences of young carers in their settings. School staff are also confident in requesting support and making onward referrals to the appropriate service provider.

Those school staff who have taken part in the four whole-school training events completed an evaluation form, with 100% of delegates telling us they would recommend this training to education colleagues. Of those school staff who took part in the Edinburgh-wide CPD events, the number of delegates who knew "a lot" about young carers increased from 20% before the training, to 100% after. Specific feedback can be found below:

"Eye opening! Prior to the course I did not know anything about the challenges young carers faced or how many pupils may be in a caring role. I now feel more able to support pupils and identify young carers so that they can access support for their learning."

Member of staff from James Gillespie's High School

Furthermore, by involving all school pupils in awareness-raising assemblies, the schools team has helped to support a whole-school understanding of the challenges young carers might face, allowing young carers to feel better supported by their peers and school staff:

"After the virtual assemblies our pupils were able to reflect on their own circumstances and from this we were able to make several referrals to Edinburgh Young Carers. Staff awareness was also raised and there has been much more dialogue between staff about supports and strategies we can offer to our children. Thank you, Edinburgh Young Carers."

Member of staff from Niddrie Mill Primary School

By continuing to engage with schools over this reporting period, and doing so on platforms that were relevant and useful to school staff, the school team has been able to ensure that young carers have remained on the radar of education professionals – even throughout lockdown and home learning. As a result, young carers have received continued support and contact from their teaching and support staff, and the three services have continued to receive new referrals when young carers have been identified through schools.

Next Steps

- Continue to identify and support Young Carers across Edinburgh
- Continue staff training throughout to keep up to date with any changes to government guidelines.
- Offer all Young Carers a Young Carers Statement - All staff have undergone training to complete the relevant paperwork with young carers. We are ready to commence in May 2021 as advised and agreed with the City of Edinburgh council, following paperwork sign off at the next Carers strategic meeting.
- All three partners will provide and release publicity materials to advertise the support available for Young carers in Edinburgh – leaflets, newsletters, infographics on social media platforms and websites.
- Continue to work together through subgroups, joint activities and training to make sure that each organisation is offering a robust programme of support.
- Continue to develop relationships with schools, further education establishments, statutory and third sector organisations in Edinburgh.
- Work on existing knowledge and learning to complete the application form and eligibility criteria for the Young Carers Grant Fund, and begin supporting young carers to access these funds

Conclusion

This report clearly reflects the successes and challenges within the first 6 months of the new young carers' contract. Working collaboratively with each other, we have made a great start to build and implement support for young carers across the city of Edinburgh. Through implementing the new contract, it has created opportunities for each organisation to increase capacity, meaning we can reach more young carers in need and will continue our work to identify and provide support to more in the coming year.

At this stage of contract we are proud to report on the areas we have put most of our energy into – responding to young carers in crisis during a global pandemic in a variety of ways. We have hope of a possible recovery, endeavour to raise more awareness around young carers and to provide a quality service to those that need us most.

Young Carers tender mid-term report 1st October 2020 – 31st March 2021

Appendix – Case Studies, YC Feedback and Resources

Case Studies and YC/Family Feedback and Voices

X was very isolated during the first lockdown. I met X for a F2F meeting before the 2nd lockdown struck. I was worried that this would push X into becoming more isolated and X would experience a drop in their mental health. To help isolated and less confident YCs access our online sessions, I made it clear that if a YC was new and/or nervous they would be able to keep their camera off for a few sessions. I also offered that they use the chat function to communicate if speaking was too nerve racking. X came along to all 7 of my online groups, started with both their camera and audio off progressing to participating (loudly) with a treasure hunting activity. The regular session worker noted, as part of our feedback on how sessions have been going: "I'm definitely noticing a boost in confidence in a few of the girls."

Young Carer (R) aged 11 started EYC just before lockdown. R has difficulties in managing her own behaviour and emotions and really struggled to make friendships and socialise with her peer group. R cares for her mum who has mental health difficulties and two young siblings.

From attending EYC respite groups and receiving support R has been able to feel more confident. Within this nurturing environment she feels safe and be able to receive respite support provision. She has managed to build on her own self-esteem and confidence, get a break, try new experiences, not worry about money and most importantly meet other young carers with similar experience. This has allowed her to make new friends and benefit from peer support and shared experiences.

During lockdown the family were really isolated and anxiety levels were heightened within the household. By providing regular weekly check-in's I was able to support the family and continue to build a strong trusting relationship. This helped the family feel less isolated and it helped with liaising with school and family when R had difficulties with her transition into high school, and coping with the changes at school, within peer groups and her behaviour in this environment. I was able to provide R with 1-1 support where we developed strategies for her self-care and emotional wellbeing. This has helped R and mum to feel that they can cope better.

With communication with myself, R, mum and school all working as one team to improve the situation for R and make sure she feels safe, nurtured, healthy, active, responsible and included, she is able to cope with her caring role and improve her confidence and wellbeing.

Following child protection concerns about a child (age 10) it was identified that she was experiencing emotional neglect at home. Her self-esteem was worryingly low and this was

having an impact on her mental health. The team around the child, myself, school and social work worked closely to address this. Referrals were made to services to support the mum in her parenting and with her mental health. School involved the child in the breakfast club and additional support. The child was supported to attend EYC groups to get a break from home and socialise and I met with them weekly for 1:1 sessions. In these 1:1 sessions the focus was on building self-esteem and confidence. We did this through playing to the young person's strengths, offering praise, encouragement and positive regard and role modelling good self-esteem. The young person has recently shared that they are transgender and this 1:1 space is where they can completely be themselves without any judgement or rejection.

"I feel much better now. I feel chilled. School is good and I have lots of friends now - it don't want it to be the holidays again I was just getting used to it! I love coming to young carers and find it fun. I know I can always speak to you or see Kirsty again if I need to. Maybe when I go to high school or something but for now I am ok." (Young Carer, Aged 9)

"And it's like only your own self to be responsible for [in groups] and you don't have to worry about anyone else and its really nice and I really enjoyed it...and that's the thing of having the memories" (Young Carer, Aged 11)

"Just want to say the biggest, hugest of thank yous to you and everyone that made yesterday possible and gave the kids such an amazing and special day out! Honestly, the smiles, the confidence, the experience- major positive effect on this little girl! So proud she managed a whole day too. Thank you for doing the zoom beforehand and for organising it and taking them. Young Carers is so awesome- from everyone doing the zoom sessions to the people that fill in funding forms... all of you are incredible heroes making a very important difference to kids' lives and futures. And I really appreciated that respite too. Thank you."
(Parent of Young Carer)

My confidence has improved even though it's been such a difficult time for me and my family. It's brilliant to know I had someone to turn to. If I ever need support or needed to talk to my support worker about anything I knew he would be there. I know for once I can actually say without being negative – I am proud of myself and what I have achieved in the last year especially. I have grown from a being a shy girl with negative vibes to a positive girl who can show my friends you can achieve your dreams and goals. I still care for Mum but I can be my own person as well. If it was not for Space for Young Carers and my support worker I would not have got this far." (Young Carer)

9 WAYS TO SUPPORT YOUNG CARERS IN CLASS

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Have you identified young carers within your class? But are you unsure about how to support them to access learning? Here are some top tips to make your classrooms 'carer friendly' spaces

1 FLEXIBILITY

Provide flexibility around deadlines and ensure deadlines are clearly communicated. Provide a decent time for children to explain if they cannot complete homework or need extra time/help



2 CATCH UP

Provide time for homework catch up classes but be mindful about timings. Some children may want to work during lunch others would prefer to socialise with peers



3 WHOLE CLASS APPROACHES

Talk about inspiring role models who live with a disability or mental health problem but are not defined by it. Talk about their individuality and achievements



4 CONFIDENTIALITY

Young carers often wish their caring responsibilities to remain private. Maintain confidentiality amongst other children but pass on information if you have a safeguarding concern or the child would benefit from others knowing. Ask their permission before doing so



5 SUPPORT

Create a group within the school that can socialise, share experiences or try new activities. Involve the children in creating the group and choosing activities which they are interested in

6 TRANSITION

Young carers will feel concerned about facing a transition and how the change will impact them. Include them in transition plans, talk to with any new adults and provide a safe space for the child to share their worries and concerns



7 YOUNG CARER FICTION

Contact Jenny at EHC for a list of books focused around caring, facts, fun experiments and resilience

8 NON-VERBAL CHECK-INS

Provide an opportunity for young carers to check in with a trusted adult at the beginning of each school day to express how they are feeling. They could write a message, use a colour or colour an image with words that expresses their mood

9 SHARE INFORMATION

Contact Jenny at EHC to discuss a Teams assembly where children can learn about caring, share witness that give children the words to discuss their caring role. Celebrate Young Carer Fiction Day on March 16th and display a poster from a young carer organisation





WHAT IS A YOUNG CARER?



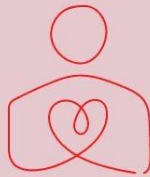
- **1 in 10 secondary school** children may be a young carer
- During the Coronavirus pandemic, **43%** of young carers are caring between **20-49 hours a week**, up to **7 hours a day**.

WHO IS A YOUNG CARER

- Young carers are a diverse group of all ages and backgrounds and live in all areas in Scotland, anyone can become a young carer.
- **40%** of young carers have **not** told their school they are a young carer.



WHAT IS A YOUNG CARER?



A young carer is someone under 18 who helps look after someone in their family, or a friend, who is ill, disabled, has a mental health condition or misuses drugs or alcohol.

WHAT WE OFFER YOUNG CARERS

- Weekly group meetings
- Individual support
- Day trips and residentials
- Advocacy support
- Schools awareness



OUR NEW SCHOOLS SERVICE OFFERS

- School support, information and advice
- Awareness raising sessions with staff
- Assemblies and awareness raising classes with pupils

contact - shona@nwcarers.org.uk

WHAT YOU CAN DO

If you think know someone who may be a young carer and needs support, you can make a referral to Capital Carers Young Carers Project, or if you want to ask any questions, just call or email us.



www.nwcarers.org.uk -
shona@nwcarers.org.uk - 07471 669 453

Edinburgh Young Carers: How to support young carers during lockdown

01

Ways to help on
down days

02

7 Ways to help
with caring

03

How to support
home learning

04

Mental Wellness
for young carers

05

Mental Health
resources

06

Mental Health
resources

07

APPS that make
a difference

08

Contact List



WHAT IS A YOUNG CARER STATEMENT?



IT IS CREATED WITH YOU AND FOR YOU!

A Young Carer statement is a plan available to all young carers under 18 years of age, and 18 years if still at school. It is created through conversations with the young carer and will give you time and space to think about how caring affects your life, and whether there are any supports that might help make things easier for you.

WHAT WILL BE IN MY STATEMENT?

Your Young Carer Statement will include information you want to tell us about your caring role, how you feel about being a young carer, the things you enjoy about caring and the things you find difficult. Importantly, it will record the things you want to improve or work on (your outcomes), and the statement will include a plan of support to make this happen.



HOW TO GET A YOUNG CARER STATEMENT

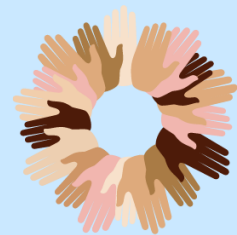


Your support worker will be in touch with you or your family to offer you a statement and plan a time for this to happen. If you are under 12 years old, we'll need to ask an adult at home if this is ok. Your worker might help you complete a statement over the phone, over video call or in person. It's not an interview so there will be activities and fun - just like a normal 1-1 session!

MY RIGHTS!

You have a right to a Young Carer Statement, but it's your choice and you don't have to have one. If you do have one, you should make sure you understand the information it includes.

We will ask your permission to share your statement with other people who may be able to help you - you can say no if you don't want it shared.



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To find out more please contact your
Development Worker or call 0131 475 2322
or email info@youngcarers.org.uk

Issue
14
Nov
2020

EDINBURGH YOUNG CARERS

YOUNG CARER COORDINATOR
E-NEWSLETTER

WHAT'S INSIDE

- A return to youth work!
- We Care Award Congratulations
- Focus on: Blended Learning
- Update on: Siblings Research Project
- Update: Awareness raising
- Widening Participation from the University of Edinburgh
- Update on: Edinburgh Napier University
- Have you received?
- Introduction to Happy Heids
- What does a Young Carer Coordinator Do?



A RETURN TO YOUTH WORK!

BY MEL AITKEN, UNDER 12 DEVELOPMENT WORKER EYC

The Under 12s had an absolute ball on our October holiday outings to the Meadows play park and Saughton playpark! Our young carers enjoyed climbing, sliding, spinning, swinging and playing together again after such a long time apart! New friends were made and yummy hot chocolates consumed! A big thank you to all who took part - we are so happy to be back and can't wait to see everyone at our fortnightly groups!

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0131 475 2322; Jennifer.lewis@youngcarers.org.uk

Find us on:



YOUNG CARERS SERVICES IN EDINBURGH

There are three young carer services in Edinburgh. We work together across the whole of Edinburgh and each service covers a different geographic area.

SPACE is responsible for South West Edinburgh including Pentlands and South West.

Capital Carers is responsible for North West Edinburgh including Almond, Forth, Inverleith and Western.

Edinburgh Young Carers is responsible for North East and South East Edinburgh Localities including Leith, City Centre, Craigmillar, Duddingston, Portobello, Craigmillar, South Central, Liberton and Gilmerton.





Capital Carers Young Carers Project

WELCOME to CCYCP!

We are really looking forward to getting to know you.



Getting to know you

We will host small zoom groups for all our new young carers, before moving you on to our larger established groups. You can ask us questions, chat to other young carers and get to know about us too!



Groups

In our groups, we focus on fun. We will send you arts and crafts activities and material so you can join in the fun and make things with us. Everyone gets everything you would need, so you are always able to join in. Sometimes we play games, and we will send you what you might need for those too.



Other things we do

We are running school work groups while you are doing distance/blended learning. We will spend some time with you to help you understand your school work if you would like some extra support.

You will be offered some one to one chats with a member of staff, it is up to you if you want to do this or not. This is a space for you to talk about things you wouldn't want to share in a larger group.



Bigger groups

After a few weeks, when you join the bigger groups, you will receive any arts, crafts, and games material you may need to join in. The groups are limited in size, it is not the same as being in a big group at school. If you can't make the group, don't worry, we will hopefully see you the following week. These groups are a safe space for some fun and games!



How to contact us

Schools -
shona@nwcarrers.org.uk
Young Carer Groups and Statements -
kirsty@nwcarrers.org.uk
or ruth@nwcarrers.org.uk

Some young carers say that their caring role means they feel:

- Tired
- Worried
- No-one understands their situation
- Alone
- They don't get enough time with friends
- They have no time to relax
- Bullied
- There is not enough time for homework
- Frustrated
- They are not sure who to trust
- It is difficult to get to school on time
- It is hard to concentrate at school
- Stressed



Find out more about young carers

If you think you may be a young carer or you know someone who might be and would like more information then please contact us:

yoinfo@nwoarers.org.uk

Young Carer Support Workers:
Kirsty 07766131736
Ruth 07760567741

Schools Project Worker:
Shona 07471669453

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1 Granton Mains Avenue
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YOUNG CARERS PROJECT



Are you a young carer or do you know someone who is?



What is a young carer?

A young carer is anyone aged 5-18 years, who has practical and emotional caring responsibilities because someone in their family is disabled, elderly, has a long term illness, a mental health condition, developmental disorder or issues with substance misuse.

What are some of the things a young carer might do?

Cleaning and laundry	Keeping someone company listening to worries	Looking after siblings	Helping with bills, interpreting, signing
Shopping	Supporting to wash, toilet, dress	Collecting prescriptions and giving medication	Cooking

How we support young carers:

- Weekly groups** - an opportunity to meet other young carers and take part in activities together
- Individual support** - someone to talk to who will listen and provide support
- Day trips and residentials** - a chance to have a break from caring, visit new places and enjoy time with other young carers
- Young Carer Statements** - to help others understand the caring role and to create a plan of support
- Schools work** - raising awareness in schools to help identify and support young carers with their education and transitions to new schools
- Life skills** - an opportunity to learn skills to help with caring roles like first aid, healthy eating and fire safety
- Information and advice** - for families to get support from local agencies
- Advocacy support** - to help young carers have their say in decisions that affect them and their families

We know that young carers do not always think of themselves as carers but it is important that they are recognised and have access to the support they need. It is estimated that there are about 5,000 young carers in Edinburgh. Most of them are not recognised as carers and remain hidden. We would like to see them getting the support they need.

We are a voluntary service supporting young carer families.
Find referral forms on our website:
www.capitalcarers.org.uk

Education, Children and Families Committee

10am, Tuesday, 18 May 2021

Early Years Expansion to 1140 funded hours – Progress and Risk update

Executive/routine
Wards
Council Commitments

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
- 1.1.1 Note the progress update on the Early Years 1140 Expansion in Edinburgh.
 - 1.1.2 Note the impact of COVID 19 on the capital programme and delivery models available to parents accessing 1,140 hours.
 - 1.1.3 Note the review of the hourly rate paid to partners to delivery funded early learning and childcare and agree to increase the rate from £5.31 to £5.42 from 18 August 2021 to reflect the findings of the review.
 - 1.1.4 Agree to a review of the hourly rate for funded providers in no more than three years from the date of this report.

Lorna French

Acting Head of Schools and Lifelong Learning

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Early Years Expansion to 1140 funded hours – Progress update

2. Executive Summary

- 2.1 Edinburgh had been responding well to the challenge of expanding Early Years provision by 2020 and has been phasing in the increased funded hours since August 2017.
- 2.2 The Scottish Government has now confirmed the revised date for 1,140 hours of early learning and childcare to be a statutory entitlement for all eligible two year olds and three and four year olds from August 2021.
- 2.3 Due to infection control requirements which are necessary to reduce the transmission of the COVID 19 virus, the delivery model for 1,140 hours will not include the option of morning or afternoon sessions.
- 2.4 COVID 19 has had a significant impact on our capital programme with delays to our refurbishments and new build nurseries and increased costs. This has meant the level of flexibility and choice available to parents will be reduced to ensure all eligible children are able to access their funded entitlement during session 2021 – 2022.

3. Background

- 3.1 'A Blueprint for 2020: The Expansion of Early learning and childcare in Scotland – Early Learning and Childcare Expansion Planning Guidance for Local Authorities' issued in March 2017 by the Scottish Government set out local authorities' responsibility for the implementation and delivery of an expanded entitlement of 1140 hours of free Early Learning and Childcare in their area. The vision for expansion is underpinned by the principles of Quality, Flexibility, Accessibility and Affordability.
- 3.2 The City of Edinburgh Council's Commitments 32 and 33 for this administration reflect the vision in the Blueprint:

32. Double free early learning and childcare provision, providing 1140 hours a year for all 3- and 4-year olds and vulnerable 2-year olds by 2020

33. Make early years' provision more flexible to fit families' needs and provide additional resources to families in difficulty so that no children are educationally disadvantaged when they start formal schooling

- 3.3 The Children and Young People (Scotland) Act 2014 (Modification) (No. 1) Order 2019 and the Children and Young People (Scotland) Act 2014 (Modification) (No. 2) Order 2019 increases the responsibility of the Local Authority to provide 1,140 hours of Early learning and childcare for all four year olds, three year olds in the term following their third birthday and two year olds who meet particular criteria.

4. Main report

Progress to May 2021

- 4.1 Edinburgh had been responding well to the challenge of expanding Early Years' provision by 2020 and has been phasing in the increased funded hours since August 2017.
- 75% of eligible children are currently accessing 1,140 hour placements.
 - 7 Forest Kindergarten sites are now registered with the Care Inspectorate.
 - A new early learning and childcare setting with 40 registered places has opened at St Cuthbert's Primary School.
 - A modular unit has been added to the provision at Sighthill Primary school, creating an additional 40 registered places.
 - 24 local authority settings are now open all year round with 21 providing a service for parents between 8am and 6pm.
 - An additional 632 staff have joined the early years workforce.
 - 39 Childminders are now in partnership with the local authority to delivery 1,140 hours.

Impact of COVID 19 on the delivery of 1,140 hours from August 2021.

- 4.2 The Scottish Government published guidance on 5 March 2021 to support early years settings. This guidance sets out the requirements necessary to limit the transmission of COVID 19. Settings will not be able to return to "normal" as it will still be important to limit contacts for children and adults.
- 4.3 The Scottish Government guidance states that for this to be managed, children should be in groups up to the size encountered in primary school, i.e. 25 to 33 children with more than one group able to attend nursery at any one time. However, the groups will need to be kept apart at all times both indoors and outdoors. This requirement means the occupancy level of some of our early years' settings may be reduced and we will no longer be able to provide the option of morning or afternoon only sessions for parents.
- 4.4 The impact COVID 19 has had on our capital programme has meant we have had to reduce the number of term time places available in local authority settings that

are open full year and increase the number of full year places provided. Overall our local authority provision of places will be;

- 4067 places term time
- 2184 places full year

Our partner provider provision will enable parents to access more flexibility and choice as parents are able to purchase additional hours.

- 4.5 Offer letters for the August 2021 places went out to parents during week beginning 19 April. In local authority settings, term time options will be delivered as 30 hours across five days per week, and full year options will be delivered as two 10 hour days per week plus additional Friday sessions. Appendix 1 is a copy of the template letter and it includes a note for parents to highlight that the offer may need to change due to COVID 19 guidance from the Scottish Government.
- 4.6 The impact of Covid 19 on the delivery of the infrastructure required to support the expansion of Early Years is considered in section 4.19.

National Standard

- 4.7 The Scottish Government published the Funding Follows the Child - National Standard in December 2018. This outlines ten criteria that all providers of funded ELC must meet (appendix 2).
- 4.8 The Early Years Quality Improvement team have established action plans to support all settings to meet the quality requirements of the National Standard. The remaining criteria of the National Standard include payment processes, fair work practices and the delivery of food.

Childminders and Partners from the Private, Voluntary and Independent Sector

- 4.9 We have committed to phasing-in the 1140 hours with LA and Partner settings since the beginning of our expansion programme. Our partners have built their business model around our phasing-in approach and commitment to pay them the £5.31 hourly rate from August 2020 as agreed by the Education, Children and Families Committee.
- 4.10 A review of the hourly rate was undertaken during session 2020-21 using the Scottish Government Guidance published in April 2019, Funding follows the child and the national standard for early learning and childcare providers: *guidance for setting sustainable rates from August 2020. This guidance outlines the different options local authorities can use to determine a sustainable rate for partners.* These are as follows

- 1) **Survey of Costs** – Review detailed cost information provided by private and third sector providers;
- 2) **Survey of Prices** - Review current rates charged by private and third sector providers in the local area; and,
- 3) **Cost Modelling** – Develop costs based on modelling of an 'average' local ELC setting

4) Working Group - Agree, for each cost, a percentage (%) figure and indicative cost through a working group;

- 4.11 As Edinburgh is in partnership with 39 childminders and 114 providers from the private, voluntary and independent sector, it was felt that the Working Group option would not reflect the diversity of provision in our city or provide an opportunity for all our partners to contribute to the review of the hourly rate. We therefore undertook the Survey of Prices, Cost Modelling and Survey of Costs options.
- 4.12 In January 2021 we carried out a survey of the prices charged by providers using the information available to the public from partner websites and the Edinburgh & Lothians Nursery Guide website. We were able to access information on parent charges for 77 partner settings. Link to findings [here](#)
- 4.13 We also commissioned Scotland Excel to carry out a Survey of Costs with our partners. 33 providers responded to the Scotland Excel survey and the full report is available [here](#).
- 4.14 A cost analysis was completed to ascertain the 'average' cost for a local authority establishment to deliver funded ELC. To be comparable with the majority of partner settings open all year round, the average cost is based on 63 local authority settings registered for forty or more children also providing funded hour placements to 3 and four year olds on a year round basis. Link to findings [here](#)
- 4.15 As well as using the options outlined in the Scottish Government Guidance published in April 2019, *Funding follows the child and the national standard for early learning and childcare providers: guidance for setting sustainable rates from August 2020*, we surveyed the hourly rate paid to partner providers in other local authorities across Scotland. 24 local authorities responded to our request for information. Link to findings [here](#)
- 4.16 Findings from the above were as follows

	Number of providers/settings	Average rate
Partner Provider Survey of Prices	77	£5.42
Partner Provider Survey of Costs	33	£5.42
Local Authority Cost Modelling	63	£5.10
Survey of Scottish Local Authorities	24	£5.36

Contract with Partner Providers

- 4.17 The Early Learning and Childcare Partnership Agreement between the City of Edinburgh Council and providers in the Private, Voluntary and Independent sectors

has now been reviewed and updated to reflect the requirements of the National Standard for Funded Providers.

- 4.18 Historically contracts have been issued on an annual basis. The CEC Procurement service have advised issuing longer contracts with partners would be good practice to support their business sustainability. Following consultation with the Partners Monitoring Group it has been agreed that the new partnership agreements will be issued for a duration of three years from 18 August 2021.

Infrastructure

Infrastructure Update Summary

- 4.19 The Early Years 1140 Infrastructure delivery programme contains a number of projects at different stages in their development. These projects range from small refurbishment works to entirely new learning and teaching establishments. The table in Appendix 2 provides an update on the status of each of the projects being delivered as part of the EY1140 expansion programme.
- 4.20 Unlike other capital projects within the Council, the delivery of these projects is driven by a need to meet key points during the year to ensure that nurseries have the accommodation they require to meet demand at one of three intake points. Failure to meet these dates may result either in a delay in offering places or a new building remaining unused for several months.
- 4.21 The late delivery of new infrastructure will not prevent the Council meeting its statutory obligations to deliver 1140 hours of nursery provision. However, it would restrict parental choice and the flexibility of the offering and therefore be contrary to the Council's Commitment 33 which is to "Make early years' provision more flexible to fit families' needs..."
- 4.22 This year there are a number of projects that, due to their value, will require approval from Finance and Resource Committee before a contract can be entered into with a successful tenderer. The internal reporting timescales and the scheduling of the Finance and Resources Committee during the summer period means that it may not be possible to progress some these projects without incurring programme delays. Many of these projects have already been subject to significant delays due to the Covid pandemic which means accelerating their programme by limiting any unnecessary delays is desirable.
- 4.23 Accordingly, to mitigate the risk of further delay and allow projects to proceed swiftly on conclusion of tender processes a separate report to Finance and Resources Committee on Thursday 20 May 2021 proposes that delegated authority be given to the Chief Executive, in consultation with the Convenor and Vice-Convenor of the Finance and Resources Committee, to award contracts for these particular projects at the appropriate time. The most significant of these projects is the delivery of the five nurseries affected by the collapse of the appointed contractor due to the Covid pandemic.

Five New Nurseries Project

- 4.24 In April 2020, during the first Covid lockdown, Central Building Contractors (CBC) who had been appointed by the Council to construct new nursery buildings at Craigentenny, Granton, Nether Currie, St Mark's RC and St John Vianney RC Primary Schools went into receivership and ceased trading. The Council's Facilities Management Services secured the five sites but, due to the construction lockdown the Council was not able to appoint a contractor to make the incomplete buildings wind and watertight. Robertson Construction Group Limited were appointed under delegated authority via the Scape Framework in October 2020 to undertake a first phase of works:
- repair any damage caused to the building since the original contractor left the site;
 - repair any of the outstanding defects that the original contractor had not addressed prior to leaving the site;
 - make the buildings wind and watertight; and
 - prepare a scope for a second phase of works to bring the buildings to completion.
- 4.25 This first phase of work was completed in February 2021. Since their initial appointment negotiations with Robertson Construction Group Limited had been ongoing to reach a position whereby they could remain onsite and begin the second phase of the works which would see the buildings completed. However, the costs for phase two works provided by Robertson Construction Group Limited in February 2021 were considerably greater than budgeted within the Early Years Programme. Accordingly, it was decided that further work was required by the Council's appointed cost consultants, Currie & Brown, and Robertson Construction Group Limited to demonstrate that the costs provided represented best value for the Council.
- 4.26 The original contract with CBC to complete the five nurseries was for £9.16m. Prior to their collapse £4.66m was paid to CBC for the work completed. The Council entered into a contract with Robertson Construction Group Limited valued at £1.13m to complete Phase 1 works. Additional works required have increased the Phase 1 works package value to £2.2m. Robertson Construction Group Limited have provisionally costed the Phase 2 works at £11.47m resulting in a gap of approximately £8m between the funding budgeted within the Early Years 1140 programme and the cost of completing these buildings. However, this capital shortfall can be met through the revenue funding provided as part of the Scottish Government's Grant funding for Early Years expansion.
- 4.27 The advice provided by the Council's cost consultants indicates that, while the costs may be considerably higher than the original contract, they are representative of

market conditions and taking alternative procurement routes may not provide any significant degree of cost saving.

4.28 There are a number of factors that have influenced these conclusions:

- The works are unattractive to the market due to them being partially complete projects with greater risk inheriting a previous contractor's work;
- The market is particularly buoyant at the moment where sub-contractors can pick and choose what works they tender for;
- Volatility, including loss of companies to insolvency in key supply chain markets, particularly Mechanical and Electrical, make obtaining prices more challenging; and
- Key materials appear to be above anticipated inflation levels e.g. steel.

4.29 It should be noted that an alternative procurement route would also delay the project well beyond January 2022 when the new nursery capacity is required.

4.30 At the time of this report being finalised, work to challenge and refine the costs provide by Robertson Construction Group Limited was ongoing. However, in order to deliver these new nurseries by Christmas 2021, a contract with Robertson Construction Group Limited must be entered into before the end of May 2021. For this reason and following confirmation from our cost advisors that the costs provided by Robertson Construction Group Limited offer best value given the factors outlined above, the Finance and Resources Committee will be asked to approve that delegated authority be given to the Chief Executive, in consultation with the Convenor and Vice-Convenor of the Committee, to award a contract with Robertson Construction Group Limited at a value of no more than £13.5m. This cost is for both the additional Phase 1 works and the Phase 2 works, which would see the five nurseries to completion.

4.31 Should the Finance and Resources Committee approve this recommendation, a contract to allow the completion of the five nurseries would be entered into within a week. This would allow the contractor to begin on site in June 2021 with a programme showing completion of all five buildings by Christmas 2021.

5. Next Steps

5.1 Survey parents in Autumn 2021 to gather views on the implementation of 1,140 hours.

5.2 The new SEEMIS Early Years System will be available at the end of June 2021 and a training schedule will be planned and delivered to all local authority and partner settings.

5.3 Seek approval from Finance and Resources Committee to delegate authority to the Chief Executive, in consultation with the Convenor and Vice-Convenor of the Committee, to award a contract with Robertson Construction Group Limited at a value of no more than £13.5m.

6. Financial impact

Revenue

- 6.1 The revenue funding allocation for 2021/22 is anticipated to be £48.025m
- 6.2 The estimated annual cost of increasing the rate from £5.31 per hour is as follows:

Hourly Rate	Annual Cost	Additional Annual Cost
£5.31	£21.18m	-
£5.36	£21.38m	£0.20m
£5.42	£21.61m	£0.43m

- 6.3 The additional Early Years revenue costs arising from new and expanded infrastructure will be funded through the 1140 hours expansion funding provided by the Scottish Government.

Capital

- 6.4 All of the EY1140 expansion infrastructure projects are funded from the Scottish Government Early Years 1140 Grant. As the expansion has been delayed due to the Covid pandemic, there is surplus revenue funding which, under the terms of the grant, may be transferred to capital. Accordingly, none of these projects have an impact on the Council's Capital budgets.
- 6.5 The original capital funding from the Scottish Government was £39.480m and this has subsequently been supplemented by revenue funding of £16.245m bringing the total capital funding available for EY1140 up to £55.725m. The latest projection for priority programmes is aligned to this total.

7. Stakeholder/Community Impact

- 7.1 The following sets out the risks associated with the delivery of Edinburgh's Early Years 1140 expansion plan. Principally these risks relate to the commitments made by the Council and the Scottish Government to deliver 1140 hours of funded ELC and to ensure that the new provision made is accessible and flexible to meet the needs of Edinburgh's families.

Delivery

- 7.2 Delivery models – Whilst all children will receive their funded hours, parents may not be able to access their preferred model of delivery in their preferred choice of setting. COVID 19 restrictions and the changes to the capital build programme as outlined in this report will increase the number of local authority settings delivering 1140 hours over a full year and reduce the availability of term time only options.

National Standard

- 7.3 Funded providers must meet all criteria within the National Standard. Should the number of providers unable to meet all criteria rise significantly above the current estimates, there is a risk that the supply of funded places may be reduced.
- 7.4 Eight of our current partner providers are from the Independent sector. Since publication of the National Standard in December 2019, some independent sector providers formally notified the early years' service of their intention to no longer provide funded ELC when their contract ended in June 2020. Due to the delay in the implementation of the expansion, Independent providers chose to remain in partnership during session 2020 – 2021. Should all independent sector providers decide to no longer continue partnership with the local authority for session 2021-2022, the shortfall of ELC places will be approximately 450. There is a risk that there may be insufficient capacity within local authority and other partners should parents choose not to access non-funded ELC in the independent sector

Sustainable Rate for Partners

- 7.5 The hourly rate paid to partners should support delivery of a high quality ELC experience for all children and reflect the cost of delivery. The rate should also allow for investment in the setting – staff, resources and physical environment; and, enable payment of the real Living Wage for those staff employed to deliver the funded entitlement.
- 7.6 The rate must also be sustainable for the local authority in terms of the budgets available. The Scottish Government guidance on setting a sustainable rate states the rate paid to partners to delivery funded early learning and childcare *should not have a detrimental effect on the local authority's ability to continue to pay for the service in the long-term*. It also highlights the wider package of 'in-kind benefits', which are separate to the sustainable rates and are available to the funded provider as part of the contract with the local authority.

Infrastructure

- 7.7 The purpose of the paper to Finance and Resources Committee on 20 May 2021 is to mitigate the risk of delays that could be detrimental to the communities the projects are designed to benefit. Where delays have already been incurred due to the Covid pandemic the communities concerned have been made aware through letters distributed by the schools.
- 7.8 Failure to deliver these new facilities by their planned delivery dates would not prevent the Council meeting its statutory obligations to deliver 1140 hours of nursery provision. However, it would restrict parental choice and the flexibility of the offering and therefore be contrary to the Council's Commitment 33 which is to "Make early years' provision more flexible to fit families' needs..."
- 7.9 All new buildings, extensions and significant refurbishment projects delivered through the EY 1440 Infrastructure Programme will be built to meet a wide range of

environmental criteria in order to ensure the projects limit their environmental impact and maximise sustainability during construction and operation. This will include meeting higher energy performance ratings through the utilisation, among other things, of enhanced fabric and mechanical and electrical improvements.

- 7.10 By making use of existing Framework Agreements, the programme will ensure compliance with Fair Works practices related legislation and pay the living wage to staff. Community Benefits are set within pre-construction and will focus primarily on local employment supply chain engagement and utilisation. Contractual documentation aligns with the Council's construction charter and low energy targets.

8. Background reading/external references

- 8.1 [“Expansion of EARLY LEARNING AND CHILDCARE from 600-1140 hours by 2020”](#), Education, Children and Families Committee, 14 August 2018
- 8.2 [“A Blueprint for 2020: The Expansion of EARLY LEARNING AND CHILDCARE in Scotland”](#)
- 8.3 <https://www.gov.scot/publications/funding-follows-child-national-standard-early-learning-childcare-providers-guidance-setting-sustainable-rates-august-2020/pages/7/>
- 8.4 <https://www.nurseryandschoolguide.co.uk/nurseries>

9. Appendices

- 9.1 Appendix 1 August 2021 Placement letter for parents
- 9.2 Appendix 2 10 National Standard criteria for all ELC settings
- 9.3 Appendix 3 EY1140 Infrastructure projects – In development

Appendix 1

Please note: **This offer is based on early years settings being able to operate at full capacity. The council will follow Scottish Government guidance on the numbers of children that can attend early years settings. Therefore, the offer and start date may need to be revised if social distancing measures are required to limit the spread of coronavirus (COVID-19).**

Date:

Dear Parent/Carer,

We are now in a position to provide details of your child's placement pattern for session 2021 – 2022.

From August 2021 your child (Insert child's name) will be allocated the following placement at (insert name of setting)

Please delete the options not applicable to your setting.

Option	Pattern of session time
1140 hours – Term time Monday to Friday.	<i>Insert start/finish times Between 8.00am and 4.30pm</i>
1140 hours – Full year 2 full days Monday and Tuesday	<i>8.00am to 6.00pm + __19_ Flexi Fridays across the year.</i>
1140 hours – Full year 2 full days Wednesday and Thursday	<i>8.00am to 6.00pm + __11_ Flexi Fridays across the year.</i>

(child's name) start date will be _____ at _____.

Yours sincerely

Head Teacher

Appendix 2

10 National Standard criteria for all ELC settings to meet to be a funded provider, based on research and evidence of effective ELC. These are:

Staffing, leadership and management

Development of children’s cognitive skills, health and wellbeing

Physical Environment

Self-Evaluation and Improvement

Parent and Carer engagement and involvement in the life of the setting

Inclusion

Business Sustainability

Fair Work Practices, including Payment of the Living Wage

Payment Processes

Food

Most criteria are supported by several sub-criteria and are also linked to Care Inspectorate quality evaluations.

APPENDIX 3 EY1140 INFRASTRUCTURE PROJECTS - IN DEVELOPMENT

Project Name	Project Description	Project Status	Cost Estimate (£)	Estimated Completion
Kirkliston Nursery School & Rising Rolls	New Early Stages Campus on Leisure Centre Site	Awaiting Planning	2,977,212	12-Sep-22
Broughton Primary School Nursery Class (Powderhall)	New Nursery below Older Peoples Housing	Awaiting Planning	2,970,450	1-Nov-22
Cammo Forest School	Forest School	Complete	98,399	15-Feb-21
Castleview Avenue	Forest School	Complete	100,719	22-Jan-21
Clifton Hall Forest School	Forest School	Complete	38,000	1-Aug-18
Corstorphine Hill Forest School	Forest School	Complete	114,157	22-Jan-21
Craigmillar Forest School (Castlebrae High School)	Forest School	Complete	108,310	22-Jan-21
Lauriston Castle Forest School	Forest School	Complete	50,000	1-Aug-20
Newbattle Forest School	Forest School	Complete	15,000	15-Aug-20
Queensferry Forest School	Forest School	Complete	117,536	22-Jan-21
Abbeyhill PS Nursery Class	Refurbishment Works	Complete	25,000	15-Aug-19
Brunstane Primary School Nursery Class	Refurbishment Works & Landscaping	Complete	335,853	1-Oct-19
Moffat Early Years Centre	Refurbishment Works & Landscaping	Complete	76,800	6-Aug-20
Prestonfield Primary School Nursery Class	Refurbishment Works & Landscaping	Complete	213,058	1-Jul-20
Queensferry Primary School Nursery Class	Refurbishment Works	Complete	157,000	9-Jan-20
Sighthill Primary School Nursery Class (TU)	Relocate Temporary Unit from Tynecastle	Complete	456,882	15-Feb-19
St Cuthbert's RC Primary Nursery Class (TU)	Relocate Temporary Unit from Leith	Complete	221,000	12-Aug-19
Echline Primary School Nursery Class	Internal Reconfiguration	Design Development	500,000	1-Aug-22
Bonaly Forest School	Forest School (Relocate Clifton Yurt to Bonaly)	Design Development	50,000	1-Aug-21
Production Kitchen & Catering	New production kitchen at Granton PS	Design Development	637,000	1-Aug-22
St Catherine's RC PS Nursery	New Nursery as part of New St Catherine's RC PS	Design Development	1,279,246	1-Aug-24
Pennywell - Macmillan Square	New Nursery with Library, Housing and NEA	Design Development	6,170,684	1-Aug-24
Clovenstone Primary School Nursery Class	Refurbishment Works	Design Development	30,000	1-Aug-21
Dean Park Primary School Nursery Class	Refurbishment Works	Design Development	344,114	1-Aug-21
Stanwell Nursery School	Refurbishment Works	Design Development	300,000	1-Aug-22
Greengables	Refurbishment Works	Design Development	200,000	1-Aug-22
Currie PS	Refurbishment Works	Design Development	15,000	1-Aug-21
Liberton Nursery	Refurbishment Works	Design Development	25,000	1-Aug-21
Nether Currie PS Nursery Class	New Standalone Nursery Building	On Site	3,636,965	13-Dec-21
New Frogston PS Nursery Class	New Nursery Class as part of Frogston PS	On Site	1,279,246	1-Aug-21
New South Edinburgh PS Nursery Class	New Nursery Class as part of South Edinburgh PS	On Site	1,352,620	1-Aug-22
New Victoria Primary School	New Nursery Class as part of new Victoria PS	On Site	1,333,479	1-Oct-21
Craigentiny Primary School Nursery Class	New Standalone Nursery Building	On Site	5,245,254	13-Dec-21
Granton Primary School Nursery Class	New Standalone Nursery Building	On Site	4,867,194	13-Dec-21
St John Vianny Primary School Nursery Class	New Standalone Nursery Building	On Site	4,681,337	13-Dec-21
St Marks Primary School Nursery Class	New Standalone Nursery Building	On Site	4,690,574	13-Dec-21
Additional Forest School	Additional Forest School - Site to be Confirmed	Design Development	117,536	1-Aug-21
Gilmerton PS Nursery Class (Spinney Lane)	Significant extension of existing nursery building	Planning Approved	2,817,500	1-Jan-22
Carrick Knowe Primary School Nursery Class	Significant extension of existing nursery building	Planning Approved	2,668,000	1-Aug-22
Ratho Primary School Nursery Class	New Community Hub joint Nursery and Library	Planning Approved	3,070,000	1-Aug-22
		Subtotal	53,386,125	
		Contingency	1,661,114	
		TOTAL	55,047,239	
		say	55,100,000	
		Total Scottish Government Grant Allocation	55,725,000	
		(includes £16.245 from revenue)		

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Education, Children and Families Committee

10am, Tuesday, 18 May 2021

Relationships, Learning and Behaviour Procedure

Executive/routine
Wards
Council Commitments

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 Note that the Relationships, Learning and Behaviour Procedure shared with schools in May 2019 remains in place
 - 1.1.2 Note that the above procedure includes information related to Positive Relationships and Intimate Care
 - 1.1.3 Note that the next review date for this procedure is May 2022 and that schools and the relevant stakeholders will be involved in informing this review

Lorna French

Acting Head of Schools and Lifelong Learning

Contact: Anna Gray, Acting Quality Improvement Manager Special Schools

E-mail: anna.gray@edinburgh.gov.uk

Relationships, Learning and Behaviour Procedure Annual Report

2. Executive Summary

- 2.1 This report is to confirm that there has been no change to the Relationships, Learning and Behaviour Procedure which was shared with schools in May 2019. The report also confirms that the next review date for this procedure is May 2022, and that schools and the relevant stakeholders will be involved in informing this review.

3. Background

- 3.1 The Edinburgh Learns Inclusion Framework was finalised in school session 2019-20 and includes the Edinburgh Learns: Inclusion Framework. The Relationships, Learning and Behaviour procedure was established as part of this framework, to support schools to provide inclusive environments and positive relationships.

4. Main report

- 4.1 The Edinburgh Learns Inclusion Framework forms a key part of all schools' and Early Years settings' approach to inclusion. The framework is underpinned by a range of documents which support Headteachers, Centre Managers and school staff to embed inclusive approaches.
- 4.2 The Relationships, Learning and Behaviour procedure was developed in 2019, replacing the Better Relationships, Better Learning, Better Behaviour policy.
- 4.3 This procedure is aimed at ensuring schools develop positive and supportive relationships that allow all children and young people to belong, contribute, learn and receive the support they need¹. This is particularly important for those with additional support needs, including emotional and social needs, so that they remain included in their local school.

¹ Edinburgh Learns Inclusion

- 4.4 This procedure is next due for review in 2022, and this review will be undertaken as part of the Edinburgh Learns Inclusion Board, involving schools and the relevant stakeholders.

5. Next Steps

- 5.1 Review Relationships, Learning and Behaviour Procedure for May 2022, involving schools and the relevant stakeholders.

6. Financial impact

- 6.1 None

7. Stakeholder/Community Impact

- 7.1 Improved attendance, attainment and achievement for learners with additional support needs.
- 7.2 Reduction in exclusions
- 7.3 In Edinburgh every child or young person irrespective of identity, background or ability is part of a resilient and positive learning community where they feel;
- We belong,
We contribute,
We learn,
We are supported and we help others. (Edinburgh Learns Inclusion)

8. Background reading/external references

- 8.1 Included, Engaged and Involved 1 (2019) <https://www.gov.scot/publications/included-engaged-involved-part-1-positive-approach-promotion-management-attendance-scottish-schools/>
- 8.2 Guidance on the Presumption to Provide Education in a Mainstream Setting (2019)
8.2 Included, Engaged, Involved 2 (2017) 8.3 The Additional Support Needs Act 8.4 Equality Act (2010) 8.5 Developing a positive whole-school ethos and culture – relationships, learning and behaviour (2018) 8.6 Health and Social Care Standards; My support my life (2017)
- 8.3 Included, Engaged, Involved 2 (2017) <https://www.gov.scot/publications/included-engaged-involved-part-2-positive-approach-preventing-managing-school/>
- 8.4 Guidance on the Presumption to Provide Education in a Mainstream Setting (2019) <https://www.gov.scot/publications/guidance-presumption-provide-education-mainstreamsetting/>

- 8.5 Developing a Positive Whole School Ethos and Culture : relationships, learning and behaviour (2018) <https://www.gov.scot/publications/developing-positive-whole-school-ethos-culture-relationships-learning-behaviour/>
- 8.6 Additional Support for Learning Action Plan – Scottish Government <https://www.gov.scot/publications/additional-support-learning-action-plan/>
- 8.7 Additional Support for Learning Statutory Guidance 2017 <https://www.gov.scot/publications/supporting-childrens-learning-statutory-guidance-education-additional-support-learning-scotland/>
- 8.8 Equality Act (2010) <https://www.legislation.gov.uk/ukpga/2010/15/contents>
- 8.9 Edinburgh Learns: Inclusion Framework <https://democracy.edinburgh.gov.uk/documents/s11747/7.10%20Edinburgh%20Learns-Inclusion%20Framework.pdf>

9. Appendices

- 9.1 Appendix 1 Relationships, Learning and Behaviour Procedure

Procedure Title - Relationships, Learning and Behaviour
Procedure Number -

Management Information	
Lead Officer	Name: Lorna Sweeney
	Designation: Schools and Lifelong Learning Senior Manager
	Tel: 469 3138
Lead Service Area	Communities and Families
Date Agreed	May 2019
Last Review Date	
Next Review Date	May 2022
Agreed by	
Has <u>Screening for Equality Impact</u> been undertaken for this procedure	Yes/No: No, Integrated Impact Assessment not required Date
Has <u>Implementation and Monitoring</u> been considered for this procedure	Yes/No: Yes Date 3 rd July 2019
If appropriate has Health and Safety section had oversight of this procedure	Yes/No: Yes Date: February 2019
Name of Health and Safety contact	Martyn Philips

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

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Procedure Title - Relationships, Learning and Behaviour

Procedure Number -

1. Purpose

1.1 The purpose of the procedure for Relationships, Learning and Behaviour is to promote a positive ethos and culture as the foundation for developing good relationships, positive behaviour and successful learners in their learning communities and their wider community.

1.2 The procedure supports learning communities and services to protect and promote children's rights and the implementation of the Council's Policy Included, Engaged and Involved in Edinburgh. It also aims to address the recommendations made by Scottish Government in Included, Engaged, Involved 2 (2017) and Developing a Positive Whole-school Ethos and Culture – relationships, learning and behaviour (2018). In writing the procedure the recommendations of the Children and Young People's Commissioners report 'No Safe Place' have also been taken into consideration.

1.3 The procedures will:

- help to establish and maintain mutual respect and positive relationships
- support all children to have a positive learning experience and receive their statutory right to education
- promote a positive and safe environment for all staff and learners
- support children's emotional and social development, recognising that positive relationships enable positive behaviour, effective learning and promote children's development, skills and wellbeing
- enable learning communities to manage competing needs and support restorative practice and nurture a shared understanding that when difficulties do arise we work collaboratively to find solutions

2. Scope

2.1 The scope for application of this procedure is all City of Edinburgh Council staff and learning communities.

2.2 This procedure and guidance sits within and is informed by the Communities and Families Included, Engaged and Involved in Edinburgh Policy. The ethos, values and practice outlined in the policy underpin all our work, all staff should be familiar with the policy.

2.3 This procedure should be referred to within the context of Getting It Right for Every Child (GIRFEC) child planning processes and strong collaborative working within the learning community and with partner services such as Psychological Services, Additional Support for Learning Service (ASL), Health and Social Work. It should be used as a reference document alongside wider training and development opportunities focussed on positive relationships.

2.4 The commitment of CEC Communities and Families Department to the principles of GIRFEC underlines this guidance; taking a child centred approach means consistently putting the needs of children first.

2.5 This procedure does not cover all strategies and supports but provides a broad overview of effective practice. Further advice can be sought from core partners such as Educational Psychologists and the ASL service.

3. Definitions

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

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Authoritative Leadership: places an emphasis on professional learning, both by themselves and others, and acts in various ways to foster the development of learning communities geared to improvement in educational outcomes (Dinham 2007¹).

Child / children: Describes any person under the age of 18.

Corporate parents: Describes the role of all City of Edinburgh Council staff with regard to the provision of care and support for all looked after children.

Family: Describes those considered to be related to the child by birth, affinity, choice or close personal ties and who can be contributors to the wider care and wellbeing of the child.

Harm: to cause physical or emotional injury.

In loco parentis: The term used to describe the role adults take on for children left in their care for example in a school or early years setting. We are acting 'in place of parents'.

Logical Consequence: This is a consequence which is directly linked to the behaviour or choice, for example if a child has refused to complete work (appropriately set) they may have to work for part of break. A logical consequence is meaningful and links cause and effect, it is not a punishment.

Natural Consequence: This is a consequence that is a natural result of a behaviour or choice for example if a toy is broken it can't be played with.

Parent: Describes any person who has parental responsibilities and any person who has custody of a child, including foster carers and a parent who shares custody of a child.

Physical Contact: An active process which involves no greater activity than the action of touch to:

- guide, sooth, comfort, encourage or protect a child
- provide intimate care for a young child or a child with complex additional support needs or a disability where this is provided for in the child's care plan
- restore relationships between staff and children after a distressing incident or event where physical intervention was used
- support learning for example in hand over hand approaches.

Physical Intervention: Describes a range of approaches, which include restraint and also strategies where restrictive holding is not used, such as physically guiding an individual away from a harmful situation.

Restorative practice: Describes a council wide way of working based on shared values including working with families collaboratively, listening to what matters to children and families and building on strengths. This way of working together has a clear focus on shared and meaningful outcomes. A restorative approach that many schools use is the facilitation of restorative conversations between those involved in incidents that undermine positive relationships.

Restrictive Physical intervention: Is justifiable only when a child or young person is at risk of inflicting serious physical harm on themselves or another individual. In some special schools, due to the frequency of incidents, staff are trained to use planned physical intervention in the form of CALM this is not the case in mainstream schools or early years settings.

Seclusion: The act of isolating a child from their peers to prevent harm. This is distinguishable from agreed use of 'safe space' or 'cool down' strategies with children. It is carried out without the child or

¹ https://research.acer.edu.au/cgi/viewcontent.cgi?article=1001&context=research_conference_2007

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parent's consent (compliance is not considered to be consent), it is for not a negligible amount of time (eg. 5 mins thinking time is not considered to be seclusion) and it is carried out at the direction of staff. It is a form of physical intervention and should only be used as a last resort.

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. The UK ratified the UNCRC in 1991. The Scottish Government and the Council 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.

4. A Positive Culture for Relationships, Learning and Behaviour

- 4.1 The long-term aim of an establishment's relationships, learning and behaviour policy and procedure is to support resilience, understanding of rights and responsibilities and the ability to deal with difficulties positively and restoratively. This should be done through the implementation of clear and consistent community approaches and the development of effective practitioner skills and adult role modelling.
- 4.2 A positive culture and restorative ethos is essential to developing good relationships and positive behaviour in learning environments, playground and wider community. Staff perceptions of school ethos is also the strongest predictor of their experience of negative behaviour.²
- 4.3 Positive approaches to support behaviour focus on relationships, skills building and when appropriate developmentally appropriate logical or natural consequences rather than the implementation of punishments.
- 4.4 All learning communities must have a clear Relationships, Learning and Behaviour policy and procedure written in straightforward, accessible language. This must be known and implemented by all staff. It should be regularly reviewed and discussed. Guidance on recommended content for the policy and procedure can be found in appendix 1.
- 4.5 A positive ethos and culture which promotes positive relationships and behaviour cannot be delivered without strong school leadership which is authoritative and distributive in nature (Dinham 2007)
- 4.6 This guidance presumes that all staff take an anticipatory, positive and preventative approach to issues within the learning community, adopting early, least intrusive and collaborative approaches to meeting needs and managing safe and productive environments for learning.
- 4.7 There should be a focus on strategies and supports that facilitate and teach individual skills and responsibility to promote learners' independence over time.
- 4.8 Developing skills in self-regulation and in being able to cope with challenge have been identified as key contributors to resilience.³
- 4.9 We understand that everyone learns best when they feel good about themselves. Punishments can make children feel bad about themselves. This can hinder their ability to engage in their learning, including their behaviour.⁴

² Developing a positive whole school ethos and culture – Relationships, Learning and Behaviour (2018)

³ **Strengthening the Foundations of Resilience 3**, WWW.DEVELOPINGCHILD.HARVARD.EDU

⁴ Education Scotland – [Parentzone Restorative Approaches](#)

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4.10 All schools and early years settings should summarise their procedure and policy in a short one-page reference document for staff, parents and learners.

5. Whole Establishment Approaches

5.1 In order to create an environment for effective learning and teaching there should be a shared understanding of wellbeing based on the wellbeing indicators and underpinned by children’s rights (as defined in the UNCRC) and a focus on positive relationships across the whole school community.⁵

5.2 Every child or young person should feel secure; nurtured, valued and supported within their learning community.

5.3 It is the role of leadership teams to provide support and challenge to all staff to ensure the ongoing development of core teaching skills and values and ethos in relation to relationships, learning and behaviour.

5.4 Establishments should engage directly with parents and families to foster a positive and inclusive environment where they are encouraged to work with the school to develop consistent messages.⁶

5.5 There are a number of establishment approaches which support a positive ethos and culture for relationships, learning and behaviour. This is particularly true of models which recognise the importance of relationships and encourage the adoption of a shared set of values across the learning community.

5.6 Every member of staff should recognise that they have the potential to be a key adult for the children they work with. Research on resilience has shown the presence of one or more supportive key adults is a common protective feature in the lives of those who strive despite having had a history of adverse childhood experiences.

5.7 Work done in Edinburgh identified four pillars for our practice and approaches; relationships, resilience building, rights respecting and restorative approaches.

- The Edinburgh Learns Health and Wellbeing Framework outlines recommended local authority training and resources.
- Cluster partners such as the ASL Service and school Educational Psychologist can offer training and consultation to support professional learning.
- Online learning available through CECiL include Relationships for Positive Behaviour and the CIRCLE Inclusive Classroom Resources.



6. Behaviour and Communication

6.1 The key to supporting children with (di)stressed behaviour is to recognise that all behaviour is communication.

6.2 (Di)stressed behaviour can also often indicate an area of skill deficit requiring support.

⁵ Developing a positive whole school ethos and culture – Relationships, Learning and Behaviour (2018)

⁶ Developing a positive whole school ethos and culture – Relationships, Learning and Behaviour (2018)

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6.3 It is crucial to understand how a child's needs might impact on behaviour and to identify any known triggers or warning signs. It is important that whenever possible we work together to intervene early and act preventively.

6.4 Positive behaviour is promoted when we work together to effectively identify and support underlying needs and provide learning experiences that are individualised and appropriately differentiated.

7 Early Intervention and Support

7.1 Role Models

All adults are role models for the behaviour they expect to see from children. A key element of this is the way in which we demonstrate respectful relationships and value everyone within the learning community. When there are difficulties all staff should model a willingness to positively engage with restorative approaches and seek to repair relationships.

7.2 Learning Environment and Teaching and Learning

An Inclusive learning environment is the starting point for positive relationships and behaviour. The CIRCLE Inclusive Practice resource, Classroom Environment tool and Up, Up and Away tools can be used to review, reflect on and develop positive learning environments.

Ensuring appropriate and accessible learning opportunities and experiences is a key aspect of an inclusive learning environment. Adults should consider;

- Adapting activities and success criteria to include all learners
- Pace and challenge for all learners collectively and individuals
- Reasonable adjustments for identified learners
- Differentiation for identified needs

Discussion with Support for Learning, stage partners and wider colleagues can be helpful in sharing ideas and effective practice.

For children who require targeted supports and strategies the CIRCLE or Up, Up and Away documents are key resources for staff. Documents such as Child Plan's, Individualised Educational Programmes, the Circle Participation Scale, Up, Up and Away tools and action plans should keep a record of supports, aid monitoring over time and enable the continuation of supports at points of transition.

7.3 Clear Values and Routines

A small number of clear, positively worded and developmentally appropriate values should be in place in every learning setting. In most settings these will be supported by visual cues and prompts. It is helpful if these mirror wider value based establishment rules or expectations. For example there might be a value based rule 'We respect one another' which forms the basis of conversations regarding acceptable and unacceptable behaviour to others.

Values should take a form of words or visual images (as is developmentally appropriate) that are agreed by and discussed with learners. These should be regularly spoken about, revisited and reviewed over time. They should be the basis for supporting learners to understand expectations and resolve issues.

Staff should actively plan and establish clear expectations for their regular routines for example; entry and exit to learning spaces, seeking help, the use of resources, requesting water or toilet breaks. Staff should actively teach expectations in relation to routines. Some children will need extra support to understand and follow routines and understand expectations.

Some routines will be specific to the learning environment whilst others may be applicable across the whole community. It is important that each area has a brief summary of the routines and values that can be easily

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accessed in the event of supply staff cover. It is important that values and routines are regularly and consistently supported and referred to.

7.4 Communication

There must be a shared understanding across the learning community that children may communicate and understand communication in different ways. Staff must be given good information and where necessary training and resources to support children's preferred and most effective communication.

There is a strong link between communication difficulties and behavioural difficulties. Group instructions should be short, simple, clear and positively worded. Children with communication difficulties will often need instructions repeated to them individually, demonstration, non-verbal or signing support and or visual supports to aid their understanding and co-operation.

Often children need more time than they are given to process communication. This may or may not be associated with a specific diagnosis. The time required to process information or instructions will ordinarily increase when individuals are upset, stressed, overwhelmed or overstimulated.

Many children may have undiagnosed communication difficulties, so it is important to carefully consider communication in relation to children who are experiencing difficulties. When communication is used well it can reduce the likelihood of confrontation, support participation and be a key element in fostering positive relationships. Adults working with children should remember to give them Take Up Time (TUT) e.g. longer time to process communication. If in doubt keep verbal communication short, precise and simple!

7.5 Clear Expectations

Having considered individual communication needs as outlined in section 7.4, for most children who are not following an instruction, it can be useful to implement the following steps;

- Observe – Notice what they are doing: *'X you are out of your seat'*
- Explain – Explain what you are asking them to do: *'We are all listening. You need to sit down and listen. Thank you'*
- Partially agree – If they offer a reason for what they are doing partial agreement can be a useful way to avoid disagreement: *'You may need a pencil but you need to sit down just now and I will make sure you have one when we do our written task'*

Children who have been identified as struggling more widely with expectations within the learning environment may require a tailored and more specific support strategy.

7.6 Encouragement

When we know what we have done well we are more likely to do it again in the future. Descriptive encouragement or praise should be a key tool to encourage positive behaviour in all learning environments. Specific descriptive detail will support the child to understand what they are doing well and therefore the development of their behavioural awareness e.g. "You told yourself the right thing to do and then you did it." "You stopped pushing. Thanks!"

7.7 Preparation for Change

Lots of children and adults find change difficult. This can be particularly true for children with specific additional support needs. Preparing individual children and whole classes for changes, big or small, can be crucial in supporting children to feel safe and lower anxiety levels. Feeling unsafe or anxious can be key drivers for distress that can lead to behavioural issues. Many children will benefit from the regular use of visuals in supporting preparation for change.

7.8 Settings

If difficulties are beginning to emerge for individual children or groups, it can be useful to reflect on the settings where the difficulties occur. Who was there, where the child or children were, time of day and the activity that is taking place can all be triggers for behaviour. In particular, for children who are known to have sensory

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sensitivities, visual, auditory or tactile stimulation may make the environment more or less manageable. A behavioural analysis can be an effective way to better understand the triggers and purpose of repeated behaviours.

7.9 Behavioural Analysis

When a behaviour is frequent and durable, e.g. It does not respond to regular positive strategies in the learning environment, it is important to gain a better understanding of the underlying drivers for the behaviour e.g. 'what is the behaviour communicating'.

- The Inclusive Practice CIRCLE Pupil Participation tool can be used to look at individual engagement and consider if there are any individual unmet needs or skills deficit's requiring targeted supports and strategies. The Up, Up and Away tools can also be used to identify underlying needs and appropriate supports.
- Using a tool such as Antecedent, Behaviour, Consequence (ABC) or Setting, Trigger, Action, Result (STAR) charts can be helpful in identifying patterns or triggers. Examples of these can be found in the [Inclusion Hub](#). How to use a STAR chart is also covered in module one of the CECiL e-learning Relationships, Learning and Behaviour.
- Partner services such as Psychological Service can offer support and advice in the use of approaches to behavioural analysis and identification of additional support needs.

7.10 Supporting Motivation

Ideally children experience the activities they participate in intrinsically motivating e.g. they get pleasure or satisfaction from the activity itself. Adults who have positive relationships with their learners, consider their age and stage to differentiate and plan engaging and meaningful activities.

Giving children clear recognition when they positively engage, interact with others and persevere with their learning and wider activities is a really effective way to promote motivation and develop positive relationships (see section 7.6). Noticing and recognising when children have made an extra effort or 'gone above and beyond' supports learners to value one another and see the importance and benefit of going beyond the minimum requirements. This also links with literature that identifies individual wellbeing benefits from carrying out acts of service / small acts of kindness for others.

However, despite good planning and preparation for learning and a positive culture of recognition a small number of children will struggle to sustain motivation for activities that they have not selected themselves or find challenging. In these situations the team around the child should in the first instance consider adapting learning opportunities to increase their desirability, with consideration of adaptations for recognised sensory needs. Following this it may be appropriate to adapt the pace and demand of the day. For example, alternating desirable and less desirable activities in an individual timetable which will often be supported by visuals.

Further advice on strategies for motivation are detailed in the Up, Up and Away and CIRCLE resources.

7.11 Target Setting

Sometimes whole group or individual targets will be used to work on clear expectations and skills development. It is important that targets are:

- Achievable (taking consideration of additional support needs, age and stage)
- Positively worded and easily understood eg. I / We listen when others are talking
- Few in number, no more than 2 to 3

Having clear shared targets can support adults to focus their encouragement and recognition. This supports the child or group to link their effort with the positive effect on relationships and achievements. If charts or

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incentives (for example extra time on a preferred activity) are felt necessary they must be used within the context of encouraging relationships and should be focussed on developing a new skill. This should be time limited with the aim of phasing out over time.

7.12 **Collaboration and GIRFEC**

Working with parents, children and partner services through the GIRFEC Child Planning Process can help identify and find solutions to difficulties before situations escalate. This is particularly important for children with additional support needs or vulnerabilities such as being Looked After or experiencing loss.

Good collaborative working and GIRFEC child planning processes should facilitate appropriate and proportionate sharing of information about a child's situation and new factors in their lives which have the potential to trigger behaviour change or escalation.

The GIRFEC child planning process (and where appropriate positive behavioural support plans or risk management planning - see Managing and Reducing Risk procedure) should result in a clear shared understanding of the current and most appropriate strategies and supports and provide a mechanism for reviewing and evaluating them over time.

By working together to address all of the factors that may be contributing to a child's needs we are more likely to bring about lasting progression.

8 **Prevention and De-escalation**

8.1 **Self-Manage**

The easiest behaviour to change is always our own. When dealing with a situation that may escalate our first response should be to self-manage. This should focus on how to establish calm control, manage our own emotions and protect relationships in what can be a very stressful or distressing situation. Appendix 2 outlines some key considerations and techniques in relation to de-escalation.

8.2 **Communication**

Section 7.4 on communication is also particularly important in relation to prevention and de-escalation.

8.3 **Proximal Praise**

Using descriptive praise and encouragement for children who are successfully demonstrating target behaviours near others who are struggling is a useful way to reinforce and clarify the behaviour you would like to see.

8.4 **Primary and Secondary Behaviour**

Learners may follow an instruction in relation to a primary behaviour (for example the primary behaviour is walking around the classroom and they are asked to sit down). However, in doing so they may exhibit secondary behaviours (being noisy, making faces, tutting). The secondary behaviours, unless serious, should be ignored. If appropriate these should be addressed later and on an individual basis. Being overly responsive to secondary behaviours can result in a situation escalating.

It is also important to note that some learners may exhibit behaviours that serve a function for them in terms of their ability to cope with situations and / or self regulate. For example, learners who have a diagnosis of autism may use 'stimming' (self stimulatory behaviour, such as hand flapping, repeating words or phrases or other repetitive behaviours).

8.5 **Physical Presence**

This is the use by staff of their own physical body presence as a passive activity to reassure or remind a learner of expectations non-verbally. For learners who are over stimulated or finding self-regulation

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challenging a non verbal approach can be especially effective in helping de-escalate anxiety and disruptive behaviour.

Using physical presence may be a cue to remind or prompt expectations and lead to a preferred behaviour change or outcome. To achieve this, it may be supplemented by: appropriate movement, body language, symbols, sign language or verbal communication. For example, an adult might walk towards the child's table and look at how everyone is getting on with their work.

The use of physical presence to restrict a child's movement in any way should be used with extreme caution as in many circumstances it is likely to escalate the situation further. However, in some exceptional situations it may be a reasonable alternative to physical intervention to prevent likely serious harm (section 16).

8.6 Distraction

For some an activity or the use of humour to distract or remove them from a conflict or frustration may give them an opportunity to self regulate their emotions and responses or give them an opportunity for mutual regulation with adult support. Similarly offering children a restricted choice can offer a legitimate alternative to an activity that could potentially result in difficulties.

8.7 Safe Space and Time In

Planned use of a safe space can be an effective support strategy that gives a child the opportunity and time to calm down, reduce stimulation and allow them the opportunity to self-regulate.

Using a safe space is very different from the use of seclusion which is not supported by City of Edinburgh Council as an appropriate support strategy. If in exceptional circumstances seclusion is used to prevent risk to self or others it should be managed in the same way as physical intervention, as detailed in section 16.

Time in is where the adult brings the child closer to them when they are beginning to struggle rather than distancing them. This can be particularly important for children who have not had strong experiences of nurture or often feel excluded. For example the adult might bring them to sit beside them whilst they read a group story or bring them to work alongside them by their desk.

8.8 Avoid an Audience – Praise in Public, Reprimand in Private (PIP and RIP)

Staff should try to preserve individual dignity and use positive relational approaches to resolve difficulties. Redirection or a quiet word will be more successful and appropriate than a conversation carried out in full view of a class or group. Staff may need to ask the class or group to work independently for a few minutes to allow this to happen.

In situations where this is not possible and a difficulty escalates in front of others it may become necessary to remove the group from the learning environment whilst the situation is dealt with. In these circumstances it is particularly important that all staff know their establishment procedures for seeking support from colleagues.

8.9 Principle of Least Intrusive Measures

Staff should always use their professional judgement and knowledge of individual children to seek the least intrusive and most effective measures to de-escalate a situation; for example, planned ignoring or distancing may be more appropriate than physical presence for some children and distraction through humour may work well for one child but be likely to upset another.

8.10 Collaboration to Reduce Risk

If behaviours are resulting in risk to the child or others, schools should refer to the procedure 'Managing and Reducing Risk' to agree and implement a risk management plan.

Learning Communities should also have a procedure in place to respond to a child leaving the building. This should take into consideration the age, stage and skills of the individual child and should always include clear and timely communication with parents and if appropriate police.

9 Physical Contact and Physical Intervention

9.1 The following sections will look at legislation and best practice in relation to physical contact and physical intervention. Sections 10 to 15 will look at physical contact to support positive relationships and provide care, section 16 will discuss the justification for physical intervention to prevent likely serious harm.

9.2 In considering physical contact of any sort the welfare of the child is paramount. Every child has the right to be treated as an individual, with respect and dignity and have their views heard, recorded and acted on, where safe to do so. This applies to all children, even in circumstances where they display behaviour that is challenging or dangerous.

9.3 In day-to-day situations leadership teams should ensure staff deliver an appropriate balance between each child's preferences and needs, the needs of the group and protection of individuals and/or others from harm, whilst sustaining a culture of positive relationships.

10 Physical Contact for Care and Positive Relationships

10.1 The following sections offer guidance that need to be considered alongside individual professional judgement and reference to the Code of Professionalism and Conduct (CoPAC). Physical contact in the context of care and positive relationships is something that can and should be appropriately offered but never imposed on children. It should be offered in the context of positive and trusting relationships. Individual children and staff may be more or less comfortable with physical contact. Physical contact should never be used where it is not acceptable to the child unless it is to prevent greater immediate harm. It will be useful for individual settings to reflect on and discuss these sections for their unique context and the developmental stage of their children.

10.2 For the purpose of this procedure physical contact refers to:
An active process which involves no greater activity than the action of touch to:

- Guide, sooth, comfort, encourage or protect a child
- Provide intimate care for a very young child or a child with complex additional support needs or a disability where this is provided for in the child's care plan
- Restore relationships between staff and children after a distressing incident or event where physical intervention was used (see section 9)
- Support learning for example in hand over hand approaches

Physical contact can therefore range from shaking a hand to congratulate someone to intimate care related to health needs or changing a nappy.

10.3 The sense of touch is a fundamental human need to connect with other people and appropriate touch is often a vital element for the building and sustaining of good relationships.

10.4 Touch may be integral to the day to day care of a child, especially in the care of very young children or a child with complex additional support needs or a disability, where this is provided for in the child's care plan.

10.5 A child's experience of physical contact with staff will contribute to the range of influences they will take forward into adult life. Therefore contact of any type by staff must be consistently positive, appropriate and focused on the individual child's need.

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10.6 Staff acting as role models by their sensitive, consistent and suitable use of physical contact will help children to understand and learn what is appropriate in their own lives as they build their own relationships.

10.7 Forms of appropriate physical contact occur day to day in all of Edinburgh's learning communities.

10.8 Unless there is a need to conduct contact in private, e.g. for care needs, it is advisable that any physical contact is carried out publicly e.g. the offer of a cuddle for an upset child or a pat on the arm for a teenager. This provides protection to staff as it reduces any risk of misinterpretation.

11 Pupils Seeking Comfort

11.1 Staff should seek peer support and if appropriate liaise with parents to consider appropriate levels of physical contact for children regularly seeking comfort. This will change depending on the age, stage and capacity of the child concerned. Leadership teams should consider how they support staff more generally to reflect on and respond appropriately to children in distress or seeking physical contact.

11.2 If staff consider it is inappropriate in the circumstances to respond to a child seeking physical comfort, try to explain the reasons for denying this to the child in a way they understand and comfort the individual verbally if necessary. The adult concerned should advise the child's named person of the difficulties experienced.

11.3 It is important to help children understand socially appropriate times, ways or places/situations to seek physical comfort;

- Staff may need to seek further advice/reference on managing such circumstances for children who have experienced emotional trauma or with attachment difficulties
- For children seeking unusually high levels of physical contact or comfort this should be discussed with the designated school manager for child protection

12 Individual Child Planning for Planned Physical Contact

12.1 Regular, close physical contact or any form of physical intervention deployed must be documented as an integral part of a child's plan and shared and agreed with parents, partners and where possible the child.

12.2 In a mainstream setting, planned physical contact will ordinarily be in relation to a physical care need, a proportionate response to a pupil regularly seeking physical contact or comfort, in relation to sensory needs or at the advice of allied health professionals e.g. Occupational Therapy.

12.3 If the team around the child are considering implementing planned physical contact to support a child the Child's Plan should include clear information on:

- Reasons why such contact or intervention is considered justified in specific circumstances and what those circumstances are
- Nature and parameters of such contact or intervention sufficiently prescribed, for example, who will be supporting the child and the context for intervention
- The views of the child
- The date the plan will be reviewed

13 Rights of the Child

- 13.1 At all times, the rights of children must be respected and effective communication, relevant to individual needs and developmental stage, must be used to convey important information to them. More information on children's rights is available on the Council Orb.
- 13.2 In situations where it is agreed appropriate for staff to have planned physical contact with learners, it is crucial that staff ensure contact is solely in response to the learner's needs at the time, is of limited duration and is appropriate to their:
- Additional support needs / disability
 - Age and maturity
 - Stage of development
 - Ethnicity/cultural background
- 13.3 If at any time a child demonstrates verbally or otherwise that they are not comfortable with physical contact, staff should respect this unless to do so puts the child or others at risk (please refer to section 16).
- 13.4 Adults must always treat all children who require intimate care respectfully; their welfare, safety and dignity is of paramount importance.
- 13.5 Where feasible, staff should seek the child's permission before initiating contact and should listen, observe and take note of the child's reaction or feelings and – so far as is possible – use a level of contact which is acceptable to the child for the minimum time necessary.

14 Staff Accountability

- 14.1 Staff should use their professional judgement at all times and act within the parameters of the working practices and protocols agreed within their own establishment.
- 14.2 Staff must ensure that physical contact with children is age and capacity appropriate, only occurs in ways appropriate to their professional role and is for as short a timescale as possible
- 14.3 Whilst any form of physical contact that a reasonable person would judge to be a conscious, self-aware, reasonable and justifiable act is acceptable, leadership teams must establish clear physical contact guidance related to their own setting to ensure all staff are aware of council practice and procedures.
- 14.4 If physical contact could be misinterpreted, the incident and circumstances should be recorded as soon as possible and be made readily available for future reference if required.

15 Principles for Best Practice

- 15.1 Contact should be for the minimum time necessary to complete the activity and take place wherever possible in an open environment. Staff should remain sensitive to any discomfort expressed verbally or non-verbally.
- 15.2 Staff should support individuals to achieve the highest level of autonomy possible, given their age and abilities, by encouraging them to do as much for themselves as they can.
- 15.3 Staff must always be prepared to explain their actions and accept all physical contact must be open to scrutiny in order to ensure safety for all.

16 Physical Intervention to Prevent Harm

This document may be out of date if printed, the latest version is available on the Council Intranet.

16.1 Physical Intervention is a term used to describe a range of approaches which are used with the intention of preventing a child or young person causing harm to themselves or others, by physically intervening to restrict their movement. This includes:

- The use of 'reasonable force' to prevent injury to self or others
- Guiding an individual away from a potentially harmful situation
- Mechanical restraints (e.g. wheelchair straps) except those used during the course of usual activities or transportation
- Crisis and Aggression Limitation and Management (CALM) restraint

Restrictive Physical intervention, is justifiable only when a child or young person is at risk of inflicting serious physical harm on themselves or another individual, for example;

- Holding a child back to prevent them running into traffic or climbing out a high window
- Preventing a child from eating a dangerous substance
- Reasonable measures to prevent a child injuring another child or adult

In some special schools, due to the frequency of incidents, staff are trained to used planned physical intervention in the form of CALM. This is not the case in mainstream schools or early years settings.

16.2 Physical intervention is never a legitimate first course of action to manage behaviour. All other agreed strategies must be employed prior to using physical intervention which should be used only as a last resort to prevent serious harm. Staff should anticipate and prevent difficulties by giving the child information, support and encouragement as described earlier in this document.

16.3 Despite appropriate strategies and supports being in place there will be rare occasions in which staff have to make decisions or take action in the child's best interests to prevent serious harm. Having established the positive relationships and learning environments described earlier in this procedure means that any necessary physical intervention is within the context of safety and trust. Staff can therefore maintain communication to clearly and quickly explain the reason for physical intervention to the child during and after any incident.

16.4 The law requires that physical intervention should always be a last resort and used only when every other approach to de-escalate a situation has been attempted. The rights of children must be a key consideration when restrictive physical intervention is being considered.

16.5 However, all staff also have a duty of care to prevent children, themselves and others from serious harm. All staff are expected to take reasonable action to prevent serious harm. It is therefore essential that all staff understand both the legal justification for physical intervention and their duty of care.

An example of when physical intervention would be legally justifiable is to prevent a child running in front of an oncoming car. An example of when it would not ordinary be legally justifiable would be to try and get them down from standing on a low and stable chair or table. Damage to property would only be considered a relevant justification for physical intervention when such damage presents a serious physical risk to the child, or another individual.

The legal justification for unplanned physical intervention is when;

There is evidence to indicate that the adult is acting to prevent serious harm

And

There is good reason to suggest they will be successful in preventing a greater harm

A key question that should be asked is;

Would a reasonable person judge this action to be a conscious, self-aware, reasonable and justifiable act in the circumstances?

16.6 Staff should ensure their actions are acceptable to the child, however, immediate instances may occur where there is not opportunity or time to seek agreement from a child or where a child lacks capacity to understand the risk of harm or danger. For example, when the behaviour presented is so extreme and/or the degree to which a child is putting him/herself or others at risk is judged likely to cause significant harm

16.7 When physical intervention is an appropriate and justifiable course of action staff should ensure that they;

- use the minimal amount of physical intervention required to prevent significant harm and ensure safety eg. if leading by the hand is likely to be successful it would not be justifiable to hold the child
- use physical intervention for the shortest period of time possible

16.8 It is the responsibility of the Headteacher to ensure that staff have access to the required training and are following correct procedures with regard to de-escalation strategies and, in special schools and classes, CALM approaches.

16.9 All staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions; any incident with this potential must be reported and recorded.

17 Establishment Systems and Supports

17.1 Appendix 3 provides checklists for immediate actions in relation to incidents that have required either physical intervention or the child to be isolated from their peers for a period due to an escalating situation. This includes communication with parents at the earliest opportunity on the day the incident has occurred.

17.2 Staff must work and be seen to work in an open and transparent way and discuss and/or take advice promptly from an appropriate member of their leadership team over any situation which may give rise to concern. The establishment leadership team should clearly document and where appropriate investigate any situation that may give rise to concern.

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- 17.3 Staff have a duty to take action to prevent harm but also to include the individual in developmentally appropriate post incident debriefing and where possible restorative approaches.
- 17.4 In situations where physical intervention has been used to prevent serious harm learning communities must refer to the procedure Managing and Reducing Risk to implement a plan to appropriately manage and reduce future risk.
- 17.5 Staff in mainstream City of Edinburgh schools and early years settings are not trained to implement planned physical intervention to support and manage challenging behaviour (for example CALM). Planned restrictive physical intervention is therefore not permitted and alternative approaches should be agreed between the family and the team around the child through the GIRFEC child planning process.

18 Duty of Care

- 18.1 There is a duty of care:
- For all staff to ensure the health and safety of children wherever practicable
 - For leadership teams to protect the health, safety and welfare of staff and other people who might be affected; employers must do whatever is reasonably practicable to achieve this
- 18.2 Duty of care means that staff have a responsibility to intervene using the least intrusive practicable means as a reasonable and proportionate response to a child's actions or threats. This is in circumstances to prevent an unacceptable risk of serious harm to the individual or others
- 18.3 If staff need to use physical intervention, they must be guided by the principle of '**reasonable force**'; using an amount of force in proportion to the circumstances, with as little force as is necessary in order to maintain safety and for as short a period as necessary.
- 18.4 Ordinarily this will be in specialist settings and involve the implementation of strategies and supports agreed through the child planning process. In exceptional circumstances staff in mainstream or specialist settings may need to take immediate action to prevent serious harm as described in section 16.
- 18.5 Even if the timescale is limited-staff must endeavour to consider all other options available before physical intervention to achieve any of the above goals. In all cases, it will be remembered that physical intervention may escalate the difficulty.
- 18.6 Safety is always a paramount concern and staff are not advised to use physical intervention if it is likely to put them at risk

19 Recording and Reporting Physical Incidents and Near Misses

- 19.1 All incidents of restrictive physical intervention to prevent harm must be recorded on the SHE portal along with incidents that cause harm or weapons in school (see procedure Managing and Reducing Risk). This includes instances where seclusion has been used to prevent harm.
- 19.2 Incidents of restrictive physical intervention to prevent harm should be reviewed weekly as part of Senior Leadership Team meetings.
- 19.3 Where incidents occur requiring recording and reporting in order to meet Health and Safety Executive (HSE), other legislative or Council requirements, they must be recorded via the SHE online portal which links to the Council's Health and Safety system.
- Further guidance is provided in the SHE guidance
 - *SEEMIS pastoral notes must also be used to record details that are relevant to the care and planning of individual pupils*

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19.4 If physical intervention has been used by a member of staff trained in CALM, a full record of the incident including CALM holds used and the debrief undertaken should be completed and stored securely within the pupil's PPR.

20 Support to Staff and Debriefing

20.1 Situations resulting in physical incidents or requiring physical intervention can be upsetting to all concerned and, on occasion, may result in injuries to children and staff. After incidents have subsided, all those present must be given emotional support and basic first aid treatment for any injuries and access to medical help arranged if required.

20.2 When appropriate all establishments should also refer to the council policy and toolkit regarding violence at work.

20.3 An important element of the support offered is post-incident debriefing. The debriefing process is supportive and allows for review and analysis of planned strategies and interventions, along with the proactive development of further support strategies to minimise the risk of future incidents.

20.4 Debriefing enables Senior Leadership Teams to:

- Respond to physical incidents in a structured and supportive manner, allowing those involved to reflect on the impact of the incident.
- Engage in a supportive conversation to clarify the issues that led to the incident occurring.
- Examine and reflect on the techniques used to de-escalate the situation.
- Collaboratively plan proactive strategies to minimise the risk of similar incidents occurring in future.
- Consider and address any necessary individual or establishment development or training needs
- Ensure appropriate supports for those directly effected
- Inform future risk management and reduction measures
- Agree appropriate restorative approaches

The debriefing meeting should be undertaken as soon as possible following an incident and should be offered to all involved.

20.5 The meeting should take place in a comfortable and confidential environment and should be conducted in a constructive and non-judgemental manner. It will usually be led by a member of the establishment's Senior Leadership Team. A written record of the meeting should be retained by the school and shared with the people involved.

20.6 The meeting should follow a format similar to that outlined below:

- a. Establish the facts
 - What were the circumstances leading up to the incident?
 - What happened?
 - Who was involved?
 - Which planned strategies were effective? Which were not?
- b. Allow the member of staff to discuss their feelings
 - How did they react?
 - How did they feel at the time?
 - How do they feel now?

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- On reflection, is there anything they would have done differently?
- What further supports do they need?

c. Allow reflection on strategies and supports for the learner:

- How might similar circumstances be avoided/prevented?
- What additional strategies would have been helpful in supporting this learner?

20.6 The debriefing process offers an important opportunity for safe and supported reflection. It is important to ensure any learning from this process feeds into Child Planning, Risk Management planning and whole school strategic work on predictable needs.

20.7 In addition to the debriefing meeting, staff may also benefit from the following supports:

- Arrange for staff to talk about the incident individually / in a group, with a member of staff who understands the likely impact; offer access to the Council's counselling service if required
- Appropriate time to ensure that wellbeing issues were assessed and any actions put in place to support staff
- Follow-up action after a period of time to ensure that staff affected have fully recovered and do not require any additional assistance or support
- Offering staff at risk from physical harm protective clothing e.g. arm/shin guards/hats
- Refer staff to the *Procedure for Protection against Infection with Blood-borne Viruses in all Children and Families Educational and Care Settings*, if required

20.8 Further advice and support regarding debriefing can be sought from Psychological Services.

20.9 In situations where the Headteacher has been directly involved they should notify and discuss this with their line manager. If they are unable to contact their line manager they can also access support from Psychological Services either through their link Psychologist or the service managers.

21. Investigations

The Headteacher or head of establishment should ensure investigation of the incident where appropriate to establish the facts and circumstances

This will help to assess the effect of particular measures, review requirements and need for new measures. Where a preventive strategy has been introduced in one area or aspect of a child's plan but not another, a comparison can be made to judge effectiveness.

Further assistance to aid the review process can be obtained from Communities and Families senior management / Psychological Services where necessary

22. Staff continuing professional development

- All staff should be offered the opportunity to review their professional development needs in relation to relationships, learning and behaviour through Communities and Families Induction and Performance, Review and Development (PRD)

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Some recommended resources include;

- Up, Up and Away and CIRCLE Inclusive learning and collaborative working resources
- CIRCLE CECIL e-learning
- Getting it Right for Every Child (GIRFEC) CECIL e-learning
- Promoting Positive Relationships for Learning and Positive Behaviour CECIL e-learning / blended learning (this training includes guidance on physical intervention)
- Sharepoint Inclusion Hub
<https://cityofedinburgheducation.sharepoint.com/sites/365CentralResources/inclusionhub/SitePages/Home.aspx>
- City of Edinburgh Council Pupil Support Guides
- Dix, P. (2017) *When the Adults Change Everything Changes*, Independent Thinking Press, Wales
- Hook, P. and Vass, A. (2011) *Behaviour Management Pocketbook 2nd Edition*, Teachers Pocketbooks, Hampshire
- Strathclyde Vulnerable Children Course <https://www.futurelearn.com/courses/vulnerable-children/0/steps/5876>

23. RESPONSIBILITIES

The senior managers for Schools and Lifelong Learning have responsibility for the maintenance and review of this procedure.

Establishment management teams are responsible for the implementation of this procedure within their learning community.

24. POLICY BASE

This policy has been developed to support the local authority to implement Scottish Government Guidance and best practice in relation to positive relationships:

- Included, Engaged, Involved 2 (2017) <https://www.gov.scot/publications/included-engaged-involved-part-2-positive-approach-preventing-managing-school/>
- Guidance on the Presumption to Provide Education in a Mainstream Setting (2019) <https://www.gov.scot/publications/guidance-presumption-provide-education-mainstream-setting/>
- Developing a Positive Whole School Ethos and Culture : relationships, learning and behaviour (2018) <https://www.gov.scot/publications/developing-positive-whole-school-ethos-culture-relationships-learning-behaviour/>

25. ASSOCIATED DOCUMENTS

Appendix 1 Guidance to Schools and Template Policy and Procedure

Appendix 2 De-escalation Techniques

Appendix 3 Supporting Pupils and Staff Following Physical Harm, Physical Intervention or Pupil Isolation from Peers to Prevent Harm

Appendix 4 Local Authority Inclusion Statement 2019

[Violence at Work - toolkit](#)

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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: Guidance to Schools and Policy and Procedure Template

City of Edinburgh Council, Communities and Families Department Guidance to Schools on Developing and Reviewing Your Relationships, Learning and Behaviour Policy and Procedure

This guidance has been prepared to help schools in Edinburgh develop their own 'Relationships, Learning , and Behaviour Policy and Procedure. It is based on the Communities and Families Department 'Relationships, Learning and Behaviour Procedure.

A number of conventions have been used in the text.

Text in which is underlined and in italics, gives ideas on content that you will likely wish to amend for your individual context.

Text which is not underlined or in italics, this is recommend text that must be included in your school policy and procedure with very minimal or no changes.

All establishments should also develop a one page summary of their policy and procedure as a day to day reference document for staff, ensure core consistencies and promote a common message and experience for all children.

Example Relationships, Learning and Behaviour Policy and Procedure

1. Purpose

This policy and procedure is based on City of Edinburgh Council policy and procedure and the views of staff, parents and pupils within our learning community.

In Edinburgh every child or young person irrespective of identity, background or ability is part of a resilient and positive learning community where they feel;
We belong,
We contribute,
We learn,
We are supported and we help others.⁷

Every child should feel secure; nurtured, valued, included and supported within our learning community. Our aim is that every child is present, participating, achieving and supported⁸.

This policy and procedure should help to establish and maintain positive relationships and mutual respect resulting in a positive learning community and a supportive and restorative ethos.

2. SCOPE

All staff in our learning community are covered by this policy and procedure. It encompasses:

- Whole school approaches
- Clear expectations
- Building skills
- Additional Support Needs
- Responding to (Di)stressed Behaviour
- Our Staged Approach to Positive Behaviour
- Professional Development

3. DEFINITIONS

Family: Describes those considered to be related to the child by birth, affinity, choice or close personal ties and who can be contributors to the wider care and wellbeing of the child.

Parent/s: Describes any person who has parental responsibilities and any person who has custody of a child, including foster carers and a parent who shares custody of a child.

Children's rights: are protected by the UN Convention of the Rights of the Child and the Children and Young People Act 2014. There is a shared understanding that these rights are unalienable entitlements which cannot be taken from children. These rights are not dependent on the child accepting certain responsibilities or on them feeling or behaving in a certain way. Children's rights will not be withdrawn as a consequence of behaviour.

Logical Consequence: This is a consequence which is directly linked to the behaviour or choice for example if a child has refused to complete work (appropriately set) they may have to work for part of break. A logical consequence is meaningful and links cause and effect, it is not a punishment.

⁷ Included, Engaged, Involved in Edinburgh Policy and Edinburgh Learns Inclusion Framework

⁸ Guidance on the Presumption to Provide Education in a Mainstream Setting (2019)

Natural Consequence: This is a consequence that is a natural result of a behaviour or choice for example if a toy is broken it can't be played with.

Further definitions can be added if appropriate from the City of Edinburgh Relationships, Learning and Behaviour procedure.

4. POLICY CONTENT

Every child and young person has the right to a high quality education. Positive relationships are fundamental to enable effective teaching and learning to take place. We have adopted the following key principles to create a caring, supportive, learning environment:

- an ethos that values positive, restorative and respectful relationships and promotes shared values
- an inclusive and safe learning environment which supports children and develops their skills and resilience enabling them to become responsible for their own behaviour
- recognising that all behaviour is communication and that understanding what is being communicated and the underlying needs is crucial for assessing and meeting children's needs and finding solutions.

There may be other principles identified by parents, staff and pupils of the school that complement those above. These must be in keeping with the City of Edinburgh Relationships, Learning and Behaviour procedure.

5. IMPLEMENTATION

Whole School Approach

Good organisation, lesson planning and preparation will help to create the right learning environment.⁹ Flexibility, choice and, where appropriate, differentiation will also help to support individual needs and promote positive relationships and behaviour.

However, even in these conditions, some children and young people will present with behaviour that challenges or is difficult to interpret. The school uses approaches and strategies which are designed to help prevent and de-escalate difficult situations and identify and support individual support needs.

We understand that everyone learns best when they feel good about themselves. Punishments can make children feel bad about themselves. This can hinder their ability to engage in their learning, including their behaviour.¹⁰ Positive approaches to support behaviour focusses on relationships, skills building, restoration and when appropriate logical or natural consequences appropriate to the child, rather than the implementation of punishments.

⁹ CEC CIRCLE / Up, Up and Away resources include tools for Inclusive Learning environments.

¹⁰ Education Scotland – [Parentzone Restorative Approaches](#)

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To achieve this positive ethos all staff are committed to;

- Relationships - Developing positive relationships and being positive role models
- Rights Respecting - Respecting and protecting the rights of all children
- Resilience building - Through identifying strengths and developing skills
- Restorative - Acting restoratively to prevent difficulties and repair relationships when difficulties do arise.

We want to engage directly with parents to foster and develop our positive ethos. To work together to maintain and support shared learning community values and excellent home/school communication. We want to work together to address, prevent and resolve any difficulties should they arise and to build on our strengths together.

Clear Expectations¹¹

We have a small number of easily remembered rules / values which everyone in our learning community knows. These are summarised in three¹² words / short phrases:

1. Ready
2. Respectful
3. Safe

These form the basis of all our conversations in relation to behavioural expectations. It is helpful if parents can also discuss these rules / values with their children if there has been an incident in school. The purpose of these conversations is to find solutions and develop skills that will prevent problems in the future.

Our values / rules and ethos are summarised in a one page visual¹¹ that is displayed throughout our building, shared with parents and discussed regularly.

Building Skills for Relationships

The school uses lessons and activities that contribute to positive relationships and behaviour and support children to build the skills they need to develop positive relationships, resilience, be rights respecting and act restoratively. This includes:

- Building Resilience Programme
- Cool, Calm and Connected
- Rights Respecting Schools
- Mentors in Violence Prevention (MVP)
- CIRCLE / Up, Up and Away resource

Additional Support Needs

¹¹ It is important that whether the term rule or value is used there is a small number of positively worded expectations as opposed to a list of do's and do not's.

¹² Dix, P. (2017) *When the Adults Change Everything Changes*, Independent Thinking Press, Wales

We provide support that meets children's needs and identifies **additional support needs** as early as possible in order to prevent further difficulties developing later. The needs of most children can be met in class however for a small number of children an individual child's plan will outline additional supports that should be put in place. This is co-ordinated with parents through a child planning meeting and may involve partner services like our Educational Psychologist or Additional Support for Learning Service link. The school uses the following targeted supports:

- A support base and / or behaviour support staff
- Key workers: a named person for specific children
- Link workers: e.g. home-school link workers, family support, pupil support officer
- Staff being available at critical times e.g. transitions, break times
- Nurture Groups
- Social Skills Groups

Responding to (Di)stressed Behaviour

The school recognises that supporting children and young people with their behaviour requires:

- acknowledgement that all behaviour is communication
- understanding how a child's needs and setting might impact on behaviour
- identifying any known **'triggers' and early warning signs**
- considering the environment, body language and speech in this process
- intervening early if warning signs are detected to prevent a situation from escalating

We explore and establish "what's happened" with children. To do this we listen to their response whether that is given verbally or expressed non-verbally and act appropriately. Once the reason and purpose for the child's behaviour is known we explore how we can develop appropriate support or adaptations to address the issue by promoting well-being, offering coping strategies and agreeing constructive solutions.

Our Staged Approach to Positive Behaviour

Positive Relationships and Encouragement

All staff focus on positive relationships by looking for opportunities to encourage learner skills, recognise effort and build on strengths. Positive relationships form a foundation that minimises difficulties occurring. This includes:

- Positive communication home through postcards or calls
- Time to share success with a key adult
- Sharing achievements with peers
- Supporting peers with a skill mastered

When a difficulty does occur we have a clear and consistent staged approach that all learners know and can predict:

- Reminder of rule / value and clear short instruction re: expectation
- Reminder of rule / value and short break from class activity to regain focus. Adult briefly 'checks' in with child before they return to activity
- Final reminder, supervised time working out with classroom e.g. in another classroom, with supportive adult or base, communication to home and time set for restorative conversation

When a challenging situation develops our main objective is to reduce the level of arousal or distress. The school uses De-escalation Techniques found in Appendix 2 of the Council's Relationships, Learning and Behaviour procedures. All physical intervention to prevent harm is strictly in accordance with the city of Edinburgh Relationships, Learning and Behaviour Procedure. If a child has been supported through physical

intervention from an adult to prevent harm, parents will always be informed and this will be recorded in pastoral notes.

Professional Development

We support all staff to develop their skills to support relationships learning and behaviour, this includes but is not limited to:

- Use of the CIRCLE Inclusive Classroom resource / Early Years Up, Up and Away resource (online training available)
- Understanding and implementing Edinburgh's Getting it Right for Every Child approach (online training available)
- Implementing strategies outlined in the CEC procedure Relationships, Learning and Behaviour
- Promoting Positive Relationships for learning and behaviour (online training available)
- City of Edinburgh Council Nurture Training
- City of Edinburgh Council Autism Training

6. ROLES AND RESPONSIBILITIES

You should refer to the comprehensive list of responsibilities in the Included, Engaged, Involved in Edinburgh policy and Relationships, Learning and Behaviour procedure and briefly describe how these responsibilities are applied in your school.

The **headteacher** has overall responsibility for ensuring the effective implementation of this policy. In particular, the headteacher ensures that the concerns of pupils are elicited, listened to and appropriately addressed and that the provisions of 'Getting it Right for Every Child' are taken into account when working in partnership with children, families, and other professionals on issues of communication and behaviour. To do this they have.....

All staff are responsible for ensuring that the policy and procedures are followed. All staff encourage positive relationships and act as role models within our learning community.

Parents and families are regarded by the school as key partners who are asked to work in partnership with the school. Parents are expected to assist in maintaining positive relationships and support restorative approaches and high expectations for positive behaviour. Parents are invited to raise with the school any issues arising from the operation of the policy.

Learners participate in supporting this procedure and contribute to our positive school ethos. All learners know our school values / rules. Learners are supported to ensure that incidents of disruption, violence, bullying and any form of harassment are reported. The implementation of this procedure allows learners to understand the cause and effect of their behaviour.

7. EQUALITIES AND RIGHTS

All staff implementing these procedures have responsibilities under **The Equality Act 2010**. Having due regard for advancing equality includes;

- Removing or minimising disadvantages suffered by people due to their protected characteristics.
- Taking steps to meet the needs of people with protected characteristics where these are different from the needs of other people.
- Addressing and preventing discrimination arising from disability

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- Making reasonable adjustments in relation to the implications of a learner's additional support needs or disability and the impact this may have on their relationships and behaviour.
- Paying due regard to cultural factors that are relevant in ensuring that the school's ethos is inclusive.
- Implementing the local authority framework for preventing and responding to bullying.

CONCERNS, COMPLAINTS AND COMPLIMENTS: You should include reference to relevant documents with information on how parents and others can provide feedback or raise a concern/compliment.

8. RECORD KEEPING

Reflection, evaluation and de-briefing strategies

The school records any incidents of behaviour requiring significant support on the school database called SEEMIS. Details will include an interpretation of events by different parties (including the child), possible factors of settings, triggers, reasonable adjustments in place, an evaluation of how the incident was managed and 'lessons learned' to help prevent or better deal with a similar incident arising again.

Incidents that have resulted in physical harm or physical intervention being used to prevent harm are recorded on the council health and safety database (SHE portal).

The Senior Management Team reviews these records of incidents on a regular basis. Please find below a list of all Records, including completed forms that may be generated or amended by this procedure.

9. SELF EVALUATION AND REVIEW

You should include information about how you plan to communicate this policy and procedure to all stakeholders including parents and pupils. You should also include the means by which you will evaluate and review this document, how you will include parents and children in this process, and the date when this policy will be due to be reviewed.

10. RELATED DOCUMENTS

Scottish Government

- Standards in Scotland's Schools etc Act (2000)
- Included, Engaged, Involved 2 (2017)
- Guidance on the Presumption to Provide Education in a Mainstream Setting (2019)
- Developing a Positive Whole School Ethos and Culture: relationships, learning and behaviour (2018)
- Additional Support for Learning Act (2004) - amended 2009
- Parental Involvement Act 2006
- The Equality Act 2010
- UN Convention of the Rights of the Child
- Children and Young People Act 2014

City of Edinburgh Council

- Edinburgh Learns Framework: Inclusion (2019)
- Included, Engaged, Involved in Edinburgh Policy (2018)
- Relationships, Learning, Behaviour Procedure (2019)
- Managing and Reducing Risk Procedure (2019)
- Preventing and Responding to Bullying in Children and Young People (2019)
- City of Edinburgh Council Equalities and Rights Framework
www.edinburgh.gov.uk/downloads/file/9516/equality_diversity_and_rights_framework_2017-21

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School

List relevant school documents here.

Record Title	Location	Responsible Officer	Minimum Retention Period
Education Records	Education Establishments	Headteachers/Managers	As per records retention schedule
Examples: Behaviour Incident	Pastoral Notes of SEEMIS	Head Teacher	
Physical harm or physical intervention to prevent harm	SHE portal	Head Teacher	

Appendix Two: De-escalation Techniques

Physical

- Think about your position in the room – make sure you are closest to the door. But do not stand across the doorway to block someone's exit.
- Respect personal space by keeping your distance (up to 4x more than normal) and turn your body so that you are presenting at an angle to the other person.
- Be aware of your body language – try to present with a relaxed and non-threatening stance with your hands open and visible.
- Stand on the same side as their dominant hand (reducing the likelihood that they will try to grab or hit out)
- Make only intermittent eye contact – more than this is threatening
- Adopt a 'slow motion' mode to offset the natural tendency to match the other person's behaviour – i.e. talk slowly, walk slowly, move your hands slowly.
- Lower your voice and try to retain a warm and empathic tone
- Make sure your facial expression is congruent with what you say
- Remain calm
- Make use of familiar objects, sign language, emotion talk symbols, places of refuge and visual timetables as appropriate
- Where possible separate them from the others / or remove the audience
- Get everyone to sit down – sitting helps you to calm down

Communication

- Calm tone of voice - self-monitor pitch, pace and volume of voice
- Use simple short clear language and give extra time for the child to process
- Listen
- Use the young person's name
- Remember that all behaviour is communication
- Take into consideration preferred communication and communication needs eg. use of visuals and signing
- Ensure the dignity of all concerned. Try to offer the child a legitimate way out of the situation for example offering a controlled choice.
- Ask onlookers to ignore an escalating situation; in some circumstances requesting they leave the scene.
- Cue others to what to do 'Continue working on X I'll just be a moment or two'
- Ask 'What's happened'
- Give them a way out/offer 'time out' – "Would you like to take a break..?"
- Respond empathically - recognise the emotions and feelings that the child has by naming them.
- It can be useful to acknowledge distress or wonder aloud e.g. 'I can see you are really upset, I wonder if you are feeling frustrated'
- Tell them that it's ok to have these feelings.
- Separate the behaviour from the person
- Tell them that you want to hear what they have to say – "Help me to understand what you're saying to me"
- Reflect back to them – "Can I just check? I think what you're saying to me is that you are unhappy about.... Have I got that right?"
- Encourage them to reflect on the situation when calm, consider the impact on others and how to resolve the situation

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- Model and support problem-solving skills “What would help right now?” (This might only be possible once they have started to calm down)
- Offer praise where you can – “Well done! You’re doing really well to control yourself. Keep on taking deep breaths.”
- Soothing reassuring words can help the child to feel calmer

Personal attributes that will help

- Always show **warmth** and **positive regard** for children and young people
- Try to be **consistent** and **predictable**
- Be calm and reassuring , model respectful interactions
- Know your limits - don’t make promises you can’t keep and get help if you need it.

Feelings

Issues affecting the child / young person:

- All behaviour is a form of communication. The young person has something to communicate to you. Let them know that you want to listen to what they have to say and value them as an individual and their viewpoint. Make it clear that it is the way that they are communicating that is problematic and not them as a person.
- ‘Challenging behaviour’ often meets a need for the young person. For them it is a solution – a means to an end - and not a problem.
- Under stress, the young person’s survival response may dominate their actions.

Issues affecting you:

- In response to a potential threat your defence/survival system may also have been activated – your brain will be sending signals to you to fight, flight or freeze.
- The use of de-escalation techniques is therefore counter-intuitive. It goes against our natural instinct in a threatening situation.
- You must try to appear to be calm and in control of yourself and try to engage the ‘thinking’ part of your brain.

What’s not helpful?

Physical

Avoid

- Adopting a threatening stance or standing across the doorway to block someone’s exit
- Invading the young person’s space (unless you are moving towards them to restrain them)
- Compromising your own safety

Communication

Avoid

- Shouting, threatening, preaching, arguing etc.

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- Pointing or shaking your finger
- Continuing to discuss the 'issue' or to ask 'why did you do that'?
- Trying to 'win' or have the last word
- Interrupting e.g. "No, you listen to what I'm saying for a change..."
- Saying anything that might connect the young person to strong feelings of guilt or shame. This is not the time.
- Dealing with issues publicly where possible

Feelings

Avoid

- Telling them you know how they feel
- Dismissing their feelings
- Taking it personally. Even when comments or insults are directed at you, they are not really about you. Try not to respond to them and concentrate on calming the situation down.

Appendix 3 – Supporting Pupils and Staff during and Following the Need for Physical Intervention, physical harm or Pupil Isolation from Peers to prevent harm

Immediate Support to Pupil	
Follow strategies and procedures specific to the child or general principles of the establishment about staying with them or allowing them space	
Move the pupil to a calm environment or remove the danger/hazard, where possible and safe to do so	
Help them to calm down using agreed strategies; calming words or, where considered appropriate, touch	
See, ask and check whether the child is hurt; needs first aid or any other practical help e.g. offering a drink; seek medical help immediately if required	
Reassure through actions and what is said that the child knows staff still care for them and want to continue to help	
Decide who should work with the child and the amount of discussion/reflection reasonable to undertake; be aware the child may need time to fully regulate (even after they appear calm)	
Decide whether the child needs time away from the rest of the group or if the group needs time away from them	
Ensure agreed, local processes are followed by relevant staff to inform parents or carers of any incident that has involved their child; what happened and what the next steps will be.	
Following Immediate Supports	
Seek the view of the child at a developmentally appropriate level (consider the use of Emotion Talks, Talking Mats, Wellbeing Web, Solution Focussed Conversation)	
The head teacher should ensure investigation of the incident where appropriate to establish the <u>facts and circumstances</u>	
Investigate the <u>likely cause</u> of the incident e.g. was the child or young person: <ul style="list-style-type: none"> • Affected by the environment, routine, behaviour of others or other circumstances • Under stress • Frustrated by the inability to express feelings or to complete task • Angry with another child, staff or him/herself • Acting in self defence • Affected by family or personal circumstances • Missing support or adjustments • Bullied or provoked 	
Communicate what has happened to the parents of the child at the earliest opportunity on the day it has occurred	
If appropriate review Child’s Plan and / or Risk Management Plan	
Engage those involved in restorative approaches where appropriate	
Wider Pupil Supports	
Be aware of others who were in the room or immediate areas and how they felt / what they heard or saw – they may need explanations and calming	

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Procedure Title - Relationships, Learning and Behaviour

Procedure Number -

Look after the needs of the other children or young people and work to get the group back together; provide appropriate explanations and reassurance	
Where appropriate, get back to planned activities but be open to the possibility of change. Try to honour commitment to other children so that an individual child's needs do not continue to take priority over all others	
Stay in tune with the mood of the group listening closely to what is being said and be sensitive to how the incident may have affected them	
Ensure agreed, timely, local processes are followed by relevant staff to inform parents or carers of any incident that has involved their child; what happened and what the next steps will be.	
If appropriate review Child's Plan and / or Risk Management / Safety Plan for individuals who have been most affected	
Engage those involved in restorative approaches where appropriate	
Relevant staff should conduct an internal review of the incident itself to consider investigation findings and identify the need for revised strategies including measures to reinforce positive behaviour, prevent or reduce the risk and level of intervention required to manage unavoidable risk in the future	

Support to Staff	
Inform the head teacher about the nature of any physical intervention (including seclusion) used to keep child or others safe	
Make sure no staff are physically hurt/need medical attention; take appropriate steps to help them deal with the current situation; check how they are feeling	
Ensure the incident has been recorded and reported in line with council procedures (SHE portal, pastoral notes and where appropriate critical incident form)	
Arrange a debriefing meeting - the head teacher should ensure that emotional support and practical information/guidance is offered automatically without an individual having to ask; they should be assured they will receive sympathetic and sensitive treatment and can express anxiety without fear of criticism	
Reassure staff of appropriate risk management and safety planning. Take care to avoid immediate comment on measures that will be taken	
Consider the impact on the relationship between staff and the child and give them the time, space, support and contact they need; to restore good relationships over time	
Engage those involved in restorative approaches where appropriate	
<p>Examples of further staff support may include:</p> <ul style="list-style-type: none"> • Arrange for staff to talk about the incident individually / in a group, with a member of staff who understands the likely impact; offer access to the Council's counselling service if required • Appropriate time to ensure that wellbeing issues were assessed and any actions put in place to support staff 	

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<ul style="list-style-type: none">• Follow-up action after a period of time to ensure that staff affected have fully recovered and do not require any additional assistance or support• Offering staff at risk from physical harm protective clothing e.g. arm/shin guards/hats• Refer staff to the Procedure for <i>Protection against infection and Blood-borne Viruses in all Children and Families Educational and Child Care Settings</i>, if required	
Headteachers can seek support and advice from Psychological Services	

Appendix 4 – Local Authority Inclusion Statement 2019



In Edinburgh children and young people are at the heart of our vision for the future.

As an inclusive community we work with parents, carers and, where appropriate, partner agencies to support all children and young people.

By working together, we help children and young people to develop understanding about relationships, respect, teamwork, honesty, fairness, patience, and compassion. We do this by offering interesting and relevant learning experiences, by providing our staff with the training and resources they need, and by working with the whole community to accept and care for one another. This isn't always easy, but we believe it is essential so that our children and young people understand the people they meet and learn how to work together to handle setbacks and difficult situations throughout their lives.

When children and young people experience adverse events or as a response to their additional support need, they let us know by reacting in different ways. This presents difficulties for those around them. By working together, by understanding the cause and working out solutions, we can find a way to solve or deal with a problem. If it takes time to get over a problem we will work with a child, young person, and their family to work out the best way forward. This may involve making adaptations and providing additional support or in exceptional circumstances identifying a change of environment.

We recognise that we all experience difficult times, and that everyone deserves the best possible care and support. In Edinburgh we support children and young people to learn in different ways according to their needs. As children and young people learn to read, write, and count some require more support than others do. This need for support arises for a variety of reasons learning difficulties, challenges with emotional regulation and social communication issues. We must meet the needs of all our students in a fair, compassionate, and proportionate way.

In considering how to support all children and young people reach their full potential it may not always be possible to arrive at a resolution all parties agree. However, we will listen to any parent, young person, child or member of staff and work together to resolve difficulties.

We are committed to do all we can to make Edinburgh an inclusive place to live and learn.

Alistair Gaw
Executive Director for Communities and Families



Appendix 5: Additional Guidance on Physical Contact for Early Years Settings

Early Learning and Childcare: Physical contact

Touch is often an important element in building positive relationships and a sense of security with very young children.

Intimate Care

In Early Learning and Childcare settings intimate care is regularly required. There is an expectation that each setting will have wet clothes/ nappy-changing procedure to ensure a consistent approach to intimate care from all members of the staff team. This procedure should include guidance on:

- Respect for children's dignity
- Developing children's independence throughout the process
- Supporting children's emotional wellbeing
- Demonstrating a positive model of physical interaction
- effective hygiene procedures

No child should be forced to change their clothes. If necessary, the family may need to be informed. For a few children, a written agreement of the steps to follow should be produced following discussion with the parents/carers.

Emotional wellbeing

Best practice includes ensuring there are opportunities for children to initiate close physical contact if they need it for reassurance, to communicate, or to enhance a learning experience; when sharing a story, for example. Some children will seek this level of reassurance regularly, some children will not be comfortable with this. It is appropriate for members of the staff team to respond warmly to children initiating contact. It is also appropriate for staff members to use physical contact to support children through moments of conflict or distress, if this is welcomed by the child. No child should be cuddled against their wishes. Members of staff need to know their children well and should observe each child closely to determine whether physical contact is an appropriate support for an individual child.

Lifting children

Babies

Babies need a high level of physical contact and interaction. Responsive care is fundamental to ensuring high quality provision. The adult is the caregiver and it is important that key staff members are identified to ensure consistency and warm attachments. [See Pre-birth to Three national guidance]

Young Children

Lifting young children should be considered carefully. There are physical risks to the staff member to consider, as well as previously noted considerations regarding independence and dignity for the child. There may be times when lifting a child is appropriate, if a child is hurt, for example. Professional judgement is required as to what is appropriate, and a whole-setting, consistent approach is recommended.

Education, Children and Families Committee

10am, Tuesday, 18 May 2021

Renewal of NHS Lothian Service Level Agreements

Executive/routine
Wards
Council Commitments

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
- 1.1.1 Note the action taken by Finance and Resources Committee on 5th March 2020 and by Policy and Sustainability Committee on 25th June 2020 to extend the funding to NHS Lothian for twelve months.

The request was submitted to ensure the continuity of the service for the financial year 20/21.
 - 1.1.2 Approve the award of Service Level Agreement contracts in principle to NHS Lothian for 24 months to the value of £1,912,605 listed at Appendix 1 and refer this to the Finance and Resources Committee on 20 May 2021 for final approval
 - 1.1.3 Approve the extension of the current arrangements in principle with NHS Lothian for 12 months, to the value of £380,335, listed at Appendix 2 and refer this to the Finance and Resources Committee on 20 May 2021 for final approval

Jackie Irvine

Head of Safer and Stronger Communities

Contact: Anna Gray, Acting Senior Manager

E-mail: Anna.Gray@edinburgh.gov.uk | Tel: 0131 469 3960

Renewal of NHS Lothian Service Level Agreements

2. Executive Summary

- 2.1 This report details how the local authority proposes to deliver the services jointly with NHS Lothian for the financial years 21/22 and 22/23.
- 2.2 This report is to request approval for:
 - 2.2.1 the award of three Service Level Agreements for two years (one year + one year possible extension) to the value of £1,912,605 for NHS Speech and Language Therapy, Autistic Spectrum Disorder Occupational Therapy (ASD OT) in mainstream and special school provisions and Occupational Therapy in Early Years settings (OT EY);
 - 2.2.2 the extension of twelve months' funding arrangements to the value of £380,335 for NHS services supporting Looked After Children and Young People, Additional Support for Learning nurse and Prepare nurse.
- 2.3 This report is also to advise Education Committee of the action taken by Finance and Resources Committee and Policy and Sustainability Committee to award the funding to NHS Lothian for financial year 20/21.
- 2.4 The total value for the extension of the funding arrangements and the award of the contracts equates to £2,292,940.

3. Background

- 3.1 The Local Authority currently commissions the NHS to provide a number of enhanced services to children and young people as detailed in the main report. Some of these arrangements have been jointly reviewed during financial year 2020-21 to ensure that delivery and performance are considered fit for purpose and in line with the Scottish Government's strategic priorities for Getting it Right for Every Child. Committee Approval is being sought to formally award such Service Level Agreements.
- 3.2 Some arrangements are still under review. Due to the unprecedented times and the closure of schools, not all reviews have been completed. To ensure consistency and delivery of these services for children with high levels of complex needs, it is deemed appropriate to extend the current provisions until the end of 21/22 financial year, to

allow sufficient time for a comprehensive review of the requirement. Committee Approval is therefore being sought to extend the current arrangements until the reviews are completed.

4. Main report

- 4.1 The Children and Young People (Scotland) Act 2014 places a duty on the Education authority to make appropriate arrangements for identifying those children for whose school education they are responsible, and who may have additional support needs. Appropriate agencies have a duty to help the education authority discharge their duties. NHS Lothian and the Education Authority (the Council) collaborate to meet children's additional support needs, promoting integrated working across agencies in assessment, intervention, planning, provision and review.
- 4.2 The Act requires Councils and the NHS to ensure that children's services are provided in ways which:
 - 4.2.1 best safeguard, support and promote the wellbeing of children
 - 4.2.2 ensure that any action to meet needs is taken at the earliest appropriate time
 - 4.2.3 take appropriate action to prevent needs arising.
- 4.3 Considering this, the Council commissions additional services to ensure that children have timely access to health services appropriate to their additional support needs at school and in Early Years settings. This also ensures that children can experience seamless support where they require a range of health and educational support for complex needs.
- 4.4 These services include:
 - 4.4.1 Allied Health Professional services, principally Speech and Language Therapy for children and young people in Early Years Settings and schools.
 - 4.4.2 A contribution towards the Prepare team costs. Prepare is a multi-agency team providing social work and medical support to pregnant women with complex substance misuse issues. The team is highly successful in supporting women to stabilise their drug use leading to better health and long-term care outcomes for babies.
 - 4.4.3 Medical support for young people who are previously looked after by the local authority
 - 4.4.4 Mental health support for Looked After and Accommodated children and young people
- 4.5 The additional funding for these services adds value to what is already being provided by NHS Lothian under statutory duties. The services are provided with the aim of enhancing pupils' access to the curriculum and maximising educational achievements, literacy and social development.

- 4.6 School-based services have been reviewed following a fully comprehensive assessment of the requirement and the market, to fulfil our statutory duty to secure best value.
- 4.7 With regards to the Speech and Language Therapy service the Local Authority engaged with the key stakeholders and the provider to redesign a service which was felt no longer fit for purpose. The changes to delivery were suggested by Head Teachers and a variety of stakeholders. These changes were agreed with the provider in the form of a new co-produced specification and are being implemented in partnership.
- 4.8 To ensure and improve consistency and delivery of the integrated children's services, it is deemed appropriate by both partners to align services delivered in schools with the academic year. It is hoped that this will streamline reporting requirements, performance evaluation and evidence of improved outcomes.
- 4.9 Robust evidence of the newly shaped service is being gathered, ensuring all clusters are allocated the required hours as discussed and negotiated. Over-usage and under-usage of time allocation will be analysed and redistributed as appropriate.

Key performance indicators and achieved outcomes will be reviewed at the end of each academic year and closely monitored to ensure previous concerns regarding the Speech and Language Therapy Service have been resolved.

5. Next Steps

- 5.1 The request for twelve months renewal for services listed in Appendix 2 is due to an ongoing review of the current arrangements that the Local Authority is undertaking in collaboration with the service provider, key stakeholders, including those who use the services, and the wider community, with a focus on improving wellbeing outcomes.
- 5.2 The primary focus is on the CAMHS services, which are currently being discussed by Senior Managers in NHS Lothian and City of Edinburgh Council. The partners are exploring the requirement and shaping the mental health provisions to ensure they are fully accessible to children and young people.
- 5.3 Data, findings and recommendations will be submitted for consideration and approval prior to the beginning of financial year 2022-23.
- 5.4 Approval for a short-term extension is therefore being sought.

6. Financial impact

- 6.1 The total value of the awards listed in Appendix 1 is £1,912,605.
- 6.2 The total value of extensions to the current arrangements listed in Appendix 2 is £380,335. This includes the cost of individual care packages (HESS - Health and Education Support Service and LENS - Lothian Exceptional Needs Service). In the light of the increase in the number of children with complex needs, this would be approximately £100k.

- 6.3 The total value of the Service Level Agreements and the extensions equates to £2,292,940. Details of the financial impact of each service provision are listed in Appendices 1 and 2.
- 6.4 Budgetary provision exists for these commitments.
- 6.5 There are no revenue or capital costs associated with the report
- 6.6 There were no procurement costs associated with awarding the Service Level Agreements.

7. Stakeholder/Community Impact

- 7.1 The services provided under these Service Level Agreements are responding to the need for effective integrated support and early intervention for children at school.
- 7.2 There are no adverse environmental outcomes arising from this report
- 7.3 The views of the Headteachers and the schools have been gathered through a strategy working group and implementation group. Parents' and carers' views will be sought through focus groups as part of the ongoing review.
- 7.4 The impact on the community will be to provide support more efficiently and locally, specifically in relation to children and young people with additional support needs and mental health difficulties.
- 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

- 8.1 The Education (Additional Support for Learning) (Scotland) Act 2004
- 8.2 The Children and Young People (Scotland) Act 2014
- 8.3 Getting it Right for Looked After Children and Young People Strategy

9. Appendices

- 9.1 Appendix 1 Proposed NHS budget (Service Level Agreements)
- 9.2 Appendix 2 Proposed NHS budget (Extension)

Appendix 1

Proposed NHS Budgets 2021/23 – Service Level Agreements

- The cost of the Service Level Agreement for Speech and Language Therapy is £800,928 for 2021/22 financial year and £824,955 for 2022/23
- The cost of the Service Level Agreement for ASD Occupational Therapy is £87,249 for 2021/22 financial year and £91,129 for 2022/23.
- The cost for the Occupational Therapy post is £53,354 for 2021/2022 financial year and £54,990 for 2022/2023

Description	Budget	Award	
Speech and Language Therapy	£1,625,883	1 year + 1 year	1st July 2021 – 30 th June 2023
ASD Occupational Therapy	£178,378	1 year + 1 year	1st July 2021 – 30 th June 2023
Occupational Therapy - Early Years	£108,344	2 years	1 st April 2021 – 31 st March 2023
Total	£1,912,605		

Appendix 2

Proposed NHS Budgets 2021/22 – Extension of current arrangements

- The cost for CAMHS services is £160,440 per annum
- The cost for the Through Care and After Care Nurse is £50,247 per annum
- The cost for the ASL nurse is £24,778 per annum.
- The cost for the Prepare nurse is £44,870 per annum

Description	Budget	Extension	
CAMHS – Health and Wellbeing	£142,642	1 year	1 st April 2021 – 31 st March 2022
CAMHS - Young People's Service nurse	£17,798	1 year	1 st April 2021 – 31 st March 2022
TCAC Nurse	£50,247	1 year	1 st April 2021 – 31 st March 2022
ASL Nurse	£24,778		1 st April 2021 – 31 st March 2022
Prepare nurse	£44,870	1 year	1 st April 2021 – 31 st March 2022
HESS / LENS care packages	£100,00	1 year	1 st April 2021 – 31 st March 2022
Total	£380,335		

Education, Children and Families Committee

10am, Tuesday, 18 May 2021

South East Improvement Collaborative – Edinburgh Focus Summary

Executive/routine
Wards
Council Commitments

1. Recommendations

- 1.1 The Education, Children and Families committee is asked to:
 - 1.1.1 Note the added value provided through links across the South East Improvement Collaborative

Lorna French

Acting Head of Schools and Lifelong Learning

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Contact: Michelle McLean, SEIC Quality improvement Education Officer

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South East Improvement Collaborative – Edinburgh Focus Summary

2. Executive Summary

- 2.1 The following report contains an outline of progress within the South East Improvement Collaborative (SEIC) with a focus on SEIC work within City of Edinburgh Council. It provides an update of work from March 2020 – April 2021 and identifies next steps. It forms part of the full Education Service Standards and Quality Report.

3. Background

- 3.1 The rationale behind Regional Improvement Collaboratives continues to be a key element in the future of Scottish Education. Recent publications and research have highlighted the benefits and the need for collaboration to support our system at all levels, to provide the best possible outcomes for our children and young people.
- 3.2 SEIC recognises that the accountability for improvement remains with each local authority and that SEIC's role is to provide added value through collaboration. By working collaboratively at establishment, local authority, regional and national level we can accelerate progress in our priority areas. This report reflects the standards and quality evaluation of the previous SEIC plan.

4. Main report

- 4.1 Data for evaluation and improvement which informs the summary report (Appendix 1) reflects both individual data and the collective data across all five local authorities. Data relating to context, pupil and attainment detail is sourced from a national level. Data relating to SEIC specific content is generated from within the SEIC team. This data has informed both evaluation and next steps.
- 4.2 Overall, teaching staff across Edinburgh are benefitting from more opportunities to collaborate to improve practice through the SEIC.
- 4.3 Of greatest note are the teacher and middle leadership opportunities through Research Schools, Pedagogy Pioneers and SEIC Associates.

5. Next Steps

- 5.1 Next steps are outlined in the report (Appendix 1) and will be subject to approval of the upcoming SEIC plan through the SEIC Governance Structure. Identified work that supports the Edinburgh Learns for Life framework will be agreed collaboratively through appropriate representation on the SEIC Implementation Group.

6. Financial impact

- 6.1 Funding for the SEIC is external to City of Edinburgh Council and is bid for annually based on the planned interventions for each year. A funding bid is agreed by Directors of Education or Chief Education Officers before being submitted to the Scottish Government.

7. Stakeholder/Community Impact

- 7.1 Consultation has taken place across all five local authorities and practitioners within City of Edinburgh have been a vital resource in this process.

7.1.1 Practitioners engaging with SEIC – All those who have engaged in any element of SEIC work were given the opportunity to provide feedback through an online survey.

7.1.2 Senior Leaders - Those who work strategically within the Edinburgh Learns Team were part of a presentation and feedback session. Feedback was collated with that of the other four authorities to support the evaluation of the existing plan and set priorities for the forthcoming plan.

7.1.3 Partners across the service and third sector - Two SEIC wide consultation sessions were held to gather feedback and generate ideas for improvement in structure as well as outcomes for children and young people.

7.2 Governance

7.2.1 The SEIC Oversight Group is comprised of Education Conveners and portfolio holders, Vice Conveners and Chairs, Chief Executive Officers, and Directors of Education or Chief Education Officers from the five local authorities across the SEIC region. The group oversees the work of SEIC and provides political accountability for the Collaborative's work.

7.2.1 The SEIC Board is formed of Directors of Education or Chief Education Officers from each of the five SEIC local authorities, a headteacher representative from each SEIC authority, the Senior Regional Advisor from Education Scotland's SEIT and representatives from Edinburgh University, CLD and Skills Development Scotland. The Board develops the Regional Improvement Plan and oversees its progress and impact.

8. Background reading/external references

- 8.1 SEIC Agile Plan March 2020 – [Access Here](#)

- 8.2 Education: improvement framework and plan – Scottish Government 2021 – [Access Here](#)
- 8.3 International Council of Education Advisers Report 2018-2020 – [Access Here](#)
- 8.4 Regional Improvement Collaboratives (RICs): Interim Review Feb 2019 – [Access Here](#)
- 8.5 Audit Scotland – Improving Outcomes for Young People Through School Education – March 2021 – [Access Here](#)

9. Appendices

- 9.1 Appendix 1 – CEC Standards and Quality Report, Edinburgh Learns: South East Improvement Collaborative – Edinburgh Focus

Appendix 1 Standards & Quality Report

*Edinburgh Learns' Goal:
"The best teaching and learning for all"*

Our Outcomes

The South East Improvement Collaborative (SEIC) recognises that the accountability for improvement remains with each local authority and that SEIC's role is to provide added value through collaboration. By working at establishment, local authority, regional and national level we aim to accelerate progress in our priority areas, giving the best chance for us to achieve excellence and equity for all our children.

SEIC support local authorities with their own improvement priorities and work collaboratively to realise the SEIC Vision – *Working Together, empowering all, improving outcomes*. From March 2020 to April 2021, the SEIC developed and Agile Plan to support the COVID-19 response.

Over three phases; **Emergency, Renewal and Resumption**, key outcomes were identified

- Support Local Authorities by directing our support to meet their needs.
- Continue with some aspects of our original plan through remote approaches, where appropriate.
- Work alongside Education Scotland Regional Improvement Team to facilitate collaboration, supporting challenges that are common in our local authorities and schools.
- Developing online collaboration, training and professional dialogue for practitioners, as we collectively face new challenges.

What Does Our Evidence Tell Us?

- **International Council of Education Advisers Report 2018-2020**
 - *"Regional Improvement Collaboratives have built greater collaboration between local authorities and started to benefit from the role of assigned challenge advisors and Education Scotland's regional teams. Many professional networks are emerging to enable sharing of successful examples of what works across schools."*
- **Regional Improvement Collaboratives (RICs): Interim Review Feb 2019**
 - *"overall, school staff were very positive about the idea of learning from one another across the region, and welcomed opportunities for networking, building skills and developing their practice."*
- **Audit Scotland – Improving Outcomes for Young People Through School Education – March 2021**
 - *"Councils should: work with schools, Regional Improvement Collaboratives, other policy teams and partners, for example in the third sector, to reduce variability in outcomes by more consistent application of the drivers of improvement set out in the NIF..."*

What Were Our Strengths?

Current key strengths within City of Edinburgh include:

- 94% of our schools have attended one or more of SEIC's CLPL sessions
- The Edinburgh SEIC forum has representation across all sectors and supports communication from the board to schools and vice versa. They have helped evaluate and provide feedback for the next SEIC plan.
- The SEIC secondary subject Network has 20 curricular based groups and we have representation within all these groups. SEIC have worked with them and the QIEO with this strategic remit, to improve practice and consistency towards assessment and moderation in the senior phase.
- The SEIC Assessment and Moderation group have worked collaboratively to support the senior phase work of the secondary subject network and all other authorities within SEIC have benefitted from the high standard of practice and professional learning shared through our Edinburgh Learns team.
- City of Edinburgh has wide representation of engagement within all areas of the SEIC Empowered System from all sectors including special schools and early years.

- SEIC Associates - developing specialist knowledge for school improvement and building capacity with peers through review process.
- Pedagogy Pioneers – authority identified, practitioners shared their high quality practice through webinars and Q and A sessions. Their learning is made available for others to learn from via the SEIC website and there is a planned session for early years colleagues at the end of this session.
- Research Schools - developing practitioner enquiry and improvement methodology skills to improve planning and learning, teaching and assessment. Practitioners have noted greater confidence in their research processes and have shared their learning across the wider group. A sharing of learning session open to all practitioners is due to commence in May.
- SEIC are working alongside our Attainment Advisor from Education Scotland and the Children and Young People’s Improvement Collaborative to provide Intensive Quality Improvement support to an identified secondary school focusing on attendance and engagement. Impact has been tracked, showing improvement and staff are participating in a SEIC wide sharing the learning session over May and June.
- In collaboration with Education Scotland South East Improvement Team (SEIT), a suite of professional learning to support Inclusion and Equity has been generated. Initially presented as live webinars, this has been adapted to provide an “any time” access for practitioners at all levels to engage in personal or school level professional learning. Key to its success, is the representation of practitioners sharing their expertise. We have had representation in several sessions including Beyond Black Lives Matter, Pupil Participation and Educational Psychology support.
- To support online learning and provision for a blended learning approach, SEIC funded practitioners to develop online lessons at senior phase level. A number of our practitioners have provided content and accessed lessons which is shared within the West OS partnership website. Data is collated by the SEIC digital board providing both SEIC and City of Edinburgh information.
- In collaboration with Edinburgh Youth Work, YouthLink Scotland and SEIC Quality Improvement officer for Edinburgh, there has been a trial of practitioner enquiry for school and youthwork staff to support identified pupils who experienced a variety of difficulties during lockdown. Working with one school, the team is already identifying opportunities to scale up the work taking place.
- In order to support staff wellbeing, SEIC have provided coaching and coachee opportunities for middle and senior leaders. City of Edinburgh have worked collaboratively with SEIC to ensure it compliments existing measure of support and it has been received positively with uptake from staff to both coach and receive support.

What Are Our Next Steps?

The future direction for SEIC and the Empowered System has been developed through robust evaluations, consultation with all stakeholders, the use and analysis of data, whilst taking account of local authority planning, GIRFEC and the National Improvement Framework (NIF). The new SEIC improvement plan (April 2021 – March 2022) aims to support recovery from Covid-19 and to support the development of a fully empowered and more resilient school system. To do this, the aim is to work collaborative to achieve 3 strategic goals.

- To drive high quality learning, teaching and assessment
- To support inclusion, wellbeing and equity
- To develop the use of digital pedagogy

Several targeted focus areas will support these goals and be developed through an implementation group that will ensure added value, timely and measurable outcomes and the correct cohort of people to work collaboratively to achieve them.

The Empowered System will continue to drive improvement with the introduction of Learning schools as the fourth arm of the system.

Alongside existing networks, new ones will be established. They will inform the work of the SEIC whilst maintaining a level of autonomy to drive forward their own improvement priorities.

Education, Children and Families Committee

10am, Tuesday, 18 May 2021

Attainment in the Senior Phase, 2019-20

Executive/routine
Wards
Council Commitments

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 note the progress and areas for improvement in educational attainment in the Senior Phase in City of Edinburgh secondary schools
 - 1.1.2 agree to receive further annual reports on attainment/improvements in performance in the Senior Phase.
 - 1.1.3 note the continued hard work of young people, staff and parents/carers to support the successful delivery of national qualifications in session 2019-20, despite a period of national lockdown due to the Covid-19 pandemic.

Lorna French

Acting Head of Schools and Lifelong Learning

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E-mail: lorna.french@edinburgh.gov.uk

Attainment in the Senior Phase, 2019-20

2. Executive Summary

- 2.1 This report provides the members of the Education, Children and Families Committee with a summary of the key outcomes in relation to attainment in the City of Edinburgh Council secondary schools for the Senior Phase (S4 to S6) in the academic session 2019-20. The report focuses on the attainment of school leavers for session 2019-20. Although senior phase attainment is the responsibility of secondary Headteachers, a GIRFEC approach is essential to ensure that the ingrained issues such as poverty are effectively tackled, and that the partnership to achieve this is begun as early as possible. The themes highlighted in this report are expanded upon within the revised vision for education: Edinburgh Learns for Life.

3. Background

- 3.1 This report complements the report Attainment in the Broad General Education, 2019-20 (with 20-21 update), which was discussed at committee on 02/03/21.
- 3.2 The national Senior Phase benchmarking tool for attainment and achievement, *Insight*, analyses the attainment of school leavers in four key areas: Improving Attainment in Literacy and Numeracy; Increasing Participation (by improving leaver destinations); Improving Attainment for All; and Attainment Versus Deprivation. This report uses these measures to analyse progress; fuller details of the measures used, as well as more detailed analysis (including graphs and tables) are contained in the appendix to this report. Measures used by the Scottish Government's National Improvement Framework (NIF) are also used, as appropriate, to measure poverty-related "gaps" in attainment
- 3.3 For session 2019-20 the absence of external assessment information, and the Ministerial direction to award teacher-estimated grades for SQA National Qualifications, have led to a different pattern of attainment across Scotland than was seen in previous years. We are advised by the Scottish Government that the results for 2020 should not be directly compared to those in previous years or future years, and that the 2020 *Insight* data cannot therefore be used to directly demonstrate authority improvement compared with previous years. Similarly, care should also be taken when comparing attainment to the virtual comparator.

- 3.4 Within this report, therefore, we report on attainment for session 2019-20 and indicate *possible* patterns of improvement (or otherwise). Where trends are evident, over successive sessions, these are indicated, and carry more weight.
- 3.5 Note that a broken line has been used in line graphs containing attainment data for more than one session, to emphasise the different approach to certification in 2020 compared to previous years, and reflect the advice noted from the Scottish Government.
- 3.6 Irrespective of the caveats given above, we are confident that the actions proposed throughout the report are entirely appropriate.

4. Main report

4.1 Improving attainment in literacy and numeracy

The graphs and table below show the percentage of leavers attaining literacy and numeracy at SCQF levels 4 and 5, compared to the Virtual Comparator and the national figures, for the last five academic sessions.

Graph 1 – leaver attainment in literacy at SCQF levels 4 and 5



Graph 2 – leaver attainment in numeracy at SCQF levels 4 and 5



Establishment	Year	% Level 4 Literacy	% Level 4 Numeracy	% Level 5 Literacy	% Level 5 Numeracy
Edinburgh, City of	2020	94.1	93.4	83.7	74.3
Virtual Comparator	2020	94.3	91.9	83.4	73.7
Edinburgh, City of	2019	93.9	91.3	82.6	69.3
Virtual Comparator	2019	94.5	92.2	83.4	71.8
Edinburgh, City of	2018	93.5	91.3	82.0	68.2
Virtual Comparator	2018	94.6	91.3	83.1	71.8
Edinburgh, City of	2017	93.7	90.6	80.1	66.4
Virtual Comparator	2017	94.9	91.3	82.5	71.6
Edinburgh, City of	2016	93.1	90.2	77.5	64.7
Virtual Comparator	2016	94.9	90.5	81.1	70.0

Comments:

Figures have been in line with the Virtual Comparator for two successive years for all categories. (Certain categories were statistically significantly below the VC for 2017 and 2018.)

An improving pattern is particularly evident for Level 5 Literacy and Numeracy. Note that the 2020 figures for these are above the VC for the first time in five years. Level 4 Numeracy is above the VC for the first time also.

The improvements in Numeracy reflect an increased emphasis on appropriate pathways within the Senior Phase, promoting alternative pathways which deliver these qualifications (e.g. National 5 Applications of Mathematics).

Actions:

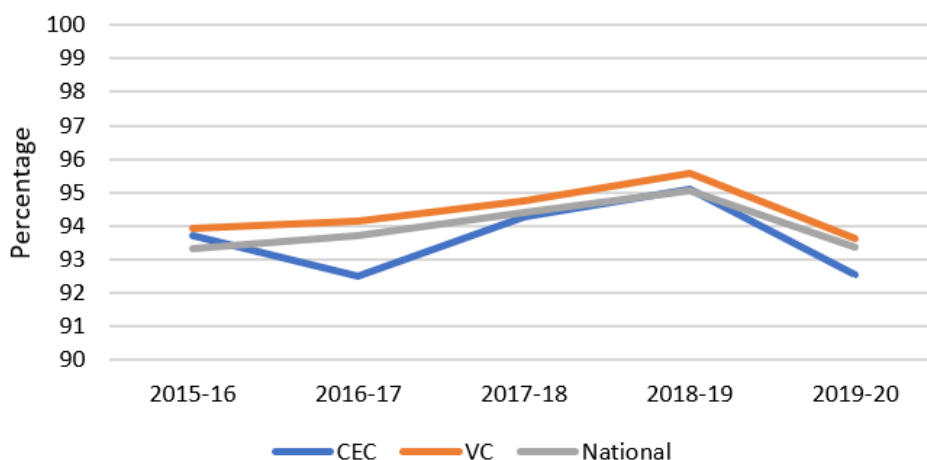
We will continue to promote and support appropriate pathways to meet the needs of all of our young people in Literacy and Numeracy. This will include support with the new qualification Higher Applications of Mathematics, which SQA will offer from session 2021-22.

We will review and implement our Mathematics Strategy, parts of which were put on hold during lockdown. We will also revisit and refresh our Literacy Strategy. In both cases, this will include a focus on delivering support (including appropriate training) to plan for the closing of any gaps in learning due to extended lockdowns and interrupted learning.

4.2 Improving leaver positive destinations

The table and graph below show the percentage of school leavers entering a positive initial destination for the last five academic sessions.

Graph 3 – initial positive destinations for leavers



	2015-16	2016-17	2017-18	2018-19	2019-20
CEC	93.73	92.52	94.28	95.11	92.53
VC	93.94	94.13	94.75	95.59	93.64
National	93.33	93.72	94.39	95.05	93.36

Comments:

Evidence suggests that the pandemic has had a negative impact on destinations for young people within Scotland. Whilst it was generally expected that this impact would be felt more strongly within the Central Belt, it is disappointing to see the Edinburgh figure dropping below the national one, when there had been such strong improvements in this area in the previous year.

The Skills Development Scotland (SDS) Regional Skills Assessment March 2021 highlights that Covid-19 has impacted on industries that typically employ young people: hospitality, retail, tourism, construction and creative industries:

www.skillsdevelopmentscotland.co.uk/media/47094/rsa-infographic-edinburgh-east-and-midlothian.pdf

Table 1 below shows the change in leaver destinations by category, compared to the previous year. Note the particularly high drop in employment. Although there were increases in both Further and Higher Education, this was not enough to mitigate this drop. Learning is delivered remotely due to Covid-19 risk mitigations and this has affected some vocational courses as students have been unable to undertake the practical elements of qualifications e.g. construction, hospitality, hair & beauty.

The figures for Edinburgh are in line with the VC for each year (i.e. not significantly different, statistically).

Table 1 – initial leaver Positive Destinations by category, 2019-20 (with change from 2018-19)

The table below shows the percentage of leavers in 2019-20 for each Positive Destination category.

Category	2019-20	Change from 2018-19
Employment	15.49	-7.9
Further Education	26.97	1.68
Higher Education	45.86	3.23
Voluntary Work	0.59	-0.17
PSD	0.63	0.08
Training	2.99	0.51
<i>Unemployed (Not Seeking)</i>	<i>2.89</i>	<i>1.12</i>
<i>Unemployed (Seeking)</i>	<i>4.08</i>	<i>1.08</i>
<i>Unknown</i>	<i>0.49</i>	<i>0.37</i>
Total Positive Destinations	92.53	-2.57

6

Actions:

Individual meetings were set up with key schools to establish the narrative behind the 2019-20 PD data and identify priority actions. Skills Development Scotland partners were also involved in these meetings.

Secondary HT and DHT 16+ Network briefings will share best practice from schools showing a pattern of continuous improvement.

We will revise the 16+ Agenda Timeline to ensure more rigorous senior transition planning for winter and summer leavers.

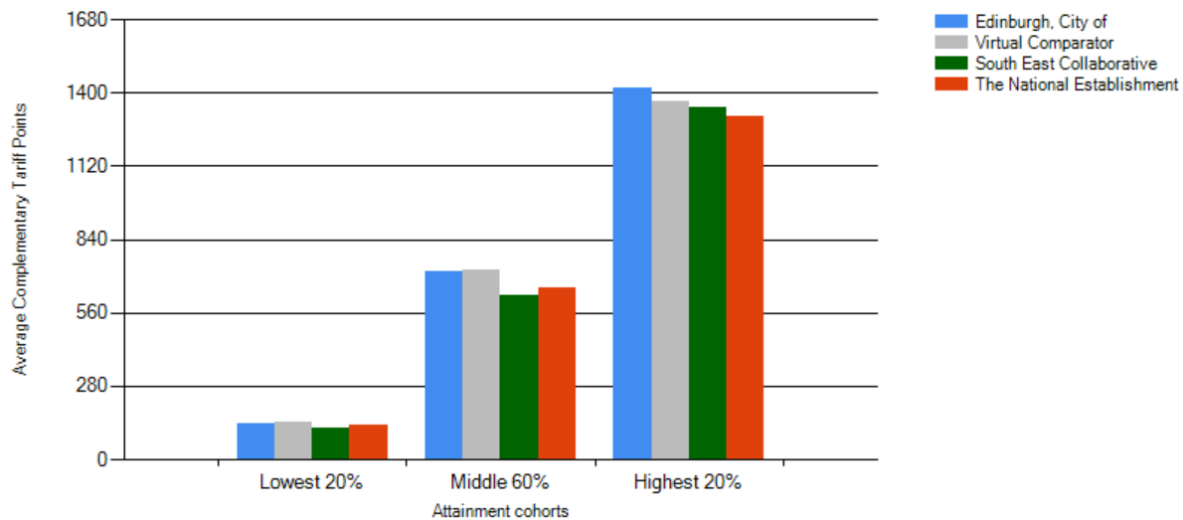
A programme of meetings with Edinburgh College is scheduled to discuss retention rates and identify priority actions to improve CIAG and early intervention measures.

We will convene Youth Employment Partnership to review effectiveness of resource allocation and identify priority actions e.g. SW and NE Locality partnership briefings to maximise capacity; amend Edinburgh Guarantee offer to create more comprehensive and sustainable programme of activity, with individual case management for the most vulnerable.

4.3 Improving attainment for all

The graph below shows the average complementary tariff points for leavers, based on the attainment of the lowest 20%, middle 60% and highest 20%.

Graph 4 – leaver attainment by cohort



	Lowest 20%	Middle 60%	Highest 20%
Edinburgh, City of	136	715	1419
Virtual Comparator	142	724	1367
South East Collaborative	117	629	1344
National	133	657	1313

Comments:

The performance of the highest-attaining 20% of leavers has been significantly higher than the VC for two successive sessions.

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The performance of the middle-attaining 60% of leavers has been in line with the VC for two successive sessions, having previously been significantly lower than the VC for three sessions.

The performance of the lowest-attaining 20% of leavers is in line with the VC having been significantly below the VC for four sessions.

In each category, the figure for 2020 was above the figure for 2019.

These improvements can be attributed to a focus on delivering the highest quality teaching and learning for all young people, supported by the high-quality professional learning delivered by the Edinburgh Learns team of officers; and on a continued focus on ensuring that all of our young people have appropriate pathways to allow their attainment and achievement to be recognised and celebrated.

As a complement to these measures, the tables below show the percentage of school leavers attaining a variety of measures for SCQF levels 3 to 7.

Table 2: leaver attainment by SCQF measures for City of Edinburgh, compared to Virtual Comparator and national figures

CEC	Level 3	Level 4	Level 5	Level 6	Level 7
1 or more	98.7%	96.1%	88.3%	71.1%	31.9%
3 or more	95.8%	91.4%	79.0%	57.5%	6.8%
5 or more	91.6%	86.1%	69.2%	44.1%	

VC	Level 3	Level 4	Level 5	Level 6	Level 7
1 or more	98.3%	96.4%	88.9%	72.1%	30.5%
3 or more	95.0%	92.1%	80.3%	59.7%	5.4%
5 or more	90.6%	87.0%	71.1%	45.9%	

National	Level 3	Level 4	Level 5	Level 6	Level 7
1 or more	98.1%	96.1%	88.0%	68.2%	25.6%
3 or more	94.6%	91.6%	78.2%	54.7%	4.1%
5 or more	89.6%	85.8%	67.5%	40.2%	

Actions:

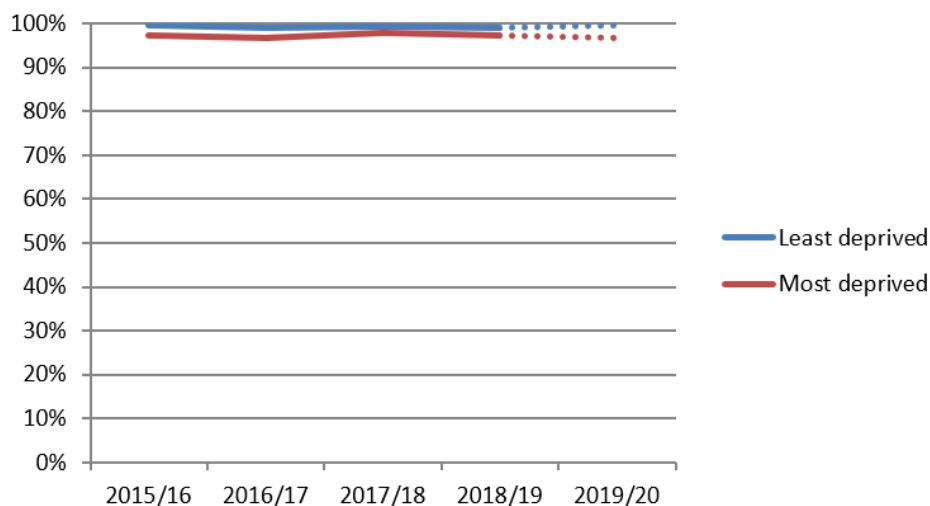
We are committed to rolling out the Edinburgh Teachers' Charter which will ensure that all teachers in Edinburgh are fully trained in key areas of: Differentiation; Skills; Formative Assessment; and Leadership of Learning. We are confident that this will result in further improvements in attainment for all.

Similarly, we continue to support and challenge schools to ensure that their curricular pathways promote achievement for all. We will continue to develop consortia working, plus work with partner providers and agencies. Digital provision will help to enhance delivery in these areas.

4.4 Closing the gap: attainment versus deprivation

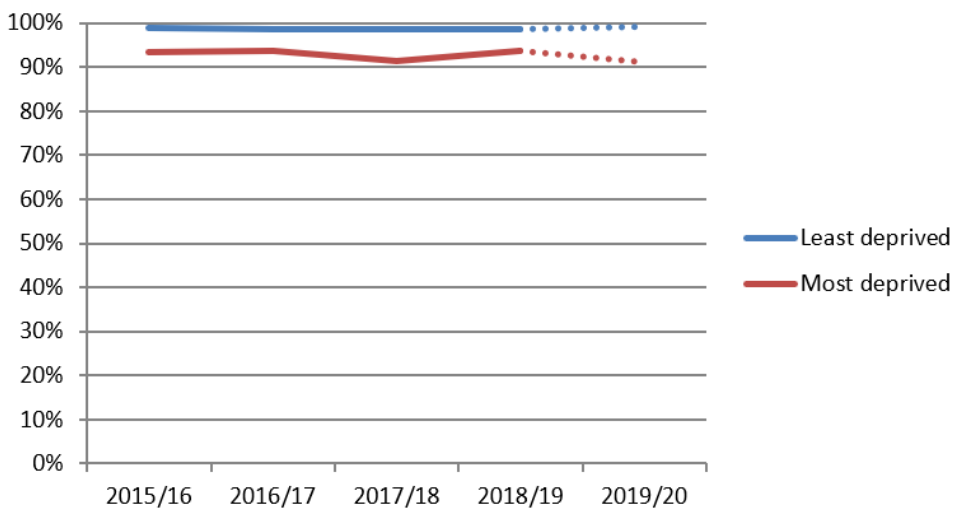
The graphs and tables below compare the attainment of leavers from the most deprived 20% (SIMD deciles 1 and 2) with that of the least deprived 20% (SIMD deciles 9 and 10) for the past five sessions by considering the percentage of leavers who have gained at least one qualification at SCQF levels 3, 4, 5 and 6.

Graph 5: Leavers with 1+ at SCQF Level 3 or better



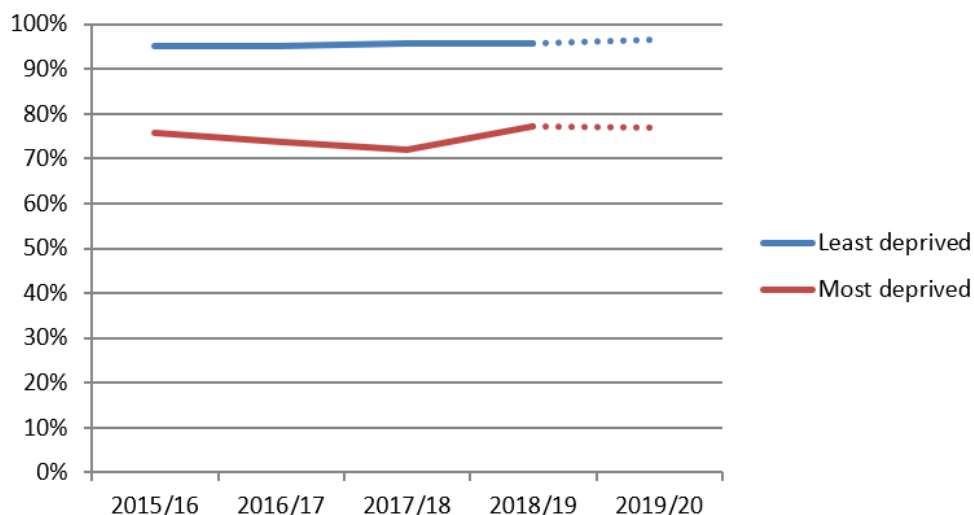
	2015/16	2016/17	2017/18	2018/19	2019/20
Least deprived	99.5%	99.0%	99.3%	99.1%	99.7%
Most deprived	97.3%	96.7%	97.8%	97.4%	96.8%

Graph 6: Leavers with 1+ at SCQF Level 4 or better



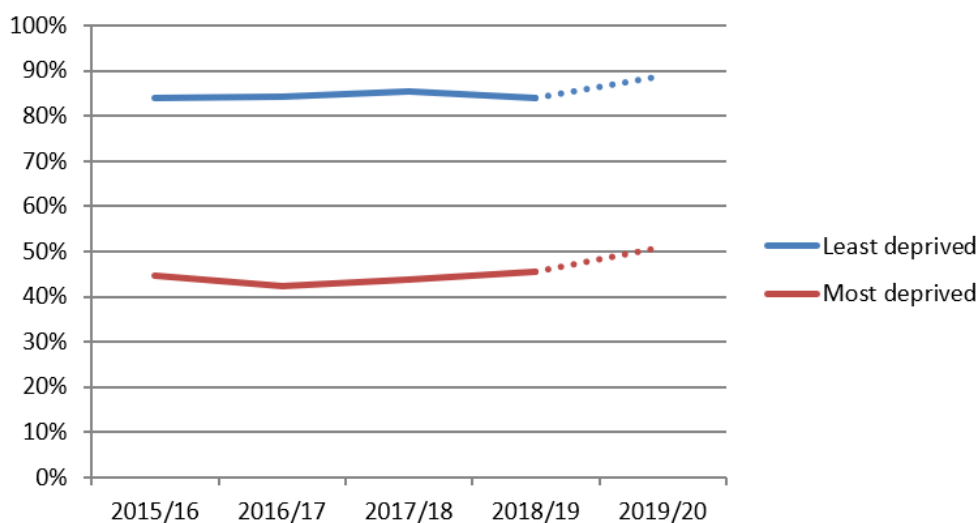
	2015/16	2016/17	2017/18	2018/19	2019/20
Least deprived	99.0%	98.5%	98.6%	98.7%	99.3%
Most deprived	93.5%	93.6%	91.4%	93.7%	91.0%

Graph 7: leavers with 1+ at SCQF Level 5 or better



	2015/16	2016/17	2017/18	2018/19	2019/20
Least deprived	95.1%	95.3%	95.7%	95.6%	96.6%
Most deprived	75.8%	73.6%	72.1%	77.2%	76.9%

Graph 8: leavers with 1+ at SCQF Level 6 or better



	2015/16	2016/17	2017/18	2018/19	2019/20
Least deprived	84.0%	84.4%	85.5%	84.1%	88.9%
Most deprived	44.7%	42.2%	43.8%	45.6%	51.1%

Comments:

It is disappointing to note that although overall attainment increased in 2020 (as per section 4.3 above), when we come to analyse the link between attainment and levels of deprivation, we find that the attainment of young people living in the most deprived areas actually decreased at SCQF Levels 3 and 4 (plus a slight drop at Level 5) compared to 2019. By contrast, the attainment of those young people living in the most affluent areas, increased for each of these measures.

The gap has however closed a little for Level 6, with a 5.5 percentage point increase for those in the most deprived areas, compared to a 4.8 percentage point increase for those in the areas of least deprivation.

For Levels 3 and 4 (which are not assessed by formal examinations), it should be noted that most schools would normally do a considerable amount of work ensuring that young people completed coursework in April and May, but that this work was not possible because of lockdown at the time. This may have had a bigger impact on attainment in areas of higher deprivation, or where pupil engagement with remote offers was more of an issue. Emerging research from across the UK recognises a link between these two categories.

Actions:

As already noted, our commitment (and actions) to providing the highest quality teaching and learning for all, is designed to help address the gap in attainment in Edinburgh; likewise the focus on meaningful and appropriate pathways to attainment.

As a particular focus on raising awareness of the needs of young people living in poverty (and how best to support them), we are developing a suite of professional training entitled “Edinburgh Learns: Learning for Equity” which will be rolled out in the coming sessions. We plan for this to be mandatory training for all staff.

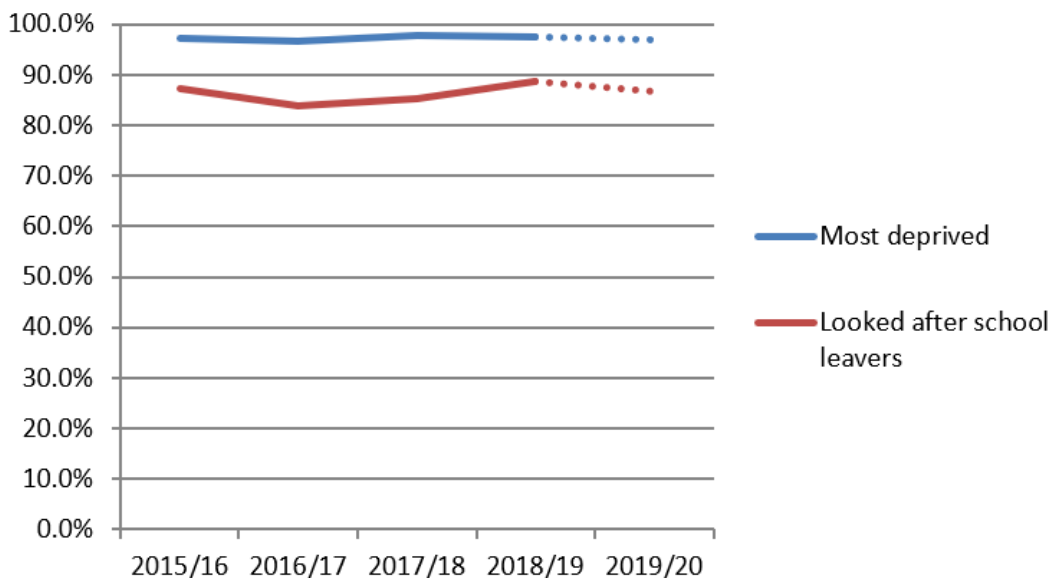
4.5 Improving attainment for care-experienced young people

In the academic session 2019-20, 60 City of Edinburgh leavers were classified as “Looked After Children” (LAC) compared to a national figure of 1011. 26 of these young people left school by the end of S4; 25 by the end of S5; and 9 by the end of S6.

The graphs below compare the attainment of LAC leavers in City of Edinburgh with the attainment of leavers in City of Edinburgh from the most deprived area, for the past five sessions. The measures used are achieving one or more award at each of SCQF level 3, 4 and 5.

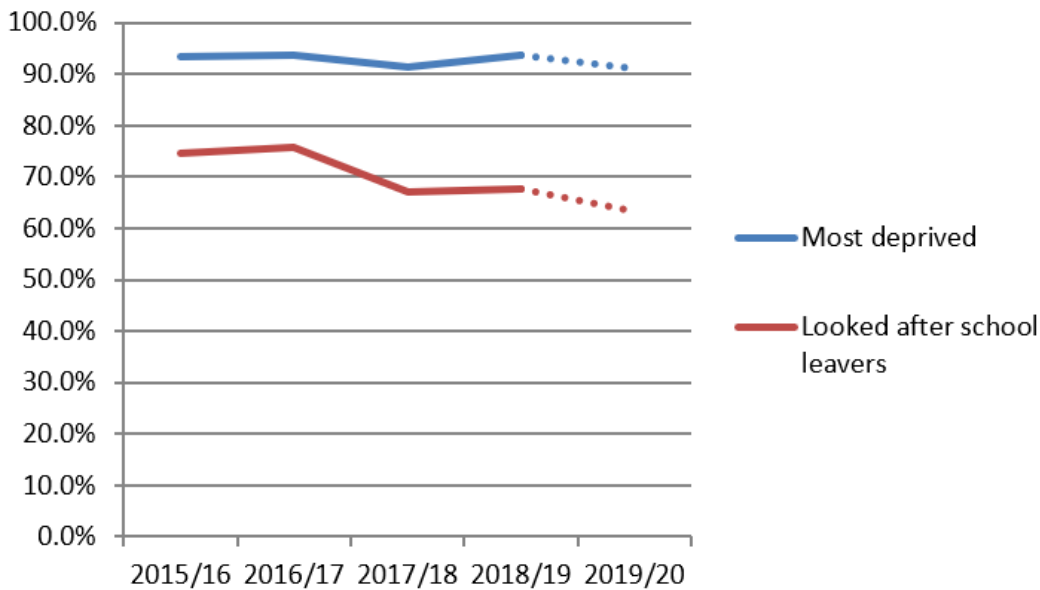
It should be noted that these figures are only a proxy for “Care-Experienced”, as they do not include young people who were classified as LAC at some point during their school life, but who were no longer classified as LAC during their final year of schooling.

Graph 9: LAC leavers with 1+ at SCQF Level 3 or better



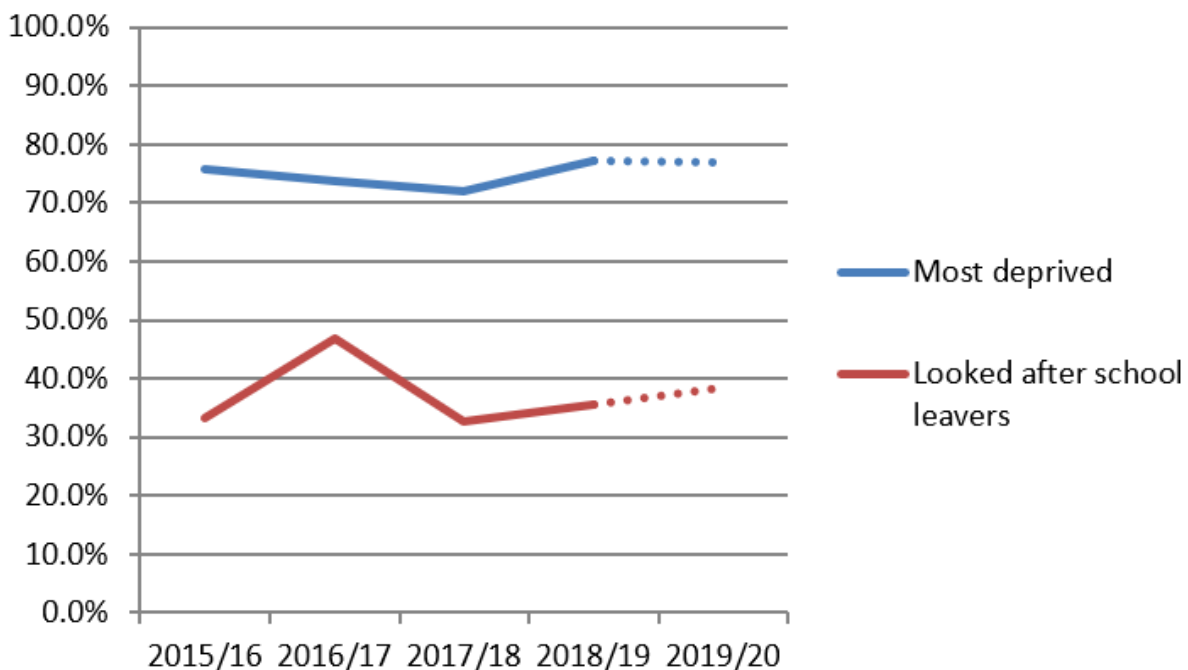
	2015/16	2016/17	2017/18	2018/19	2019/20
Most deprived	97.3%	96.7%	97.8%	97.4%	96.8%
Looked after school leavers	87.3%	83.9%	85.3%	88.7%	86.7%

Graph 10: LAC leavers with 1+ at SCQF Level 4 or better



	2015/16	2016/17	2017/18	2018/19	2019/20
Most deprived	93.5%	93.6%	91.4%	93.7%	91.0%
Looked after school leavers	74.6%	75.8%	67.2%	67.7%	63.3%

Graph 11: LAC leavers with 1+ at SCQF Level 5 or better



	2015/16	2016/17	2017/18	2018/19	2019/20
Most deprived	75.8%	73.6%	72.1%	77.2%	76.9%
Looked after school leavers	33.3%	46.8%	32.8%	35.5%	38.3%

Comments:

As with the attainment of young people from the most deprived areas, there is evidence of a decrease in attainment for our Care-Experienced leavers at Levels 3 and 4.

There is an increase in attainment at Level 5 but overall the picture of attainment for Care-Experienced leavers is inconsistent.

The post of Quality Improvement Education Officer for Care Experienced Children and Young People was created in session 2019-20 to coordinate and improve our provision in this area.

Actions:

Strategic realignment to ensure that Inclusion/ASN officers are included within the Schools/Education portfolio should have a considerable bearing on progress. By this we mean that there will be greater clarity and accountability for all in tackling ingrained issues such as attainment for care experienced.

We recognise that the picture of attainment for all of our Care-Experienced leavers (including those classed as *previously* LAAC) is not yet clear and are committed to capturing this attainment more accurately in future sessions. Alongside the data must sit the stories of these young people; their journeys; and how effectively they were supported by us to fulfil their potential.

A designated manager in each school has been identified who has an overview of each Care-Experienced child/young person and their education planning.

We are implementing robust tracking of attendance and appropriate and timely referrals made to the Education Welfare Officers, Homelink team and School Matters Project. Attainment is now tracked each term. A detailed plan for improving the learning experience and attainment of all looked after children is in place, with responsibility and accountability for delivery clearly indicated.

Education targets are now included as a priority in all LAAC reviews and are followed through in Child/Young People's Planning Meetings

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Children and young people will have access to adults who value education, encourage them to have high aspirations and support their health and wellbeing, including mentors, counsellors, youth work staff, health professionals, third sector partners and play therapists.

4.6 Improving attainment for Black, Asian and Minority-Ethnic young people

Table 3: leaver attainment by SCQF measures for City of Edinburgh BAME students, compared to overall CEC figures and national BAME figures

CEC BAME	Level 3	Level 4	Level 5	Level 6	Level 7
1 or more	99.3%	98.7%	94.3%	82.5%	32.5%
3 or more	98.5%	96.0%	87.0%	64.6%	10.8%
5 or more	94.9%	91.2%	77.7%	49.3%	

CEC (all)	Level 3	Level 4	Level 5	Level 6	Level 7
1 or more	98.7%	96.1%	88.3%	71.1%	31.9%
3 or more	95.8%	91.4%	79.0%	57.5%	6.8%
5 or more	91.6%	86.1%	69.2%	44.1%	

National BAME	Level 3	Level 4	Level 5	Level 6	Level 7
1 or more	98.6%	97.5%	93.6%	81.6%	33.9%
3 or more	96.9%	95.3%	86.8%	68.6%	9.2%
5 or more	93.7%	91.5%	78.2%	53.8%	

Comments:

The above data indicates that, in general, BAME young people (taken as a whole group) achieved above the city average in every measure.

Compared to national BAME data, the attainment of these young people is above average for 10 out of the 14 measures.

Note that there is no BAME “Virtual Comparator” data available, as the VC does not match by ethnicity.

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Actions:

Whilst these figures are encouraging, we know that there is no room for complacency. The committee report *Equalities: Investigation into Allegations of Racism* (2 March 2021) gave an outline of some of the work we plan to do in order to improve the overall experience of our BAME young people. This will include a focus on recognising and celebrating achievement.

We are conscious that the Scottish Government’s *Insight* tool does not currently allow BAME attainment to be analysed by different ethnicities, and we are committed to developing our own system in order to ensure that the data above does not mask issues with attainment for particular groups of young people.

4.7 Improving attainment for young people with Additional Support Needs

Table 4: ASN leaver attainment by SCQF measures for City of Edinburgh, compared to Virtual Comparator

ASN CEC	Level 3	Level 4	Level 5	Level 6	Level 7
1 or more	97.65%	92.56%	77.51%	54.45%	19.09%
3 or more	92.64%	83.58%	63.19%	37.94%	4.05%
5 or more	85.84%	74.35%	50.81%	26.46%	

ASN VC	Level 3	Level 4	Level 5	Level 6	Level 7
1 or more	96.64%	92.50%	78.18%	53.62%	16.78%
3 or more	90.10%	84.17%	63.68%	38.32%	2.43%
5 or more	82.78%	75.45%	51.24%	24.94%	

Comments:

The data for CEC leavers with ASN is above the Virtual Comparator for 8 out of the 14 measures above. Note however that all three Level 5 measures are below the VC.

Actions:

All schools have been asked to implement targeted interventions for all children and young people with gaps in their literacy and numeracy skills, as part of School Renewal Planning guidance. This will help to address the attainment gap at Levels 4 and 5 and will also help to maintain the relatively higher performance for CEC at Level 3 and 6. To support with this we will ensure that all support staff are trained through the Edinburgh Learns Core Support Staff CLPL to make sure they are equipped with the skills to support learning.

As noted above, we have asked school leaders to attend training to embed Equity, including Leadership for Equity, Coaching for Equity and Teaching and Learning for Equity. Given the correlation between deprivation and additional support needs, this will help address the areas in which CEC is performing lower than the VC.

To support improved attendance which will in turn support improved attainment, we have asked all schools to implement revised attendance procedures. We have also asked all secondary schools to provide Wellbeing Bases over the next three years. This will help to ensure that inclusive learning environments are provided for young people with additional support needs, further supporting engagement in learning and improvements in attainment.

A strategic group has been formed to review our senior phase curriculum and explore the potential need for vocational hubs to further enhance the offer currently available and improve upon our positive destinations for our hardest to reach.

5. Next Steps

- 5.1 We will report on progress with the actions given above, when reporting on Senior Phase Attainment for session 2020-21.

6. Financial impact

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

7. Stakeholder/Community Impact

- 7.1 All schools are required to consult regularly with school communities as part of the Empowered System
- 7.2 The Teaching, Learning and Assessment Board is currently preparing the Integrated Impact Assessment as part of the Edinburgh Learns for Life strategy for education.

8. Background reading/external references

- 8.1 Attainment Report 2007-2008, 17 March 2009
https://democracy.edinburgh.gov.uk/Data/Education,%20Children%20and%20Families%20Committee/20090317/Agenda/attainment_report_2008.pdf
- 8.2 Educational Attainment 2014, 3 March 2015
https://democracy.edinburgh.gov.uk/Data/Education,%20Children%20and%20Families%20Committee/20150303/Agenda/item_71_-_educational_attainment_2014.pdf
- 8.3 Educational Attainment 2015, 24 May 2016
https://democracy.edinburgh.gov.uk/Data/Education,%20Children%20and%20Families%20Committee/20160524/Agenda/item_71_-_educational_attainment_2015.pdf
- 8.4 Update on Attainment in City of Edinburgh Schools 2015-16, 7 March 2017
https://democracy.edinburgh.gov.uk/Data/Education,%20Children%20and%20Families%20Committee/20170307/Agenda/item_73_-_update_on_attainment_in_city_of_edinburgh_schools_2015-16.pdf
- 8.5 Educational Attainment in Primary and Secondary Schools 2017, 22 May 2018
[https://democracy.edinburgh.gov.uk/Data/Education,%20Children%20and%20Families%20Committee/20180329/Agenda/\\$full_meeting_papers_-_education_children_and_families_committee_-_29_march_2018pdf.xls.pdf](https://democracy.edinburgh.gov.uk/Data/Education,%20Children%20and%20Families%20Committee/20180329/Agenda/$full_meeting_papers_-_education_children_and_families_committee_-_29_march_2018pdf.xls.pdf)
- 8.6 Senior Phase Attainment, 2017-18
https://democracy.edinburgh.gov.uk/Data/Education,%20Children%20and%20Families%20Committee/20190521/Agenda/item_78_-_senior_phase_attainment_2017-18.pdf
- 8.8 Educational Attainment in the BGE, 2018-19
<https://democracy.edinburgh.gov.uk/documents/s9215/Item%207.11%20-%20Educational%20Attainment%20in%20the%20BGE%202018-19.pdf>

9. Appendices

- 9.1 Appendix 1 The new attainment measures
- 9.2 Appendix 2 List of SQA qualifications included in Scottish Credit and Qualifications Framework.

Appendix 1

The new attainment measures

Prior to Curriculum for Excellence it was standard practice for all pupils in S4 to be presented for SQA qualifications at appropriate levels. Under CfE schools and partners are able to offer greater personalisation and choice in the Senior Phase (S4 to S6) in a range of ways, for example by designing the Senior Phase as a three-year experience rather than planning each year separately, or by delivering qualifications over a variable timeframe in response to young people's needs and prior achievements.

It is therefore important that we look at the attainment of young people at *the point of exit* from school (leavers), not at some specific point during their school career (e.g. in S5) or in specific qualification types (e.g. Highers). *Insight* analyses the attainment of school leavers (combining those from S4, S5 and S6) against a number of attainment measures. The four key measures now used for measuring the attainment of leavers are:

- **Improving Attainment in Literacy and Numeracy:** the percentage of leavers attaining literacy and numeracy at SCQF level 4 or better and SCQF level 5 or better;
- **Increasing Participation:** the percentage of leavers achieving a positive initial destination (approximately three months after leaving school);
- **Improving Attainment for All:** the average total tariff points of leavers based on the attainment of the lowest performing 20%, middle 60% and highest 20%.
- **Attainment Versus Deprivation:** tackling disadvantage by improving the attainment of pupils from the most deprived areas relative to pupils from the least deprived areas: the average total tariff points of leavers, by decile, using the Scottish Index of Multiple Deprivation (SIMD).

The table below shows the tariff points carried by each SQA qualification.

Course	Result	Tariff Points
National 3	Pass	12
National 4	Pass	33
National 5	A	84
	B	74
	C	64
	D	59
Higher	A	204
	B	182
	C	160
	D	149
Advanced Higher	A	480
	B	440
	C	400
	D	380

The Virtual Comparator

Instead of comparing schools with each other, *Insight* creates a Virtual Comparator for each school in order to measure progress. The Virtual Comparator is created by matching each pupil in a school to ten other pupils from across Scotland, randomly selected to match the pupil in terms of age, gender, level of additional support needs and SIMD decile.

National Improvement Framework – measures for Senior Phase

In 2018 three measures were agreed for use in measuring progress in closing the poverty-related attainment gap. These measures involve comparing the performance of school leavers from the 20% most-deprived areas in Scotland (SIMD quintile 1) with those from the 20% least-deprived areas (SIMD quintile 5). ²

The measures focus on school leavers achieving one or more awards at SCQF levels 4, 5 and 6.

Appendix 2

List of SQA qualifications included in Scottish Credit and Qualifications Framework.

SCQF level Qualifications included

Level 3 National 3

Level 4 National 4

Level 5 National 5

Level 6 Higher

Level 7 Advanced Higher

Note that there are other (ungraded) qualifications which also accrue tariff points on Insight, for example National Progression Awards.

Education, Children and Families Committee

10am, Tuesday 18 May 2021

School session dates 2022 - 2025

Executive/routine
Wards
Council Commitments

1. Recommendations

- 1.1 The Education, Children, and Families Committee is asked to:
 - 1.1.1 Note the responses to the session dates consultation.
 - 1.1.2 Approve the proposed session dates for 2022/23, 2023/24 and 2024/25.
 - 1.1.3 Approve the adjustment to the 2021/22 session in line with the March 2021 Committee report.

Lorna French

Acting Head of Schools and Lifelong Learning

Contact: David Maguire, Principal Officer – Engagement and Involvement

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

Report

2. Executive Summary

- 2.1 This report summarises responses to a consultation of parents/carers, pupils and staff on the criteria for future school session dates. More than 13,000 people took part in the consultation and the feedback has informed proposed session dates for 2022/23, 2023/24 and 2024/25 which are attached as appendix 2.

3. Background

- 3.1 Previous consultations on session dates have been carried out with parents/carers and staff in February 2015 and with parents/carers, staff and pupils in October and November 2017.

4. Main report

- 4.1 Draft questions were shared with the Consultative Committee with Parents and locality-based parent groups, as well as the Local Negotiating Committee for Teachers and other staff groups. Feedback led to some changes in the wording of the questions.
- 4.2 A total of 13,733 people took part in the consultation including 10,245 parents/carers; 3,412 members of staff and 912 pupils. Some people ticked more than one category (e.g. parent/carer and member of staff). Responses came from every primary, secondary and special school and early years centre/nursery.
- 4.3 The results of the survey are included as appendix 1. The key findings are:
- 70% are broadly satisfied with the current three term year. This was consistent across the three stakeholder groups (parents/carers, staff and pupils)
- 87% are in favour of retaining a two-week break at Christmas. Again, this is consistent across the stakeholder groups.
- Respondents are divided over when the Christmas holidays should start with 40% favouring 22 or 23 December depending on when Christmas Day falls, 40% favouring 20 or 21 December and 12% preferring an earlier finish if possible.
- More respondents are in favour of keeping the second last full week in October as the October break than would like to see it changed but 41% expressed no preference.

A clear majority (65%) is in favour of retaining the February week. This is true for all stakeholders, particularly staff and pupils.

A similar proportion (63%) is in favour of retaining local holidays.

More respondents preferred a fixed two-week Easter holiday regardless of when Easter falls although this was short of an overall majority.

- 4.4 For this survey, we introduced a limited number of demographic questions to better understand the response. Questions were included about travelling at Christmas, working at Christmas and whether parents are generally able to take time off or work flexibly to cover school holidays. The key findings are:

There is a fairly even split in terms of whether respondents go away (e.g. on holiday, to visit family) at Christmas. Just over half of respondents go away at least sometimes at Christmas, while 45% do not. Those who do go away are more likely to favour an earlier finish to term (57% as opposed to 52%).

Most parents/carers do not work over the Christmas holidays, although a substantial minority do. Parents/carers who do work over the holiday are more likely to favour a later finish to term (49% as opposed to 43%)

Although most parents/carers can either take time off or work flexibly in the school holidays (or say the issue is not applicable), childcare is an issue for more than a third of parents/carers. Those who experience childcare as an issue are more likely to favour a later finish to term at Christmas (51% to 41%).

4.5 **Christmas holidays 2021/22**

At its meeting on 2 March 2021, the Education, Children and Families Committee agreed to a change to the scheduled Christmas holiday dates for 2021/22. In order to ensure that the session consists of the correct amount of days overall, it is proposed to extend the last term by one day, from Thursday 30 June to Friday 1 July 2022.

- 4.6 The agreed change of dates is that the Christmas holidays for 2021/22 are now from Monday 20 December 2021 to Tuesday 4 January 2022. This means that Wednesday 5 January will be an in-service day with pupils returning on Thursday 6 January.
- 4.7 To ensure that pupils are in school for the required 190 days, an additional change needs to be made to the school session. It is proposed that the most appropriate change is to amend the dates for summer term so that it finishes on Friday 1 July 2022 as opposed to the current date of Thursday 30 June. This allows the agreed change to the Christmas holiday to go ahead whilst still meeting the required number of days.

5. Next Steps

- 5.1 If the proposed dates are approved, the session dates for 2021/22 will be updated and the dates for 2022/23, 2023/24 and 2024/25 added to the Council website and schools will be informed of the new dates.

6. Financial impact

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

7. Stakeholder/Community Impact

- 7.1 More than 13,000 people took part in the consultation.

8. Background reading/external references

- 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
- 8.3 Session dates amendment 2021/22 Education, Children and Families Committee 2 March 2021

9. Appendices

- 9.1 Appendix 1 School Session Dates 2022/23 and beyond – summary of survey responses
- 9.2 Appendix 2 Proposed Session Dates for 2022/23, 2023/24 and 2024/25

Appendix 1

School session dates 2022/23 and beyond – summary of survey responses

Total respondents:

13,733 of which:

Parent or carer	10245 (76%)
Pupil/student *	657 (5%)
Member of staff - nursery or early years centre	363 (3%)
Member of staff – primary school	1812 (13%)
Member of staff - secondary school	978 (7%)
Member of staff – special school	179 (1%)
Member of staff – other Communities and Families	80 (1%)
Other	95 (1%)

Some respondents ticked more than one category, e.g. parent or carer and member of staff.

Not all respondents answered every question.

Responses were received from every primary, secondary and special school, nursery and early years centre.

*In addition, 255 pupils completed a shorter version of the survey. Where appropriate, these responses are added to the pupil totals.

School holidays:

Is it preferable to have the two in-service days immediately after the summer holidays rather than at other times of the year?

Response option	All respondents	Parent/carers	Pupil/student	Staff
Yes	7371 (55%)	4970 (49%)	258 (40%)	2742 (82%)
No	1847 (14%)	1568 (15%)	155 (24%)	190 (6%)
No preference	4182 (31%)	3643 (36%)	235 (36%)	421 (13%)

Most respondents are in favour of keeping two in-service days immediately after the summer holiday. This is particularly true for school staff. Almost a third have no preference.

Is the second last full week in October the best timing for the October break?

Response option	All respondents	Parent/carers	Pupil/student	Staff
Yes	5804 (43%)	4050 (40%)	402 (45%)	1827 (55%)
No	2148 (16%)	1749 (17%)	210 (23%)	359 (11%)
No preference	5414 (41%)	4358 (43%)	284 (32%)	1154 (35%)

More respondents, especially staff, favour retaining the second last full week in October for the October break than would like to see it changed. However more than 40% of respondents have no preference.

Should there be two weeks holiday at Christmas?

Response option	All respondents	Parent/carers	Pupil/student	Staff
Yes	11670 (87%)	8647 (85%)	773 (88%)	3202 (96%)
No	946 (7%)	853 (8%)	68 (8%)	70 (2%)
No preference	780 (6%)	673 (7%)	41 (5%)	80 (2%)

The overwhelming majority in all three stakeholder groups is in favour of retaining two weeks holiday at Christmas. This is by far the clearest response across all questions.

How close to Christmas Day should the Christmas holidays start?

Response option	All respondents	Parent/carers	Pupil/student	Staff
22 or 23 Dec depending on the day Christmas Day falls	5402 (40%)	4450 (44%)	187 (21%)	1026 (31%)
20 or 21 December depending on the day Christmas Day falls	5332 (40%)	3681 (36%)	446 (49%)	1736 (52%)
Earlier if possible, depending on the day Christmas Day falls	1615 (12%)	1194 (12%)	212 (23%)	362 (11%)
No preference	1086 (8%)	886 (9%)	62 (7%)	229 (7%)

Respondents are fairly evenly divided on how close to Christmas Day the holidays should start (with equal percentages favouring 22 or 23 December and 20 or 21 December and a smaller number (12%) favouring an earlier finish). Staff and pupils favour an earlier finish.

Currently there is a week-long break in February. Should this continue?

Response option	All respondents	Parent/carers	Pupil/student	Staff
Yes	8738 (65%)	5875 (58%)	750 (83%)	2960 (88%)
No	2950 (22%)	2776 (27%)	80 (9%)	176 (5%)
No preference	1724 (13%)	1539 (15%)	76 (8%)	214 (6%)

A clear majority of respondents across the stakeholder groups is in favour of retaining the week-long break in February. This is more pronounced amongst pupils and staff.

Currently schools are closed for local holidays (April spring holiday, May Day, Victoria Day, September autumn holiday). Should this continue?

Response option	All respondents	Parent/carers	Pupil/student	Staff
Yes	8421 (63%)	5685 (56%)	735 (81%)	2802 (84%)
No	2643 (20%)	2482 (24%)	77 (9%)	164 (5%)
No preference	2337 (17%)	2021 (20%)	93 (10%)	378 (11%)

A clear majority of respondents across the stakeholder groups is in favour of retaining local holidays. This is more pronounced amongst pupils and staff. Whilst most parents/carers favour retaining local holidays, almost a quarter disagree.

If the February break was shortened and local holidays given up, which holidays should the extra days be added to? (please tick all that apply)

Response option	All respondents	Parent/carers	Pupil/student	Staff
Summer	4096 (32%)	3269 (34%)	444 (36%)	696 (22%)
October	4827 (38%)	3511 (37%)	216 (18%)	1469 (47%)
Christmas	5078 (40%)	3742 (39%)	351 (29%)	1400 (44%)
Easter	2340 (19%)	1830 (19%)	181 (15%)	478 (15%)

There is no clear consensus as to where any extra days' holiday should be added if the local holidays and February break are reduced. However, given the clear majorities in favour of retaining local holidays and the February break (see above), this is unlikely to be an issue.

Should the Easter holiday be a fixed two weeks regardless of when Easter falls?

Response option	All respondents	Parent/carers	Pupil/student	Staff
Yes	5729 (43%)	3994 (39%)	593 (66%)	1750 (52%)
No	3881 (29%)	3278 (32%)	129 (14%)	671 (20%)
No preference	3772 (28%)	2909 (29%)	175 (20%)	917 (27%)

More respondents in each stakeholder group preferred a fixed two-week Easter holiday, regardless of when Easter falls than those who didn't although this was short of an overall majority.

Please say how much you agree or disagree with the following statement:

Statement	All respondents	Parent/carers	Pupil/student	Staff
	a) Agree/ b) Neither agree/disagree c) Disagree	a) Agree/ b) Neither agree/disagree c) Disagree	a) Agree/ b) Neither agree/disagree c) Disagree	a) Agree/ b) Neither agree/disagree c) Disagree
I am broadly satisfied with the current structure of the school year	9414 (70%) 2405 (18%) 1608 (12%)	6815 (67%) 1973 (19%) 1416 (14%)	406 (62%) 189 (29%) 57 (9%)	2855 (85%) 301 (9%) 198 (6%)

70% of all respondents either strongly agreed or agreed that they are broadly satisfied with the current year, with only 12% disagreeing or strongly disagreeing. The response was consistent across the three stakeholder groups, with staff particularly likely to agree.

Do you and/or your family generally go away (e.g. on holiday, to visit family) at Christmas?

Response option	All respondents	Parent/carers	Pupil/student	Staff
Yes	3900 (29%)	2743 (27%)	252 (28%)	1200 (36%)
No	6032 (45%)	4785 (47%)	363 (40%)	1340 (40%)
Sometimes	3494 (26%)	2690 (26%)	288 (32%)	802 (24%)

Again, there is a fairly even split in terms of whether people go away at Christmas. Just over half of respondents go away at least sometimes at the festive period, while 45% do not. Those who do go away are more likely to favour an earlier finish to term (57% as opposed to 52%).

For parents/carers, do you generally work over the Christmas holiday?

Response option	Parents/carers
Yes	3112 (31%)
Yes, other than public holidays	1773 (17%)
No	5294 (52%)

Most parents/carers do not work over the Christmas holidays although a substantial minority do. Parent/carers who work over the Christmas holiday are more likely to favour a later finish to term (49% as opposed to 43%).

For parents/carers, are you generally able to take time off or work flexibly to cover school holidays, or is childcare an issue for you/your family?

Response option	Parent/carers
I'm generally able to take time off or work flexibly to cover school holidays	4636 (46%)
Childcare is an issue	3683 (36%)

N/a	1845 (18%)
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Although most parents/carers can either take time off or work flexibly in the school holidays or the issue is not applicable, childcare is an issue for one third of parents/carers.

Parents/carers who experience childcare as an issue in school holidays are more likely to favour a later finish to term at Christmas (51% compared to 41%).

EDINBURGH

YOUR COUNCIL – YOUR FUTURE

2022-2023 School Calendar

August 2022						
Su	M	Tu	W	Th	F	S
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7	8	9	10	11	12	13
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September 2022						
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October 2022						
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November 2022						
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December 2022						
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January 2023						
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July 2023						
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School Closed/Holidays



Teacher In-Service Day (closed for pupils)

EDINBURGH

YOUR COUNCIL – YOUR FUTURE

2023-2024 School Calendar

August 2023						
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January 2024						
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School Closed/Holidays



Teacher In-Service Day (closed for pupils)

EDINBURGH

YOUR COUNCIL – YOUR FUTURE

2024-2025 School Calendar

August 2024						
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March 2025						
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April 2025						
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School Closed/Holidays



Teacher In-Service Day (closed for pupils)

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Education, Children and Families Committee

10am, Tuesday, 18 May 2021

Sistema Scotland: Big Noise Orchestra Programme

Executive/routine
Wards
Council Commitments

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
- 1.1.1 note the contents of this report;
 - 1.1.2 agree to officers providing in-kind support within existing budgets, to support the delivery of Big Noise in Wester Hailes, planned to begin in August 2021;
 - 1.1.3 note that Sistema Scotland has committed to meeting the full project costs five years
 - 1.1.4 note that Big Noise is a long term commitment to a community and that Sistema Scotland has agreed to establish a fundraising committee to support the programme's sustainability beyond the initial five year period;
 - 1.1.5 agree that during the initial five years, officers and Sistema Scotland will work in partnership, and that partnership will be re-negotiated after five years for year 6 and beyond;
 - 1.1.6 note that no financial commitment to support the programme beyond the initial five years can be made by the Council, but that any funding requests would have to be considered by a future Council;
 - 1.1.7 note that Sistema Scotland has begun consultation and engagement with the local schools and community;
 - 1.1.8 agree that officers should work to ensure complementarity between the Big Noise programme and existing programmes such as the Council's own Instrumental Music Service, Discover and other local programmes and;
 - 1.1.9 Agree to receive further reports updating Members on progress including attainment data from Glasgow

Lorna French

Acting Head of Schools and Lifelong Learning

Contact: Linda Lees, Lifelong Learning Strategic Manager (Creativity, Health and Wellbeing)

E-mail: linda.lees@edinburgh.gov.uk

Sistema Scotland: Big Noise Orchestra Programme

2. Executive Summary

- 2.1 **Sistema Scotland** is a national charity established in 2007. It aims to transform lives through music in some of Scotland's most disadvantaged communities. **Big Noise** is the orchestra programme run by Sistema Scotland. It uses the symphony orchestra as a community through which children develop skills and experiences.
- 2.3 Sistema Scotland's first Big Noise programme began in Raploch (Stirling), with Big Noise programmes now also in Govanhill (Glasgow), Torry (Aberdeen) and Douglas (Dundee), Sistema Scotland has a long standing aspiration to run a Big Noise in Edinburgh and has secured funding to cover the first five years at no cost to the Council.
- 2.4 This report gives an overview of how Big Noise in Edinburgh (Wester Hailes) would be supported over the first five years and considerations for its future sustainability
- 2.5 The report outlines partnership working between the council and Sistema Scotland in the initial five years. It also outlines that a future strategic partnership would be developed to support the programme's sustainability from year 6 and beyond, should a future council agree to doing so.
- 2.6 Sistema Scotland, elected members and officers will form a Steering Group which will provide governance and oversight of the first five years and will support programme evaluation
- 2.7 Sistema Scotland has provided information which sets out their approach, aspirations and timeline. This is contained in Appendix 1 and should be read in tandem with and supplementary to the contents of this report.
- 2.8 Appendix 1 also outlines the likely delivery model of a Big Noise programme in Wester Hailes

3. Background

- 3.1 Inspired by and based on the Venezuelan El Sistema children's orchestra movement, Sistema Scotland was established as a charity in 2007. Its mission is to change lives through a classical music orchestra programme (called Big Noise) in Scottish communities facing the greatest disadvantage.

- 3.2 Sistema Scotland describes Big Noise as *‘a community based, social transformation programme that uses intensive, immersive orchestral music making to foster confidence, teamwork, pride and aspiration in the children taking part – and across the wider community’*
- 3.3 Sistema Scotland initiated discussions with Edinburgh around 8 years ago with a view to bringing a Big Noise programme to a community in the city. Over this period, Sistema has met with a number of senior officials and Elected Members.
- 3.4 In 2018 Sistema Scotland staff organised a visit to Raploch (Stirling), attended by the Convener and Vice Convener of Education, Children and Families and Lifelong Learning Strategic Manager. Edinburgh’s Council Leader joined for part of the visit. The group observed a nursery and p1 Big Noise lesson and was introduced to some representatives from the community, young people and elected members.
- 3.5 Following this visit and subsequent discussions, Sistema Scotland has undertaken research into several Edinburgh Communities. The organisation now recommends Wester Hailes as a potential host community for a long term Big Noise orchestra programme.
- 3.6 Sistema Scotland staff are currently engaging and consulting with Wester Hailes Head Teachers, parents/carers and the community to inform, share information and gain local support.
- 3.7 Sistema Scotland would like to work in partnership with City of Edinburgh Council. The organisation has provided information at Appendix 1 showing, among other things, what a Big Noise programme could look like in Wester Hailes.
- 3.8 Sistema Scotland can deliver Big Noise in Wester Hailes at no cost to the Council for five years, and has committed to establishing a fund-raising committee to support the long term sustainability of the programme
- 3.9 A partnership between Sistema Scotland and the Council is to be scoped. It will include evaluation at key milestones which would inform plans following the initial five year period.
- 3.10 No council financial commitment for the period following the first five years can be made at this time, and this will be for a future council to agree.
- 3.11 Since Sistema Scotland first initiated discussions with the council, there have been important developments which should be considered as part of the overall context:
- The impact of Covid -19 and Edinburgh’s recovery plans
 - The Council Business Plan
 - Edinburgh Poverty Commission’s recommendations and Delivery Plan
 - Edinburgh Learns for Life and the developing work of its various Boards

4. Main report

- 4.1 Sistema Scotland has provided officers and elected members with information which sets out their approach and aspirations. This can be found at Appendix 1 which was authored by Sistema Scotland and outlines the following:
- Principles and methodology for community scoping

- Current and planned community consultation and engagement
- The (likely) Big Noise delivery programme
- Evidencing outcomes
- Partnership working
- Financial implications
- Key milestones (Sistema's preferred Scenario)

4.2 Information provided by Sistema Scotland is contained within the body of this report. Appendix 1 should be read in tandem with and supplementary to the contents of this report.

4.3 Sistema Scotland has also provided information on:

- its values and ambitions which include a commitment to the host community over the long term (from birth to adulthood for every child entering the Big Noise programme)
- its findings from research into a number of Edinburgh communities and the rationale for recommending Wester Hailes as a host community
- its ethos; that it is essential to engage early with the recommended community; to inform them of the programme and seek their agreement and endorsement to build the work, for their input into programme delivery and the design of an awareness raising programme
- its strategic evaluation partnership with Glasgow Centre for Population Health (GCPH)

4.4 Officers have liaised with Sistema Scotland but not with other local authorities where a Big Noise programme is established. To do so as the programme in Edinburgh develops will provide helpful insight as follows;

- to consider evaluation methodologies alongside the information provided by Sistema Scotland and Glasgow Centre for Population Health
- to learn how other local authorities have ensured complementarity between their Instrumental Music Service, Youth Music Initiative, other local projects and Big Noise
- to learn how partnership working has been developed in other areas facing similar levels of disadvantage to Wester Hailes

4.5 Prior to the Covid pandemic, nationally around 2,800 children and young people were engaged with Big Noise programmes. It is acknowledged that Covid has impacted on many council and third sector/partner services, with arts and music being particularly hard hit.

Financial information

4.6 Sistema Scotland is committed to working with private and other funders to secure funding for the introduction of a Big Noise programme in Edinburgh. Sistema Scotland is committed to meeting full delivery costs for the first five years of Big Noise Wester Hailes

- 4.7 Based on the size of the community and experience with comparable Big Noise programmes, Sistema Scotland anticipates the cost of delivering Big Noise Wester Hailes for the first five years will be around £2.6m. Within the first five years, it is estimated that this investment will benefit around 500 children and young people.
- 4.8 To date Sistema Scotland has secured funding commitments equivalent to approximately 60% of estimated expenditure over the first five years.
- 4.9 Sistema Scotland is committed to working with City of Edinburgh Council elected members to identify fundraising opportunities to secure the long-term continuation of the programme from year 6 thereafter
- 4.10 The details below are provided for information and are based on Sistema Scotland's most recent financial year 2019/20 and show the councils' contributions as a percentage of the annual total Big Noise expenditure. The participation levels stated are prior to the Covid-19 pandemic:

Council	Big Noise established	Initial cost to council	Council financial contribution 2019/20	No of children / young people
Stirling (Raploch)	2008	No cost to council for first 5 years	(58%)	Around 500
Glasgow (Govanhill)	2013	Council contribution from the outset	(15/5%)	Around 1,250
Aberdeen (Torry)	2015	Council funded up to 75% from outset	(75%)	Around 500
Dundee (Douglas)	2017	No cost to Council for first 4 years	discussions are ongoing to secure the long-term continuation of Big Noise	Over 500

- 4.11 In addition to the financial contribution, each council makes in-kind contributions. They also support the Big Noise programme with officer time including at senior level (Chief Executive/Corporate Director). In-kind contributions are as follows:

4.11.1 Stirling, Aberdeen and Dundee Councils provide:

- free access to spaces in the schools for delivery (during and after school)
- rent free storage space
- office accommodation

4.11.2 Glasgow City Council provides rent free storage space for instruments and materials

- 4.12 Sistema Scotland's proposal for its recommended community of Wester Hailes is:

- **first five years - no cost** with an investment offer of c.£2.6m to support children, young people and families
(NB this is not a cash offer to the Council but is to Sistema Scotland to support the first five years of Big Noise development in Edinburgh)

- projected to engage regularly with around 500 children and young people within the first five years
 - projected programme expenditure after five years: c.£800k per year
- 4.13 When Sistema Scotland develops a Big Noise programme it commits to the community for the long term. As such, councils working in partnership with Sistema Scotland, have done so in the knowledge that the council will make an annual financial contribution to the programme expenditure. This is reflected within the strategic partnerships, which vary from council to council.
- 4.14 Sistema Scotland is committed to working with City of Edinburgh Council to identify fundraising opportunities to secure the long-term continuation of the programme after year 5. Sistema Scotland has committed to establishing a fund-raising committee for this purpose and will work with elected members on fund raising opportunities.
- 4.15 Fundraising for Big Noise assumes due diligence will be carried out on all donors - Sistema Scotland and City of Edinburgh Council should be satisfied that donated funds are not of an illegal source (CEC anti-money laundering and sponsorship/advertising policies) and that funding sources are transparent and not in ethical conflict with the council's priorities and policies
- 4.16 That Sistema Scotland has committed to covering the cost of Big Noise for five years, provides an opportunity for officers and Sistema Scotland staff to:
- work together to develop effective partnership approaches
 - ensure existing programmes and services and Big Noise are complementary to each other
 - jointly evaluate the impact over 5 years
 - develop a proposed strategic partnership agreement that could be taken forward from year 6 and beyond by a future council
 - collate information that would enable a future Council to consider funding requests for programme sustainability from year 6 and beyond
- 4.17 Sistema Scotland would like to explore with the Council, opportunities for in-kind contributions, for example, office space in the community, free delivery space in schools and storage space for instruments and resources. These will be considered and supported where possible within existing budgets.
- 4.18 There is complementary investment in Wester Hailes such as the council's Instrumental Music Service, Youth Music Initiative, Discover, Pupil Equity Fund (PEF) as well as existing and planned third sector initiatives.
- 4.19 While not comparable in terms of intensive and immersive engagement, Edinburgh currently spends c. £2.6m on its Instrumental Music Service (IMS) of which £48982 is spent in the Wester Hailes area.
- 4.20 Also not comparable in terms of intensive and immersive engagement, Edinburgh's Youth Music Initiative (YMI) free programmes (funded by Creative Scotland) spends around £4,320 in Wester Hailes for all p1 – 5 classes. This will rise to £5,820 in 2021/22 to cover all P6 and 7 classes as well. YMI provides some targeted programmes for children facing disadvantage, and a new animation programme may include Wester Hailes schools (tbc) which could take the spend up to c.£11,000. YMI music tutors also contribute to the **Discover!** (holiday hunger) every holiday, paid from YMI with amounts varying from holiday to holiday.
- 4.21 Edinburgh's **Discover!** programme costs £250k per year, targets children and families citywide living in poverty. The number of families attending the Wester

Hailes Discover Hub was consistently higher than any of the other Hubs. Now on-line, Wester Hailes families continue to engage with Discover.

4.22 PEF spending in Wester Hailes is £422679

Partnership Working

4.23 Sistema Scotland would like to work in partnership with the Council to:

- develop a Big noise programme in Wester Hailes
- explore the long term investment in Big Noise in Wester Hailes through its fundraising committee

4.24 Discussions have taken place over a number of years which have focussed on the approach, values and benefits of Big Noise. Publicly available evaluation by the Glasgow Centre for Population Health and also been shared with the council. The current phase of community consultation being carried out by Sistema Scotland is to ensure its recommended community is informed about the programme and gives its endorsement to building the work.

4.25 Sistema Scotland is clear that Wester Hailes is its recommended community; and agreement to develop a Big Noise programme in the area is subject to further consultation with the community.

4.26 Successful partnerships are built upon strong relationships, clarity on roles and responsibilities, trust and understanding - with mutual benefits, agreed outcomes and shared values.

4.27 An initial partnership with Sistema Scotland will cover the first five years of the programme. A Steering Group made up of officers, elected members and Sistema Scotland staff, will provide governance, overseeing the partnership, evaluation at key milestones and progress made by the fundraising committee. During the first five years, in-kind support will be explored and provided within existing council budgets. The Steering Group is likely to be chaired by the chair of Sistema Scotland.

4.28 The Council has not financially committed to Big Noise meaning a future council will need to agree approaches to and arrangements for longer term sustainability. Sistema Scotland and the Council will work together over the initial five years to ensure partnership roles and responsibilities are clear and agreed for year 6 and beyond.

4.29 A new partnership agreement from year 6 will be for a future council to agree, based on programme evaluation and the success of Sistema Scotland's Fundraising Committee.

4.30 To facilitate effective partnership working, Sistema Scotland proposes the establishment of a Big Noise Edinburgh Steering Group, which they suggest would include elected members and senior officers from City of Edinburgh Council along with board members and senior executives from Sistema Scotland, and potentially chaired by Sistema Scotland's Board Chair. The group's remit of would be to:

- oversee the effective implementation of the Big Noise programme in Edinburgh
- ensure strategic links with the Councils' priorities
- consider funding opportunities to secure the long-term sustainability of the Big Noise programme.

5. Next Steps

- 5.1 Sistema Scotland will provide an update on and feedback from their engagement and consultation with the Wester Hailes community.
- 5.2 Sistema Scotland and Council officers will consider the potential for added value, impact on and relationship with existing interventions and opportunities in Wester Hailes, particularly where there are inter-dependencies (e.g. Pupil Equity Fund, Discover, Youth Music Initiative, Instrumental Music Service and local third sector opportunities)

6. Financial impact

- 6.1 There will be no financial cost to the council for the first 5 years as all costs will be covered by Sistema Scotland's fundraising.
- 6.2 All in-kind support will be contained within existing council budgets.
- 6.3 There is no identified budget source for a Big Noise programme in Edinburgh. A future council will need to agree a new partnership agreement with Sistema Scotland for programme sustainability from year 6
- 6.4 Sistema Scotland has provided the following information regarding the first 5 years:
 - 6.4.1 Sistema Scotland is committed to working with private and other funders to secure funding for the introduction of a Big Noise programme in Edinburgh. Sistema Scotland is also committed to meeting the full delivery costs for the first five years of Big Noise Wester Hailes.
 - 6.4.2 Based on the size of the Wester Hailes community and experience with comparable Big Noise programmes, Sistema Scotland anticipates that the costs of delivering Big Noise Wester Hailes for the first five years will be around £2.6m.
 - 6.4.3 Sistema Scotland has to date secured funding commitments equivalent to approximately 60% of estimated expenditure over the first five years.
- 6.5 When a council agrees to entering a strategic partnership with Sistema Scotland, current Councils' contributions vary (as of 2019/20 between 15.5% - 75%).
- 6.6 Sistema Scotland has confirmed that the funding model with Edinburgh does not need to be the same as with other local authorities and has committed to establishing a fundraising committee to identify future funding.
- 6.7 A future council will make the decision to enter into a further strategic partnership with Sistema Scotland regarding the long term sustainability from year 6 and beyond.

7. Stakeholder/Community Impact

- 7.1 Sistema Scotland initiated discussions with City of Edinburgh Council several years ago, with a view to bringing a Big Noise programme to the city. Over 8+ years Sistema Scotland has spoken with elected members, Corporate Directors, Heads of Service and senior officers.
- 7.2 In 2019, Sistema Scotland engaged with the education representatives of each political group on the Education, Children and Families Committee. It was agreed that Sistema Scotland would undertake a scoping exercise. The purpose was to identify and recommend a community within Edinburgh which would be the best fit for, and potentially benefit most from, a Big Noise programme.
- 7.4 Following discussion with officers, desk research and local discussions, Sistema Scotland recommended Wester Hailes as the first community to host a Big Noise programme in Edinburgh. This is based on the assessed level of need, fit with the Big Noise programme delivery model, and, opportunities to contribute towards regeneration plans for the community.
- 7.5 Sistema Scotland confirms this remains a recommendation and is subject to further community consultation.
- 7.6 Sistema Scotland is currently undertaking community consultation with local schools, community members and organisations working in the area. Details of Sistema's current community consultation is provided in Appendix 1
- 7.7 At the appropriate time an Integrated Impact Assessment (IIA) will be carried out

8. Background reading/external references

8.1

9. Appendices

9

- 9.1 Appendix 1 – Sistema Scotland's overview paper



1. CONTEXT

Sistema Scotland works to improve the lives of children and young people and strengthen communities through music and nurturing relationships. The charity is committed to bringing the benefits of its evidence-based Big Noise programmes to more children, families and communities in greatest need. Sistema Scotland's four established Big Noise programmes work immersively, inclusively and over the long-term with around 2,800 children and young people in the four communities of Raploch, Stirling (est 2008); Govanhill, Glasgow (est 2013); Torry, Aberdeen (est 2015); and Douglas, Dundee (est 2017).

“Big Noise to me means music and life. It doesn't just improve your music skills, it improves your teamwork skills, your independence, your improvisation. Even taking part in an orchestra can help you overcome your fears. Some people think Big Noise is just a music group, but it is so much more than that to the people that take part.” – Big Noise Participant

The Big Noise programmes give children and young people invaluable life skills and experiences. Big Noise provides a place of safety and wellbeing, a nurturing community in which children are supported to realise their full potential. Through their participation in the programme the children develop confidence, learn to work together and be kind to each other, they build resilience, pride and aspiration, and are supported to lead successful and fulfilled lives. The programmes work intensively with the children and young people, and inclusively with families and the broader community, to achieve permanent social change. Key to this are the long-term, trusting relationships which the children develop with Big Noise staff musicians. The unique design of the Big Noise programme allows this relationship to develop based on consistent daily contact over many years, free at the point of delivery, with the musicians acting not only as educators, but also as compassionate mentors and inspirational role models, supporting positive behaviours and life choices.

Throughout the Covid-19 pandemic, the Big Noise programmes have used established and trusting relationships to support children's and young people's emotional wellbeing and ongoing engagement with learning, initially through the rapid implementation of an online programme and then a blended model of face-to-face and online delivery.

“Big Noise was the only interaction my daughter had during the lockdown. ... Her mood jumped back up after her Big Noise sessions; the group sessions were extremely beneficial as she'd been feeling isolated and had little other interaction. Big Noise is where her good friends are.” – Big Noise Parent

2. FEASIBILITY STUDY

Sistema Scotland has been in discussions with City of Edinburgh Council for a number of years with a view to bringing a Big Noise programme to the city. In 2019, agreement was reached across all political groups represented on the Education, Children and Families Committee to move forward with a scoping exercise. The purpose of this work was to identify a host community within Edinburgh which would be the best fit for, and would benefit most from, a Big Noise programme. During this period of work, key officer contacts have included the Executive Director for Communities and Families, the Chief Education Officer and the Lifelong Learning Strategic Manager.

During initial discussions between Sistema Scotland and the Council, seven communities were identified for initial consideration:

Following research and discussions as outlined in the following section, the community of **Wester Hailes is recommended** as the first community to host a Big Noise programme in Edinburgh. This is based on the assessed level of need and fit with the Big Noise programme delivery model, and opportunities to contribute towards regeneration plans for the community. *Please note that the recommendation is subject to community consultation which is currently ongoing.*

3. PRINCIPLES AND METHODOLOGY

There are certain principles on which Big Noise is founded which have informed the approach taken to the feasibility study. These are set out and summarised in the table below.

However, it is important to note that once a community has been identified it is essential to seek their agreement and endorsement to build the work. Sistema Scotland will work in partnership with the community to agree the programme implementation to ensure it meets the specific needs of the community.

Principle	Methodology
<p><i>Communities of greatest need</i></p> <p>The Big Noise programmes are purposely based in communities which will benefit most from their support.</p>	<p>We reviewed indicators of disadvantages (acknowledging their limitations) including:</p> <ul style="list-style-type: none"> • Scottish Index of Multiple Deprivation 2020 statistics, in particular the percentage of the population living in the lowest quintile overall and the specific domains of education/skills, health, income and crime • Pupil Equity Fund allocation for each of the schools • % of free school meal entitlement amongst Primary 4-7 pupils
<p><i>A community-based programme</i></p> <p>Big Noise is a place-based programme, open to all children and young people attending school, living or being cared for within the community.</p>	<p>We reviewed the size, boundaries and identifiable nature of the community.</p> <p>We spoke to Locality Managers to gain an insight into the communities, assets and challenges, existing interventions, regeneration planning and progress, and potential partner organisations, and their thoughts on how the programme would fit with the needs of the community.</p> <p>We reviewed the extent to which children living in the communities were attending schools within or outside the communities.</p>
<p><i>Early intervention and long-term pathway</i></p> <p>Big Noise initially works with the youngest children in the community, and for early years children we deliver the programme during the school day, with children then signing up voluntarily to the after-school programme.</p>	<p>We met with the head teachers of the primary schools within the communities (and visited each school) for their perspective on how Big Noise could support their pupils and the broader community, as well as other activities available to the children.</p>

4. COMMUNITY CONSULTATION

A programme of community consultation is now underway and phase one will continue until June 2021. This is to ensure that community members are well informed about Big Noise, to gain endorsement for the programme, and to enable community members and key practitioners working in the community to shape the initial programme design and delivery.

Discussions have been held with the head teachers of the three local primary schools (Canal View, Clovenstone and Sighthill) in the community, the local secondary school (Wester Hailes Education Centre), as well as the schools' home link teachers; arts-based organisations working in the community (including WHALE Arts and Starcatchers); local community workers (from City of Edinburgh Council and organisations including About Youth) and some other community based organisations. Meetings are planned in the coming weeks with parents and family members arranged through the schools and their home link teachers, as well as follow up discussions with the head teachers to scope together an initial programme design. There will also be opportunities for practitioners and community members to meet with peers from other communities who currently have a Big Noise programme based there.

“We are very fortunate to have Big Noise as partners within our school community. Our staff and the Big Noise team share the same vision of ensuring our children and young people have high-quality learning experiences. During the school closure period, Big Noise staff worked extremely hard to engage with the children remotely, in order to continue their learning.” – Head Teacher, Big Noise Partner School

In phase two of the consultation process we would form a group of local stakeholders, who are interested to work with us ongoing to input to programme design and development over the coming year.

[For information – in all communications with community members and representatives, it has been made clear that Sistema Scotland is considering working in Wester Hailes and that the purpose of discussions is to inform and gather views on whether community members would be supportive of this development and how they would like to shape the programme to best support the community.]

5. PROGRAMME DELIVERY OVERVIEW

Big Noise provides a pathway of engagement for children and young people from birth to adulthood, working initially with the youngest children in the community and then building progressively each year as the older children remain engaged and younger children join.

The initial focus is on the recruitment of a leadership team and musicians to be embedded on the ground in the community (the Big Noise Wester Hailes team). The team will initially comprise a Head of Centre, followed by an Operations Manager and then an initial group of Musicians and support workers. The Big Noise Wester Hailes team will be recruited through a rigorous process, run by Sistema Scotland with input/guidance from the Council and community where appropriate. The recruitment process will seek to attract candidates with community and/or educational experience, high level performance skills and passion for music and excellent communication skills.

The Big Noise Wester Hailes team will undergo an induction both into the community (involving shadowing local professionals, meeting key stakeholders) and into the Big Noise programme (shadowing the teams in Raploch, Govanhill, Torry and/or Douglas, learning the curriculum and delivery styles of the organisation).

The Big Noise Wester Hailes team will work with local partners to plan details and logistics of the delivery programme, and to design a community engagement and profile-building programme.

Subject to discussions with community members and partner schools, the initial programme model could include:

- All Primary 1 children twice a week during the school day
- All Primary 2 children twice a week during the school day
- All Primary 3 children twice a week during the school day
- After-school club open to all children of Primary 3 age, building to three afternoons per week

And from a slightly later stage:

- All nursery children (in the pre-primary year) once a week
- Weekly Baby Noise sessions for babies and toddlers with a parent/carer
- Weekly family orchestra involving parents of Primary 3 children

Delivery of the programme will be supported by the development of a volunteering programme (attracting volunteers from within and outside the community).

In addition to the weekly structured programme, the team will deliver a number of additional activities throughout the year including: performances by the children, performances for the children, external trips and events, and family engagement sessions.

Each year the programme will continue to grow and take in the next year-group of children. By the end of the fifth year the programme will be open to all children and young people in the community from birth through to Primary 6, and will then continue to work with the young people through their secondary school years into adulthood.

It is estimated that in the initial stages the programme will work with around 400 children from the Wester Hailes community, increasing to over 500 children engaging on a regular and ongoing basis within the first five years.

The Big Noise Experience

When the full model is established, a typical child in the Big Noise programme will move through baby and carer classes, to nursery sessions, then orchestra initiation including percussion band and paper orchestra before moving into the Primary 3 string orchestra. Children then opt to join the after-school orchestra where they rehearse intensively up to three afternoons per a week during school terms and attend holiday clubs eight weeks of the year.

The Big Noise Wester Hailes team will work 3-5 days per week in the community, throughout the calendar year (apart from shut down periods, and training and development weeks).

The in-school programme (nursery, Primary 1-3) will be open to all children attending schools within the community (Canal View, Clovenstone and Sighthill). The after-school programme will be open to all children in the appropriate age groups who attend school and/or live in the community.

By being based within the community the Big Noise Wester Hailes team aims to be in constant dialogue with community members and partners. This allows the programme to be creative and responsive, with a rapid pace of progress.

6. EVIDENCING OUTCOMES

Since 2013, Sistema Scotland has been engaged in a strategic evaluation partnership with Glasgow Centre for Population Health (GCPH). GCPH is leading a long-term, longitudinal evaluation of the outcomes delivered for participants, families and the broader community. Over the years the evaluation partnership has included significant contributions from Education Scotland, Audit Scotland and Glasgow Caledonian University.

“I believe Big Noise has helped my daughter develop better concentration with her school work; she can focus better and she’s more confident. Her reading has come on really well from learning to read musical notes. She’s got lots of new friends through mixing with children from other classes in her school and children from another primary school.” – Big Noise Parent

GCPH’s most recent report, [People change lives](#), was published in 2019 and consolidates five years of learning from Big Noise Torry, Raploch and Govanhill. The report strongly endorses Sistema Scotland’s approach to delivery and shows that **Big Noise significantly enhances participants’ lives, prospects, health and well-being** through a variety of identified pathways in the long term:

- increased confidence, discipline, pride and aspiration;
- improved team-working, communication and leadership;
- enhanced academic skills including listening, concentration and creativity;
- increased resilience, happiness, sense of belonging and fulfilment;
- strong musical skills development;
- uptake of physical activity and healthy eating, avoidance of damaging behaviours;
- development of positive social groups, peer relationships and cultural engagement;
- and
- respite and protection for vulnerable participants.

In particular, this latest report focuses on how these impacts are underpinned by the long-term, encouraging, trusting and supportive relationship between the Big Noise musician and participant, where the musician acts not only as an educator, but also as a mentor and a role model, supporting positive behaviours and life choices. The unique design of the Big Noise programme allows this relationship to develop based on consistent daily contact over many years, as participants face the challenges and rewards that come from being part of an orchestra and performing regularly.

“The teachers at Big Noise, you can tell them about anything. You can sit down and have a full conversation with any of the Big Noise musicians, even the ones you don’t know that well. They really listen to you.” – Big Noise Participant

“I can’t thank the musicians and staff at Big Noise enough for what they do teaching our kids. Not only music, but giving them confidence and the ability to believe in themselves. When I do volunteering at Big Noise, I’m mesmerised at the different relationships the staff build with the children. The trust between the staff and the children is profound.” – Big Noise Parent

The report makes clear that the Big Noise programmes are clearly aligned with and support delivery of a range of national policies, notably the National Performance Framework (NPF): “The outcomes that Big Noise is achieving align and contribute to a range of NPF Outcomes and their indicators including culture, health, education, poverty, communities and children. Contributions across these NPF outcomes within the disadvantaged communities that Big

Noise serves, underpins crosscutting NPF themes of addressing inequalities and in promoting sustainable, inclusive economic growth.” (GCPH, 2019)

In the highly diverse community of Govanhill, the report also finds evidence of Big Noise supporting language development: “School teachers in Govanhill believe that the children who participate in the Big Noise after-school programme gain valuable skills concerning language development; they hear sounds and words which then transfer to phonological awareness, which aids them in blending the sounds and structuring sentences. In Govanhill, 86% of teachers described observing increased confidence in children who attend Big Noise after-school, including children being more confident speaking out loud in class, interacting with others and talking in front of groups.” (GCPH, 2019)

Sistema Scotland would work to establish an evaluation baseline within Wester Hailes and would agree with the Council a monitoring framework based on outcomes agreed between the Council and Sistema Scotland.

7. FINANCIAL IMPLICATIONS

Sistema Scotland is committed to working with private and other funders to secure funding for the introduction of a Big Noise programme in Edinburgh and to meet the full delivery costs for the first five years of Big Noise Wester Hailes (currently planned as 2021/22 to 2025/26).

Based on the size of the Wester Hailes community and experience with comparable Big Noise programmes, it is anticipated that the costs of delivering Big Noise Wester Hailes for the first five years will be around £2.6m. Sistema Scotland has to date secured funding commitments equivalent to approximately 60% of estimated expenditure over the first five years. Within the first five years, it is estimated that this investment will benefit over 500 children and young people engaging regularly and on an ongoing basis with the Big Noise programme.

8. PARTNERSHIP WORKING

To facilitate effective partnership working between the City of Edinburgh Council and Sistema Scotland it is proposed to establish a Big Noise Edinburgh Steering Group. This group would include elected members and senior officers from City of Edinburgh Council along with board members and senior executives from Sistema Scotland. The remit of the group will be to oversee the effective implementation of the Big Noise programme in Edinburgh, ensure strategic linkage with the priorities and outcomes of the Council, and to consider funding opportunities to secure the long-term sustainability of the Big Noise programme.

It is proposed that the Council and Sistema Scotland enter into a partnership agreement which would clearly outline the role of each of the parties in securing the success of the Big Noise programme.

9. KEY MILESTONES

The following are key high-level milestones, which are supported by a more detailed action plan maintained by Sistema Scotland. Sistema Scotland is currently on-track to meet these milestones and have a delivery team ready for to commence working with children in the community from spring 2022. Sistema Scotland commits to continuing to communicate regularly with local partners and Council officers regarding progress and should any milestones need to be revised.

March-June 2021

- Community engagement programme ongoing
- Virtual visits for community members and teachers to other Big Noise programmes

May 2021

- CEC Education, Children and Families Committee meeting

June 2021

- Sistema Scotland Board decision to proceed

August/September 2021

- Big Noise Edinburgh Steering Group established
- Community Stakeholder Group established
- Work commences on gathering baseline evaluation information
- Development of Partnership Agreement between Sistema Scotland and City of Edinburgh Council
- Recruitment process for Head of Centre

October 2021

- Head of Centre in post
- Recruitment process for Operations Manager
- Detailed planning with local partners
- Development of delivery plan

December 2021

- Operations Manager in post

January 2022

- Recruitment of Musicians

February/March 2022

- Musicians in post and inducted
- Community events to raise awareness and anticipation

Spring/Summer 2022

- Community engagement work ongoing
- Launch of in-school programme
- Launch of holiday programmes
- Launch of after-school programme

Education, Children and Families Committee

10:00, Tuesday 18 May 2021

Wester Hailes High School – Change of School Name

Executive/routine	Executive
Wards	2
Council Commitments	28

1. Recommendations

1.1 It is recommended that Committee:

- 1.1.1 Approve the change of name for Wester Hailes Education Centre to Wester Hailes High School.

Crawford McGhie

Senior Manager – Estates and Operational Support

Contact: Crawford McGhie, Senior Manager Estates and Operational Support

E-mail: crawford.mcghie@edinburgh.gov.uk

Report

Wester Hailes High School – Change of School Name

2. Executive Summary

- 2.1 In 2018 following an informal consultation on school provision in West and South West Edinburgh a Wester Hailes Education Working Group was established as a sub group of the Education, Children and Families Committee.
- 2.2 The sub group was asked to look into several issues related to education provision in Wester Hailes which included the re-branding of Wester Hailes Education Centre. One of the recommendations of the re-branding exercise was that the name should be changed to Wester Hailes High School.
- 2.3 This proposal was given the full support of the Wester Hailes Education Working Group. It is necessary for this change of name to be approved by Committee in order that the required administration and registration processes can be progressed.

3. Background

- 3.1 As part of the [report](#) to the Education, Children and Families Committee on 21 June 2018 which focused on the results of the informal consultation on school provision in West and South West Edinburgh it was agreed to set up a working group to develop a long term plan for education in the Wester Hailes community. One of the issues that was to be considered by the working group was options for a 're-brand' of WHEC.
- 3.2 The work was completed and ready to be implemented just before the COVID-19 pandemic began to have implications for schools. However, as the pandemic progressed it became clear implementation would have to be delayed. The remainder of this report provides a summary of the re-branding work which has been undertaken.

4. Main report

- 4.1 To assist with the re-branding, Wolffe design consultancy was appointed to engage with staff, pupils and the wider school community. From May 2019 to February 2020, a series of stakeholder engagement sessions led by Wolffe design took place in school and throughout the Cluster to explore the identity, vision and values of the school in the community.

- 4.2 The analysis from these engagement sessions has proved instrumental and has iteratively informed the Education Working Group accordingly. In March 2020, the school was aiming for the planned launch of the rebrand for August 2020 however COVID and lockdown 1 interrupted the timings. Planning with Wolffe design continued throughout lockdown 1 with rebrand rescheduled for January 2021.
- 4.3 Unfortunately, this rescheduled launch date was interrupted by lockdown 2. In preparation for the launch and rebrand, the school has invested in numerous logos, design material and uniform to align with the recommendations presented to the working party. Regrettably, as a result of COVID, it has not been possible to align the name change with the rebrand during the pandemic. The launch of the rebrand and name change is now planned August 2021.
- 4.4 One of the main recommendations was changing the name of the school from Wester Hailes Education Centre to Wester Hailes High School. The consultation process featured a three-stage process with over 650 votes from different groups of stakeholders. Each stage was presented to the working party for feedback and In June 2019 the survey consultation closed with Wester Hailes High School receiving 35.02% of the vote. This was given the full support of the Education Working Group. It is recommended this name change is approved by the Committee.

5. Next Steps

- 5.1 If the new school name is approved by Committee it will allow the school to progress with making all the necessary signage, administration, ICT and registration requirements in advance of the new school session beginning in August 2021.

6. Financial impact

- 6.1 There are no additional or new financial implications. The costs of all changes will be incorporated within existing revenue or capital project budgets.

7. Stakeholder/Community Impact

- 7.1 The stakeholder and community engagement has taken place through the Wester Hailes Education Working Group.

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Education, Children and Families Committee

10am, Tuesday, 18 May 2021

Internal Audit: Overdue Findings and Key Performance Indicators as at 10 February 2021 – referral from the Governance, Risk and Best Value Committee

Executive/routine
Wards
Council Commitments

1. For Decision/Action

- 1.1 The Governance, Risk and Best Value Committee has referred the attached report to the Education, Children and Families Committee for information.

Andrew Kerr

Chief Executive

Contact: Martin Scott / Natalie Le Couteur, Committee Services, Strategy and Communications Division, Chief Executive's Service

E-mail: martin.scott@edinburgh.gov.uk / Natalie.le.couteur@edinburgh.gov.uk

Referral Report

Internal Audit: Overdue Findings and Key Performance Indicators as at 10 February 2021 – referral from the Governance, Risk and Best Value Committee

2. Terms of Referral

- 2.1 On the 23 March 2021 the Governance, Risk and Best Value Committee considered a report on Internal Audit Overdue Findings and Key Performance Indicators as at 10 February 2021, which provided an overview of the status of the overdue Internal Audit (IA) findings as at 10 February 2021. A total of 115 open IA findings remained to be addressed across the Council as at 10 February 2021. This included the one remaining historic finding and excluded open and overdue Internal Audit findings for the Edinburgh Integration Joint Board and the Lothian Pension Fund.
- 2.2 The Governance, Risk and Best Value Committee agreed:
- 2.2.1 To note the status of the overdue Internal Audit (IA) findings as at 10 February 2021.
- 2.2.2 To refer the report to the relevant Council Executive committees and the Edinburgh Integration Joint Board Audit and Assurance Committee for information in relation to the current Health and Social Care Partnership position.
- 2.2.3 To agree to revise the timescale on outstanding action 107 which had a 2024 close date to an earlier date.
- 2.2.4 To agree that the 30 outstanding actions which were over a year old would return to GRBV for scrutiny in May 2021 or later subject to the Chief Internal Auditor and Convenor of GRBV's discussion

3. Background Reading/ External References

- 3.1 [Governance, Risk and Best Value Committee – 23 March 2020– Webcast](#)
- 3.2 Minute of the Governance, Risk and Best Value Committee - 23 March 2021

4. Appendices

Appendix 1 – report by the Chief Internal Auditor

Governance, Risk and Best Value Committee

10:00am, Tuesday, 23 March 2021

Internal Audit: Overdue Findings and Key Performance Indicators as at 10 February 2021

Item number

Executive/routine

Executive

Wards

Council Commitments

1. Recommendations

- 1.1 It is recommended that the Committee:
- 1.1.1 notes the status of the overdue Internal Audit (IA) findings as at 10 February 2021; and,
 - 1.1.2 refers this paper to the relevant Council Executive committees and the Edinburgh Integration Joint Board Audit and Assurance Committee for information in relation to the current Health and Social Care Partnership position.

Lesley Newdall

Chief Internal Auditor

Legal and Risk Division, Resources Directorate

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Internal Audit: Overdue Findings and Key Performance Indicators as at 10 February 2021

2. Executive Summary

Open and overdue Internal Audit findings

- 2.1 Following the Corporate Leadership Team (CLT) decision to temporarily reallocate capacity within directorates to prioritise focus on the closure of IA findings in November 2021, IA has noted a consistent increase in the number of overdue findings and management actions now proposed for closure by management, mainly driven by the Place and Resource Directorates. However, this is offset by an ongoing increase in the overall number of findings and management actions becoming overdue.
- 2.2 During the period 30 October 2020 to 10 February 2021 a total of 29 findings (14 open and 15 overdue) and 72 management actions have been closed following review by IA, within a positive monthly trend evident in the number of management actions closed.
- 2.3 There has been no significant change in the historic ageing profile of overdue findings, although there is a consistent increase evident in the number of findings less than 90 days overdue and the number of management actions where the latest implementation date has been missed. This confirms that ongoing focus is required to ensure that future implementation dates are achieved and not missed.
- 2.4 Further detail on the monthly trends in open and overdue findings is included at Appendix 1.

Ownership

- 2.5 Ownership of open IA findings previously owned by the former Executive Director of Communities and Families and Head of Strategy and Communications have now been reallocated to relevant Senior Managers.

Current position as at 10 February 2021

- 2.6 A total of 115 open IA findings remain to be addressed across the Council as at 10 February 2021. This includes the one remaining historic finding and excludes open

and overdue Internal Audit findings for the Edinburgh Integration Joint Board and the Lothian Pension Fund.

- 2.7 With regard to resolution of the 26 historic overdue findings reopened in June 2018, only one overdue finding remains and validation of this is in progress.
- 2.8 During the period a total of 29 findings (14 open and 15 overdue) and 72 management actions have been closed across the Council following review by IA.
- 2.9 Of the 115 currently open IA findings:
 - 2.9.1 a total of 47 (41%) are open, but not yet overdue;
 - 2.9.2 68 (59%) are currently reported as overdue as they have missed the final agreed implementation dates. This reflects an increase of 11% in comparison to the October 2020 position (48%).
 - 2.9.3 68% of the overdue findings are more than six months overdue, reflecting a decrease of 4% in comparison to October 2020 (72%) with 24% aged between six months and one year and 44% more than one year overdue.
 - 2.9.4 evidence in relation to 20 of the 68 overdue findings is currently being reviewed by IA to confirm that it is sufficient to support closure; and
 - 2.9.5 48 overdue findings still require to be addressed.
- 2.10 The number of overdue management actions associated with open and overdue findings where completion dates have been revised more than once since July 2018 is 74, reflecting a decrease of 4 when compared to the October 2020 position. This excludes the four-month date extension that was applied to reflect the impact of Covid-19.

Key Performance Indicators

- 2.11 Recognising the impacts of Covid-19, IA key performance indicators (KPIs) have not been applied to audits completed by IA during the current plan year, however IA has noted an increase in the time required to agree and finalise IA reports.
- 2.12 It is also acknowledged that IA is currently taking longer to respond to increased volumes of requests to validate closure of management actions whilst progressing delivery of the 2020/21 annual plan.

3. Background

- 3.1 Overdue findings arising from IA reports are reported monthly to the Corporate Leadership Team (CLT) and quarterly to the GRBV Committee.
- 3.2 This report specifically excludes open and overdue findings that relate to the Edinburgh Integration Joint Board (EIJB) and the Lothian Pension Fund (LPF). These are reported separately to the EIJB Audit and Assurance Committee and the Pensions Audit Sub-Committee respectively.

- 3.3 Findings raised by IA in audit reports typically include more than one agreed management action to address the risks identified. IA methodology requires all agreed management actions to be closed in order to close the finding.
- 3.4 The IA definition of an overdue finding is any finding where all agreed management actions have not been evidenced as implemented by management and validated as closed by IA by the date agreed by management and IA and recorded in relevant IA reports.
- 3.5 The IA definition of an overdue management action is any agreed management action supporting an open IA finding that is either open or overdue, where the individual action has not been evidenced as implemented by management and validated as closed by IA by the agreed date.
- 3.6 Where management considers that actions are complete and sufficient evidence is available to support IA review and confirm closure, the action is marked as 'implemented' by management on the IA follow-up system. When IA has reviewed the evidence provided, the management action will either be 'closed' or will remain open and returned to the relevant owner with supporting rationale provided to explain what further evidence is required to enable closure.
- 3.7 A 'started' status recorded by management confirms that the agreed management action remains open and that implementation progress ongoing.
- 3.8 A 'pending' status recorded by management confirms that the agreed management action remains open with no implementation progress evident to date.
- 3.9 An operational dashboard has been designed to track progress against the key performance indicators included in the IA Journey Map and Key Performance Indicators document that was designed to monitor progress of both management and Internal Audit with delivery of the Internal Audit annual plan. The dashboard is provided monthly to the Corporate Leadership Team to highlight any significant delays that could potentially impact on delivery of the annual plan.

4. Main report

- 4.1 The 115 open IA findings across the Council have been split into the following two categories to enable separate monitoring and reporting of the historic findings that were reopened in June 2018:
 - 4.1.1 Current findings (114 in total) shows progress with findings raised, tracked, and reported on as part of the routine IA assurance cycle; and
 - 4.1.2 Historic overdue findings (1 in total) highlight progress with closure of the 26 historic findings that were reopened in June 2018.
- 4.2 A total of 68 open IA findings (67 current and 1 historic) are overdue.
- 4.3 The movement in open and overdue IA findings during the period 30 October 2020 to 10 February 2021 is as follows:

Analysis of changes between 30/10/20 and 10/02/2021					Analysis at 10/02/2021	
	Position 30/10/20	Added	Closed	Position 10/02/21	Current	Historic reopened
Open	126	3	(14)	115	114	1
Overdue	61	15	(8)	68	67	1

Current Overdue Findings

- 4.4 Of the 115 currently open findings, 68 (59%) comprising 19 High; 39 Medium; and 10 Low rated findings are now 'overdue'.
- 4.5 However, IA is currently reviewing evidence to support closure of 20 of these findings (6 High, 10 Medium and 4 Low), leaving a balance of 48 overdue findings (13 High; 29 Medium; and 6 Low) still to be addressed.

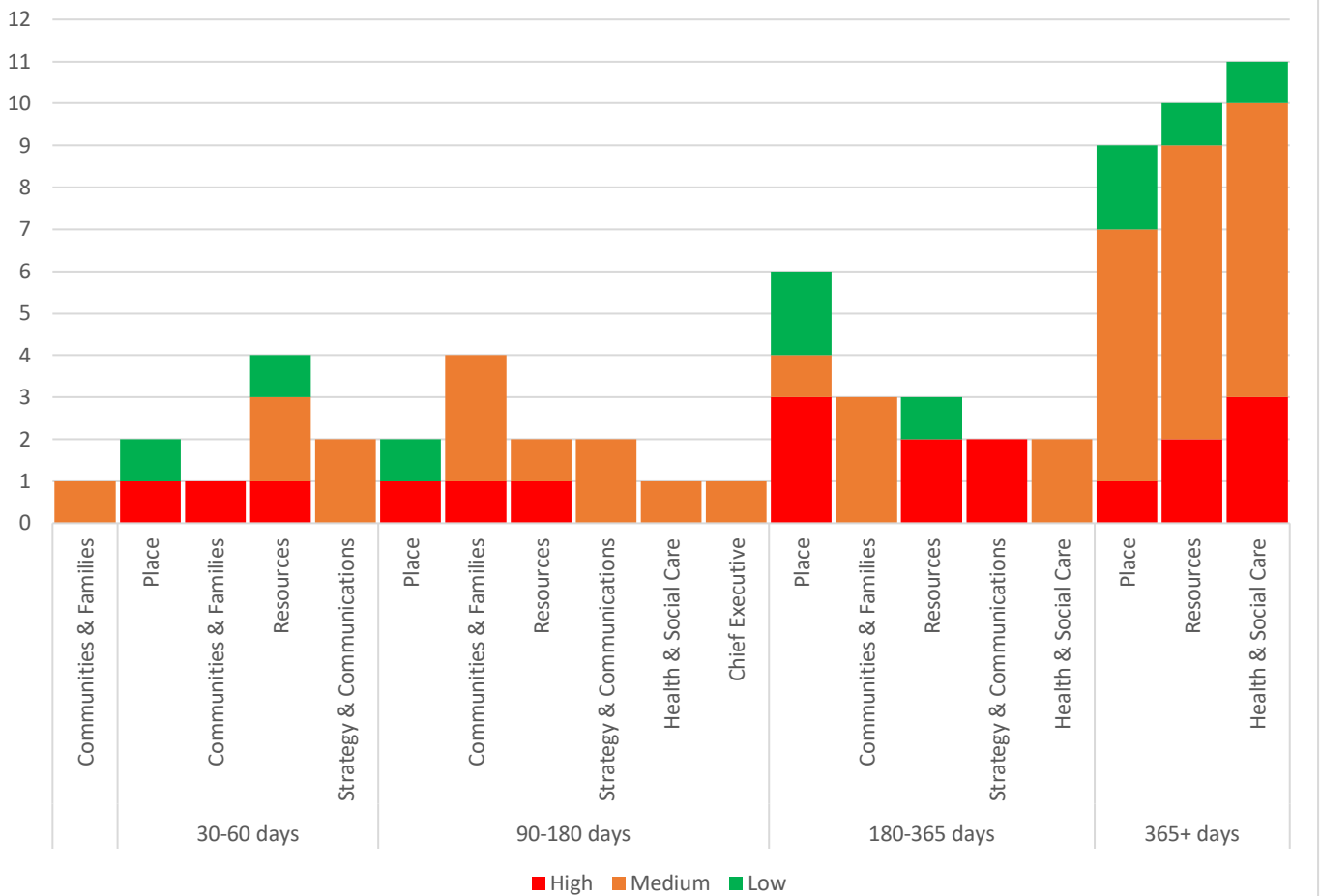
Historic Overdue Findings

- 4.6 IA is currently reviewing evidence recently provided to support closure of the one final remaining medium rated historic finding. This work will be completed by March 2021.

Overdue findings ageing analysis

- 4.7 Figure 1 illustrates the ageing profile of all 68 current and historic overdue findings by rating across directorates as at 10 February 2021.

Figure 1: Aged Overdue Findings by Ratings across Directorates



4.8 This analysis of the ageing of the 68 overdue findings outlined below highlights that Directorates continue to make good progress with resolving findings between six months and one-year overdue, as the proportion of those findings, has decreased. However, this is offset by an increase in the proportion of findings less than six months overdue across the quarter.

- 10 (14%) are less than 3 months (90 days) overdue, in comparison to 13% as at October 2020;
- 12 (18%) are between 3 and 6 months (90 and 180 days) overdue, in comparison to 15% as at October 2020;
- 16 (24%) are between 6 months and one year (180 and 365 days) overdue, in comparison to 28% as at October 2020; and,
- 30 (44%) are more than one year overdue, with no change in comparison to the position as at October 2020.

4.9 It should be noted that findings more than 180 days old include the one remaining medium rated historic finding to be closed (see 4.6 above) that is currently being reviewed by IA.

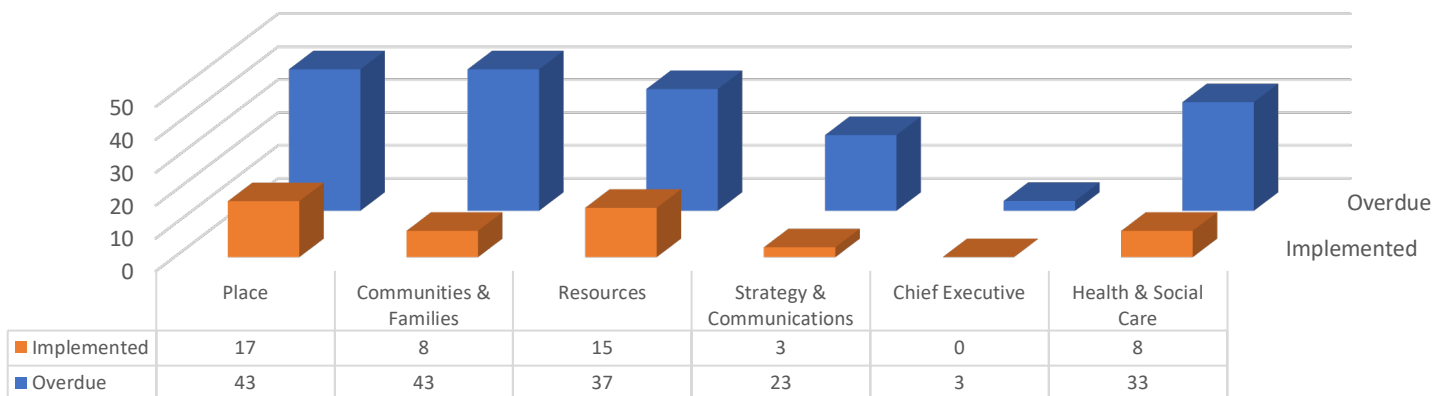
Findings Closed Based on Management's Risk Acceptance

- 4.10 One Low rated finding originally raised in the Waste and Cleansing Performance Management Framework audit completed in August 2019 has been closed by IA during the period where management has accepted a low of risk associated with the original IA finding.

Agreed Management Actions Analysis

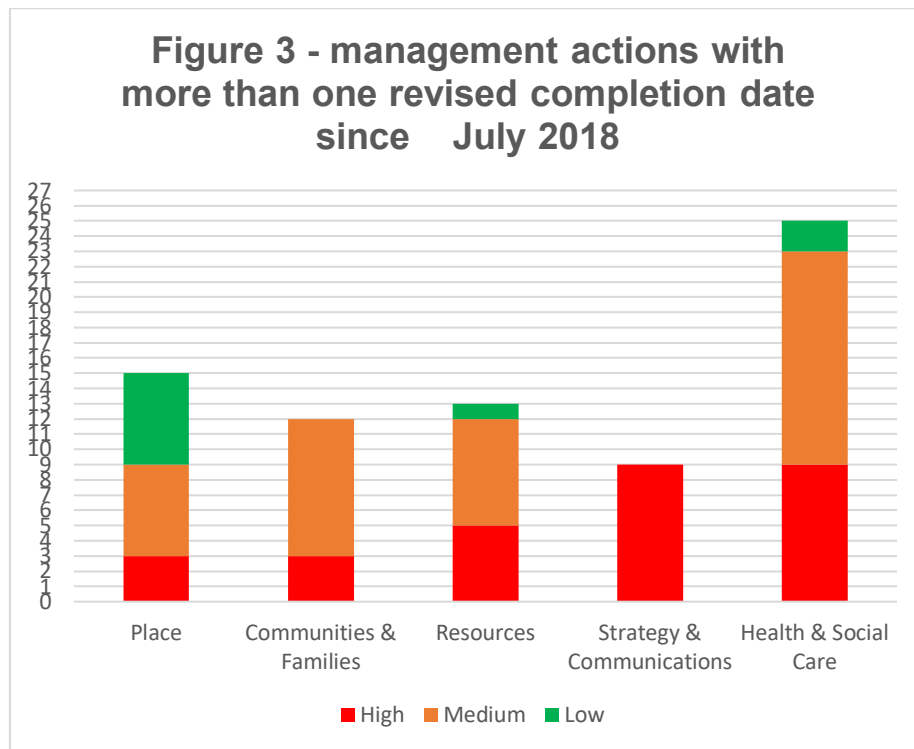
- 4.11 The 115 open IA findings are supported by a total of 315 agreed management actions. Of these, 182 (58%) are overdue as the completion timeframe agreed with management when the report was finalised has not been achieved. This reflects a 10% increase from the October 2019 position (48%).
- 4.12 Of the 182 overdue management actions, 51 have a status of 'implemented' and are currently with IA for review to confirm whether they can be closed, leaving a balance of 131 to be addressed.
- 4.13 Appendix 2 provides an analysis of the 182 overdue management actions highlighting:
- their current status as at 10 February 2021 with:
 - 51 implemented actions where management believe the action has been completed and it is now with IA for validation;
 - 102 started where the action is open, and implementation is ongoing; and
 - 29 pending where the action is open with no implementation progress evident to date.
 - 76 instances (42%) where the latest implementation date has been missed; and
 - 74 instances (41%) where the implementation date has been revised more than once.
- 4.14 Figure 2 illustrates the allocation of the 182 overdue management actions across Directorates, and the 51 that have been passed to IA for review to confirm whether they can be closed.

Figure 2: Overdue and Implemented Management Actions by Directorate



Revised Implementation Dates

- 4.15 Figure 3 illustrates that there are currently 74 open management actions (including those that are overdue) across directorates where completion dates have been revised between one and five times since July 2018. This number excludes the automatic extension applied by IA to reflect the impact of Covid-19.
- 4.16 This reflects a decrease of 4 in comparison to the position reported in October 2020 (78).
- 4.17 Of these 74 management actions, 29 are associated with High rated findings; 36 Medium; and 9 Low, with the majority of date revisions in Health and Social Care Partnership.



Key Performance Themes Identified from the IA Dashboard

- 4.18 The IA dashboard has not been applied in the current plan year as the Council continues to focus on its Covid-19 resilience response.

5. Next Steps

- 5.1 IA will continue to monitor the open and overdue findings position, providing monthly updates to the CLT and quarterly updates to the Governance, Risk and Best Value Committee.

6. Financial impact

- 6.1 There are no direct financial impacts arising from this report, although failure to close findings and address the associated risks in a timely manner may have some inherent financial impact.

7. Stakeholder/Community Impact

- 7.1 If agreed management actions supporting closure of Internal Audit findings are not implemented, the Council will be exposed to the service delivery risks set out in the relevant Internal Audit reports. Internal Audit findings are raised as a result of control gaps or deficiencies identified during reviews therefore overdue items inherently impact upon effective risk management, compliance and governance.
















8. Background reading/external references

- 8.1 [Internal Audit report - Historic Internal Audit Findings - May 2018 Committee - Item 7.3](#)
- 8.2 [Internal Audit: Overdue Findings and Key Performance Indicators at 30 October 2020 – Paper 8.3](#)

9. Appendices

- 9.1 Appendix 1 – Monthly Trend Analysis of IA Overdue Findings and Management Actions
- 9.2 Appendix 2 – Internal Audit Overdue Management Actions as at 10 February 2021

Appendix 1 – Monthly Trend Analysis of IA Overdue Findings and Management Action

	<u>30/10/2020</u>		<u>07/12/2020</u>		<u>11/01/2021</u>		<u>10/02/21</u>		<u>Trend</u>
IA Findings									
Open findings	126	100%	123	100%	119	100%	115	100%	Not applicable
Not yet due	65	52%	59	48%	45	38%	47	41%	Not applicable
Overdue findings	61	48%	64	52%	74	62%	68	59%	
Findings Closed (open and Overdue)	6	N/A	3	N/A	4	N/A	7	N/A	
Overdue - IA Validating	10	16%	12	19%	17	23%	20	30%	
High Overdue	18	30%	19	30%	23	31%	19	28%	
Medium Overdue	33	54%	36	56%	41	55%	39	57%	
Low Overdue	10	16%	9	14%	10	14%	10	15%	
<90 days overdue	8	13%	11	17%	16	22%	10	15%	
90-180 days overdue	9	15%	7	11%	9	12%	12	18%	
180-365 days overdue	17	28%	21	33%	20	27%	16	23%	
>365 days overdue	27	44%	25	39%	29	39%	30	44%	
Management Actions									
Open actions	376	100%	364	100%	340	100%	315	100%	Not applicable
Not yet due	197	52%	175	48%	138	41%	133	42%	Not applicable
Overdue actions	179	48%	189	52%	202	59%	182	58%	
Actions Closed (Open and Overdue)	10	N/A	12	N/A	27	N/A	33	N/A	
Overdue - IA Validating	20	11%	39	21%	52	26%	51	28%	
Latest date missed	44	25%	60	32%	73	36%	76	42%	
Date revised more than once	76	42%	86	46%	82	41%	74	41%	

Trend Analysis - key

	Adverse trend - action required
	Stable with limited change
	Positive trend with progress evident

No trend analysis is performed on open findings and findings that are not yet due as these numbers will naturally increase when new IA reports are finalised

Appendix 2 - Internal Audit Overdue Management Actions as at 10 February 2021

Glossary of terms

1. Project – This is the name of the audit report.
2. Owner – The Executive Director responsible for implementation of the action.
3. Issue Type – This is the priority of the audit finding, categorised as Critical; High; Medium; or Low
4. Issue – This is the name of the finding.
5. Status – This is the current status of the management action. These are categorised as:
 - Pending (the action is open and there has been no progress towards implementation),
 - Started (the action is open, and work is ongoing to implement the management action), and
 - **Implemented** (the service area believes the action has been implemented and this is with Internal Audit for validation).
6. Agreed Management action – This is the action agreed between Internal Audit and Management to address the finding.
7. Estimated date – the original agreed implementation date.
8. Revised date – the current revised date. **Red** formatting in the dates field indicates the last revised date is overdue.
9. Number of revisions – the number of times the date has been revised since July 2018. **Amber** formatting in the dates field indicates the date has been revised more than once.
10. Contributor – Officers involved in implementation of an agreed management action.

Page 559

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
1	<p>Policy Management Framework</p> <p>CE1902 Policy Management Framework Issue 1: Completeness and accuracy of Council policies and the online policy register</p> <p>Gavin King, Democracy, Governance and Resilience Senior Manager</p>	High	<p>CE1902 - 1.2c Policy Register review: Ongoing review of policy register – Strategy and Communications</p> <p style="background-color: green; color: black; text-align: center;">Implemented</p>	<p>A working group led by Strategy and Communications with representation from Internal Audit and each Directorate will be established to identify and implement a process to support timely review and upload of approved policies, and Integrated Impact Assessments (IIA) for inclusion within the online register. Following this, further actions to meet the recommendations will be communicated to all Directorates and Divisions.</p>	<p>Estimated Date: 30/11/2020 Revised Date: 31/12/2020 No of Revisions 1</p>	<p>Chris Peggie Donna Rodger Laura Callender Ross Murray</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
2	<p>School admissions, appeals and capacity planning</p> <p>CF1901: School admissions, appeals and capacity planning - Issue 1: Policies, Procedures & Guidance</p> <p>Andy Gray, Head of Schools & Lifelong Learning</p>	High	<p>CF1901: Issue 1.1(a) - Review of Schools Admissions Policy</p> <p>Implemented</p>	<p>Following review, the policy will be presented to the Education, Children and Families committee for review and approval. The Executive Director of Communities & Families will be the policy owner, with the Senior Education Officer responsible for operational review and oversight.</p>	<p>Estimated Date: 30/04/2020</p> <p>Revised Date: 31/12/2020</p> <p>No of Revisions 1</p>	<p>Arran Finlay Claire Thompson Michelle McMillan Nickey Boyle Ruth Currie</p>
Page 560	<p>School admissions, appeals and capacity planning</p> <p>CF1901: School admissions, appeals and capacity planning - Issue 1: Policies, Procedures & Guidance</p> <p>Andy Gray, Head of Schools & Lifelong Learning</p>	High	<p>CF1901: Issue 1.2 - Review & Update of School Websites</p> <p>Implemented</p>	<p>A communication will be issued to all schools to request a review of their school website to ensure: current academic year handbooks are published; links to relevant content on the Council website remain current; only standard approved Council forms are published; and all privacy notices published on School websites are directly linked to the Council's statement.</p>	<p>Estimated Date: 31/12/2020</p> <p>Revised Date: 01/05/2021</p> <p>No of Revisions 0</p>	<p>Arran Finlay Claire Thompson Michelle McMillan Nickey Boyle Ruth Currie</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
4	<p>School admissions, appeals and capacity planning</p> <p>CF1901: School admissions, appeals and capacity planning - Issue 2: Operational Processes - Admissions & Appeals</p> <p>Gavin King, Democracy, Governance and Resilience Senior Manager</p>	High	<p>CF1901 Issue 2.1(b): Committee on Pupil Student Support Remit, Review & Recording of Outcomes</p> <p>Implemented</p>	<p>Decisions and outcomes of the annual meeting of the Committee on Pupil Student Support will be documented, and a process implemented to ensure that the outcomes are addressed by the Council. Consideration will be given to reviewing and updating the remit of the Committee. Committee members will be provided with training and support to enable them to fulfil their role in line with the agreed remit.</p>	<p>Estimated Date: 30/06/2020 Revised Date: 30/11/2020 No of Revisions 1</p>	<p>Andy Gray Arran Finlay Donna Rodger Hayley Barnett Lesley Birrell Nickey Boyle Ruth Currie</p>
<p>Page 561</p> <p>5</p>	<p>School admissions, appeals and capacity planning</p> <p>CF1901: School admissions, appeals and capacity planning - Issue 5: Provision of Training & Support</p> <p>Andy Gray, Head of Schools & Lifelong Learning</p>	Medium	<p>CF1901 Issue 5: Induction and annual refresher training programme</p> <p>Implemented</p>	<p>Following conclusion of the working group, Communities and Families will develop a programme of training which includes input across all services areas involved will be designed and delivered to schools' senior leadership teams to ensure that they are aware of and understand: Revised policy and procedures where relevant Applicable legislative and regulatory requirements and Council policies The end to end capacity planning, admissions and appeals process, including management of waiting lists Roles, responsibilities and accountabilities of all teams involved in the process Data access, security, and retention requirements Conflicts of interest requirements Parent and carer engagement guidance Details of ongoing support and information available to manage capacity planning in relation to late placing requests and</p>	<p>Estimated Date: 31/10/2020 Revised Date: 01/03/2021 No of Revisions 0</p>	<p>Alison Roarty Arran Finlay Donna Rodger Gavin King Hayley Barnett Layla Smith Michelle Vanhegan Neil Jamieson Nickey Boyle Nicola Harvey Ruth Currie Sheila Haig Stephen Moir</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
				upheld appeals, including timetabling and accommodation adjustments		
6	Records Management - LAAC CW1705 Issue 1: Project file review process Bernadette Oxley, Head of Children's Services	Medium	CW1705 Issue 1.1: Review and Refresh of the project file review process. Implemented	Agreed actions will be implemented as recommended by Internal Audit. The project team will work to an end of January date for implementation of the quality assurance within the project team with an end of February date for Internal Audit to review the process applied.	Estimated Date: 28/02/2020 Revised Date: 31/12/2020 No of Revisions 3	Alison Roarty Ani Barclay Donna Rodger Freeha Ahmed Gillie Severin John Arthur Louise McRae Nickey Boyle Nicola Harvey Ruth Currie Stephen Moir
Page 562	Records Management - LAAC CW1705 Issue 1: Project file review process Bernadette Oxley, Head of Children's Services	Medium	CW1705 Issue 1.2: Process communication and training Implemented	Agreed actions will be implemented as recommended by Internal Audit. The project team will work to an end of January date for implementation of quality assurance within the project team with an end of February date for Internal Audit to review the process applied.	Estimated Date: 28/02/2020 Revised Date: 31/12/2020 No of Revisions 2	Alison Roarty Ani Barclay Donna Rodger Freeha Ahmed Gillie Severin John Arthur Louise McRae Nickey Boyle Nicola Harvey Stephen Moir
8	Historic Unimplemented Findings MIS1601 - issue 1 Budgetary Impact Stephen Moir, Executive Director of Resources	Medium	Recommendation 1 - Budgetary Impact Implemented	The R&M budget for 2016/17 will be closely monitored as services are now procured direct from suppliers and an imbedded due diligence process has been developed. This will inform the budget setting process, but it should, however, be noted that this has historically been based on availability and not need.	Estimated Date: 31/03/2017 Revised Date: 29/06/2018 No of Revisions 0	Audrey Dutton Gohar Khan Layla Smith Michelle Vanhegan Murdo MacLeod Peter Watton

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
9	Emergency Prioritisation & Complaints CW1806 Issue 1: ATEC 24 Operational Framework Judith Proctor, Chief Officer	Medium	CW1806 Issue 1.1(2): ATEC 24 Review of Operational Processes - Call Prioritisation Implemented	2. Call prioritisation procedures will be designed and implemented, including recording the rationale for call prioritisation and delivery of training to staff. A review schedule for these procedures will be implemented with the last review date and date of next scheduled review clearly identifiable i.e. every 3 years.	Estimated Date: 29/11/2019 Revised Date: 01/02/2021 No of Revisions 2	Angela Ritchie Craig O'Donnell Tom Cowan
10	Emergency Prioritisation & Complaints CW1806 Issue 1: ATEC 24 Operational Framework Judith Proctor, Chief Officer	Medium	CW1806 Issue 1.4(1): ATEC 24 Quality Assurance Framework - Methodology Implemented	1. A documented quality assurance process aligned to Technology Enabled Care Services Association (TSA) guidelines will be developed and communicated for call handling and response visits. The process will include quality assurance roles and responsibilities, frequency and scope of quality assurance checks, sampling methodologies to be applied.	Estimated Date: 30/04/2020 Revised Date: 01/02/2021 No of Revisions 2	Angela Ritchie Craig O'Donnell Tom Cowan
11	Emergency Prioritisation & Complaints CW1806 Issue 1: ATEC 24 Operational Framework Judith Proctor, Chief Officer	Medium	CW1806 Issue 1.4(2): ATEC 24 Quality Assurance Framework - Application Implemented	2. Quality assurance outcomes will be linked to supervision and training and performance objectives, with regular one to ones scheduled to ensure action is taken to address any competence issues or gaps identified.	Estimated Date: 30/04/2020 Revised Date: 01/02/2021 No of Revisions 2	Angela Ritchie Craig O'Donnell Tony Duncan

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
12	Emergency Prioritisation & Complaints CW1806 Issue 2: ATEC 24 Customer Engagement Judith Proctor, Chief Officer	Low	CW1806 Issue 2.1(1): ATEC 24 Customer Feedback - Implementation of Process Implemented	1. Feedback processes to obtain input from service users will be implemented. These should be incorporated into a continuous improvement programme for service delivery, with improvement actions appropriately allocated and monitored.	Estimated Date: 31/01/2020 Revised Date: 01/02/2021 No of Revisions 2	Angela Ritchie Craig O'Donnell Tom Cowan
13	Emergency Prioritisation & Complaints CW1806 Issue 2: ATEC 24 Customer Engagement Judith Proctor, Chief Officer	Low	CW1806 Issue 2.1(2): ATEC 24 Customer Feedback - Tracking and Communication Implemented	2. Benefits and service improvements made as a result of customer feedback will be tracked and communicated both externally to customers, and internally to the service.	Estimated Date: 31/01/2020 Revised Date: 01/02/2021 No of Revisions 2	Angela Ritchie Craig O'Donnell Tom Cowan
14	ICT System Access Rights CW1809 Financial Systems Access Controls - Development of Overarching Action plan Stephen Moir, Executive Director of Resources	High	CW1809 - Development of Overarching Action plan Implemented	Digital Services has confirmed that they will own the findings raised from this review and will work (in conjunction with other divisions such as information governance; finance; and human resources) to create an appropriate action plan to address the risks identified. The action plan will initially focus only on the Council's key financial systems and will consider all of the recommendations made by Internal Audit in this report. It is also acknowledged that the risks that have been highlighted are not exclusively limited to financial systems and could also extend to the Health and Social Care Partnership (the Partnership). Consequently, the action plan will include guidance to be applied by all system administrators across the	Estimated Date: 28/02/2020 Revised Date: 01/07/2020 No of Revisions 0	Alison Roarty Heather Robb Layla Smith Michelle Vanhegan Nicola Harvey

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
Page 565				<p>Council. This will be communicated and shared with the expectation that it will be applied across all systems and divisions, including those that deliver services on behalf of and provide support to the Partnership. Following distribution of the guidance, discussions will be held with Internal Audit to determine whether the remaining systems used across the Council should be subject to a separate audit to confirm whether the user administration guidance is being consistently applied. Once the plan has been prepared and resources to support implementation identified and agreed with relevant divisions, timeframes for implementation of individual system plan actions will be discussed and agreed with Internal Audit. The plan will be prepared by March 2020.</p>		

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
15 Page 566	<p>Digital Services Change Initiation</p> <p>CW1901 Change Initiation: Issue 1 - Inconsistencies in the change management processes</p> <p>Stephen Moir, Executive Director of Resources</p>	Medium	<p>CW1901: Recommendation 1.2.1 - Review of service levels for CGI review and response to change requests</p> <p style="background-color: #00FF00; display: inline-block; padding: 2px;">Implemented</p>	<p>Service levels for CGI review of and responses to change requests will be reviewed and consideration given to implementing the following changes where this is possible within the terms of the current contract: creating bespoke service levels for individual complex change requests with any additional costs associated with bespoke service levels incorporated into the cost of the change request. Where bespoke service levels are agreed, a process will be established to ensure that these are communicated to both Digital Services and the change requestor. CGI and the Council will also consider and implement (if appropriate) an initial review of change requests to confirm that they are of an acceptable level of quality and include sufficient information to support an initial assessment of the requirement for a Data Privacy Impact Assessment prior to acceptance. Progress against delivery of both standard and bespoke service levels for CGI review of and response to change requests will continue to be monitored by both the Council and CGI via established governance processes.</p>	<p>Estimated Date: 31/12/2020</p> <p>Revised Date:</p> <p>No of Revisions 0</p>	<p>Alison Roarty Derek Masson Heather Robb Jackie Galloway Layla Smith Michelle Vanhegan Nicola Harvey</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
16	<p>Digital Services Change Initiation</p> <p>CW1901 Change Initiation: Issue 1 - Inconsistencies in the change management processes</p> <p>Stephen Moir, Executive Director of Resources</p>	Medium	<p>CW1901: Recommendation 1.2.2 - Defined point for assessment for DPIAs for simple changes</p> <p>Implemented</p>	<p>A clearly defined point for assessment of the requirement for Data Privacy Impact Assessments (DPIAs) for simple changes will be agreed; incorporated within the change request process (Remedy submission forms); and consistently applied.</p>	<p>Estimated Date: 31/12/2020 Revised Date:</p> <p>No of Revisions 0</p>	<p>Alison Roarty Derek Masson Heather Robb Jackie Galloway Layla Smith Michelle Vanhegan Nicola Harvey</p>
Page 567	<p>Brexit impacts - supply chain management</p> <p>CW1905 Issue 1: Divisional and Directorate Brexit supply chain management risks</p> <p>Judith Proctor, Chief Officer</p>	Medium	<p>CW1905 Rec. 1.1d: Health and Social Care Partnership - Divisional and directorate supply chain management</p> <p>Implemented</p>	<p>As discussed and agreed at the Corporate Leadership Team (CLT) on 29th July 2020, these findings will be implemented as recommended by Internal Audit and in line with an earlier CLT decision (8 July 2020) that the most significant corporate concurrent risks (including Brexit supply chain risks) that could potentially impact the Council will be identified by October 2020. It is acknowledged that divisional and directorate supply chain risks will need to be identified to support this process.</p>	<p>Estimated Date:30/10/2020 Revised Date: No of Revisions0</p>	<p>Angela Ritchie Moir Pringle Tom Cowan Tony Duncan</p>
18	<p>Validation Review 2019/20</p> <p>CW1909 Issue 2: Communities and Families – Complaints received by Helpline</p> <p>Andy Gray, Head of Schools & Lifelong Learning</p>	Medium	<p>CW1909 Recommendation 2.1.1 - Roles and Responsibilities for managing complaints helpline</p> <p>Implemented</p>	<p>Access to the complaints database will be arranged for all team members involved in the complaint handling process with supporting files saved in secured shared drives. Contingency access arrangements will also be developed and implemented.</p>	<p>Estimated Date: 31/01/2021 Revised Date:</p> <p>No of Revisions 0</p>	<p>Claire Thompson Michelle McMillan Nickey Boyle</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
19	<p>Validation Review 2019/20</p> <p>CW1909 Issue 2: Communities and Families – Complaints received by Helpline</p> <p>Andy Gray, Head of Schools & Lifelong Learning</p>	Medium	<p>CW1909 Recommendation 2.1.2 - Transferring temporary complaints records and updating performance statistics</p> <p>Implemented</p>	<p>The complaints cases that were recorded on the temporary spreadsheet will be transferred to the complaints database and the performance statistics retrospectively updated. Management will also be advised of any significant changes in performance statistic resulting from the retrospective update.</p>	<p>Estimated Date: 31/01/2021</p> <p>Revised Date:</p> <p>No of Revisions 0</p>	<p>Claire Thompson Michelle McMillan Nickey Boyle</p>
Page 568	<p>Life Safety</p> <p>CW1910 - Life safety: Issue 4 Housing Property Services – fire and water safety processes</p> <p>Paul Lawrence, Executive Director of Place and SRO</p>	Low	<p>CW1910 Rec. 4.1.2 Housing Property Services – fire safety inspections in low rise properties</p> <p>Implemented</p>	<p>Housing Property Services will investigate the feasibility of implementing a technology solution to enable recording of the outcomes of fire inspections in low rise buildings where the Council has responsibility with Digital Services. If a solution is feasible, a change request for implementation of the new system will be prepared and submitted to CGI, the Council's technology partner.</p>	<p>Estimated Date: 18/12/2020</p> <p>Revised Date:</p> <p>No of Revisions 0</p>	<p>Alison Coburn Alistair Latona Michael Thain Patricia Blore Willie Gilhooly</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
Page 569	<p>Drivers - findings only report</p> <p>1: Completion of Driver Licence checks</p> <p>Paul Lawrence, Executive Director of Place and SRO</p>	High	<p>1.2 - Agreed Management Action – Establish an accurate population of Council drivers</p> <p style="background-color: green; color: black; text-align: center;">Implemented</p>	<p>1. An e mail will be prepared and issued by the Executive Director of Place. This will include an explanation of the requirement for Council vocational and grey fleet drivers to complete and return the DVLA driver licence check permissions forms to Fleet Services and include a date for completion. The e mail will also reinforce the escalation process to be applied where that driving permission forms are not received and will confirm that driver permits will be revoked where completed forms are not returned on time. 2. Fleet services will engage with the Business Hub team within Strategy and Communications and to determine what support can be provided to enable effective resolution of the current position and the nature of ongoing support required. 3. This action is already in progress as a number of leavers have now been removed from the Fleet Services Tranman driver database. Once all permission forms have been received, a full reconciliation will be performed. Subsequent reconciliations will then be performed monthly and will be moved to quarterly if no significant issues are experienced. 4. Reports are currently received monthly from the Business Hub (Strategy and Communications) and Per Temps for agency workers, but these include all leavers and do not specifically highlight those who are drivers. As part of our engagement with the Strategy and Communications</p>	<p>Estimated Date: 01/11/2020</p> <p>Revised Date: 01/03/2021</p> <p>No of Revisions 0</p>	<p>Alison Coburn David Givan Gareth Barwell George Gaunt Graeme Hume Nicole Fraser Scott Millar</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
Page 570				<p>Business Hub, we will determine whether leaver reports can be provided that include details of vocational and grey fleet drivers. If this is not possible, we will engage with Continuous Improvement to determine whether it is possible to design and implement an electronic process that compares the employee data in the leavers reports with the data retained in the Fleet Services Tranman driver database to identify those leavers who are drivers. If this is not possible, a manual comparison will continue to be performed and leavers who are drivers will be removed from the Tranman database and advised to Davis</p> <p>5 and 6 - Once the data cleanse and reconciliation has been performed, the Council will have an accurate record of all known vocational, grey fleet, and agency drivers that details where checks have been performed and permits issued. The ongoing reconciliation to be performed at 2 above will ensure that this remains complete and accurate 7. E Davis will perform the licence checks as soon as permission forms are received by them. Davis also provides management information in relation to permissions that are due to expire. MI re permissions that are due to expire.</p>		

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
22	<p>Drivers - findings only report</p> <p>1: Completion of Driver Licence checks</p> <p>Paul Lawrence, Executive Director of Place and SRO</p>	High	<p>1.3 - Driver permit revocation</p> <p>Implemented</p>	<p>1. A standard reminder e mail will be prepared by the Head of Place Development and issued to employees and their line managers where permission forms have not been received 10 days prior to their expiry. 2. The e mail will highlight that driver permits will be revoked if they are not received by the required date, and employees and line managers will be made aware that they are no longer eligible to drive for the Council and 9for vocational and agency drivers) that they are no longer covered by Council insurance. 3. and 4 Permits will be revoked where permission forms are not received on time and e mail confirmation provided to employees and line managers reminding them that they can no longer drive on behalf of the Council.</p>	<p>Estimated Date: 04/05/2020</p> <p>Revised Date: 29/01/2021</p> <p>No of Revisions 1</p>	<p>Alison Coburn David Givan Gareth Barwell George Gaunt Graeme Hume Nicole Fraser Scott Millar</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
23	<p>Unsupported Technology (Shadow IT) and End User Computing</p> <p>CW1914 Issue 1: Digital strategy and governance</p> <p>Stephen Moir, Executive Director of Resources</p>	Medium	<p>CW1914 Rec 1.3 - Architectural roadmap</p> <p>Implemented</p>	<p>The digital strategy will be supported by a digital roadmap. The roadmap will be designed to understand both existing and future technology system requirements across Council directorates and divisions, including existing shadow IT systems and the potential future use of shadow IT to support ongoing service delivery. This road map will be prepared in consultation with divisions and directorates. A process will be established to ensure that all new technology procurement requests are considered by the enterprise architecture governance forum together with the register of shadow IT to inform final procurement / system development decisions. This will include a RACI document that clearly defines who should be responsible; accountable; consulted; and informed for all relevant aspects of enterprise architecture governance between the Council and its technology partners CGI.</p>	<p>Estimated Date: 17/12/2020</p> <p>Revised Date:</p> <p>No of Revisions 0</p>	<p>Alison Roarty Heather Robb Layla Smith Michelle Vanhegan Mike Bell Nicola Harvey</p>
24	<p>Edinburgh Alcohol and Drug Partnership (EADP) – Contract Management</p> <p>Risk and Supplier Performance Management</p> <p>Judith Proctor, Chief Officer</p>	High	<p>Rec 1 - Risk Management</p> <p>Implemented</p>	<p>A contracts management risk register will be developed describing, prioritising, and addressing risks to delivery. The risk register will be shared with and approved by the Core group by January 2018. The risk register will be refreshed quarterly and reviewed by the Core Group.</p>	<p>Estimated Date:30/03/2018</p> <p>Revised Date:01/03/2021</p> <p>No of Revisions 4</p>	<p>Angela Ritchie David Williams Tony Duncan</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
25	Edinburgh Alcohol and Drug Partnership (EADP) – Contract Management Key Person Dependency and Process Documentation Judith Proctor, Chief Officer	Medium	Rec 5 - Records Management Policy Implemented	Records retention policy: Direction will be requested from the Information Governance team in relation to Records Management Policy requirements and how they should be applied to retention, archiving and destruction of contract management information. Any lessons learned will be shared with the Health and Social Care contracts management team.	Estimated Date: 30/03/2018 Revised Date: 01/02/2021 No of Revisions 5	Angela Ritchie David Williams Tony Duncan
26	Non-Housing Invoices Schedule of Rates Stephen Moir, Executive Director of Resources	Medium	New non-housing contractor framework Implemented	The non-Housing contractor framework will be re-tendered during 2017. The inclusion of detailed best-value and due-diligence options will be considered as part of the process. This may include schedule of rates, gain share, penalties etc or a combination.	Estimated Date: 31/08/2017 Revised Date: 31/03/2019 No of Revisions 2	Audrey Dutton Gohar Khan Layla Smith Mark Stenhouse Michelle Vanhegan Murdo MacLeod Peter Watton
Page 578	Non-Housing Invoices Availability of documentation Stephen Moir, Executive Director of Resources	Medium	CAFM Implemented	It is anticipated that CAFM will be in operational use (services being implemented on a rolling programme thereafter) in early 2017 with a non-Housing R&M implementation process in place for FY 2017/18	Estimated Date: 01/04/2017 Revised Date: 31/08/2018 No of Revisions 1	Audrey Dutton Gohar Khan Layla Smith Michelle Vanhegan Murdo MacLeod Peter Watton
28	Local Development Plan Financial Modelling Paul Lawrence, Executive Director of Place and SRO	High	Funding Implemented	Challenge of infrastructure proposals will be performed at the LDP Action Programme oversight group. Complete and agree Financial Model of 2018 LDP Action Programme Annual Report to CLT and F&R Committees Prepare update to Financial Model in line with next LDP project plan.	Estimated Date: 31/03/2018 Revised Date: 01/10/2020 No of Revisions 2	Alison Coburn Claire Duchart David Leslie David Givan George Gaunt Kate Hopper Michael Thain Sandra Harrison

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
29	<p>Planning and S75 Developer Contributions</p> <p>Ongoing management of developer contributions</p> <p>Stephen Moir, Executive Director of Resources</p>	High	<p>PL1802 Iss 3 Rec 3.2</p> <p>Ongoing maintenance of developer contributions</p> <p>Implemented</p>	All recommended actions will be implemented as set out above (in IA recommendations).	<p>Estimated Date: 30/09/2020</p> <p>Revised Date: 01/02/2021</p> <p>No of Revisions 0</p>	<p>Alison Henry</p> <p>Annette Smith</p> <p>Hugh Dunn</p> <p>Layla Smith</p> <p>Michelle Vanhegan</p> <p>Rebecca Andrew</p>
30	<p>HMO Licensing</p> <p>PL1803 Issue 1 Licensing system - Data Integrity and Performance Issues</p> <p>Paul Lawrence, Executive Director of Place and SRO</p>	High	<p>PL1803 Issue 1.2</p> <p>Escalation of system issues</p> <p>Implemented</p>	The Place Directorate has previously reported on operational performance issues to the Regulatory Committee in 2018. The Place Directorate will include a full assessment of system issues with APP within a wider performance report due to be submitted to Regulatory Committee in the last quarter of 2019/20. This report will include an update on proposed project plan for APP Cx	<p>Estimated Date: 31/03/2020</p> <p>Revised Date: 31/03/2021</p> <p>No of Revisions 1</p>	<p>Alison Coburn</p> <p>Andrew Mitchell</p> <p>David Givan</p> <p>George Gaunt</p> <p>Grace McCabe</p> <p>Isla Burton</p> <p>Michael Thain</p> <p>Sandra Harrison</p>
31	<p>HMO Licensing</p> <p>PL1803 Issue 3 - Operational Performance and Reporting</p> <p>Paul Lawrence, Executive Director of Place and SRO</p>	Medium	<p>PL1803 Issue 3.6</p> <p>HMO Key Performance Indicators and Performance Reporting</p> <p>Implemented</p>	The Regulatory Committee were previously advised that HMO performance data would be excluded whilst the Licencing introduced the significant change of moving towards a three-year licensing system. Performance reports therefore only included Civic and Taxi data in the period 2015-2018. Licencing will be reporting to Regulatory Committee on the first cycle of three-year licencing for HMO's prior to the setting of Licensing Fees for 2020/21 in early 2020. The Directorate will include within that report relevant performance data and make recommendations for	<p>Estimated Date: 31/01/2020</p> <p>Revised Date: 01/06/2020</p> <p>No of Revisions 0</p>	<p>Alison Coburn</p> <p>Andrew Mitchell</p> <p>David Givan</p> <p>George Gaunt</p> <p>Grace McCabe</p> <p>Isla Burton</p> <p>Michael Thain</p> <p>Sandra Harrison</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
				approval for performance targets ongoing performance targets.		
32	<p>Waste & Cleansing Services - Performance Management Framework</p> <p>PL1807 Issue 1: Waste and Cleansing Performance Management Framework</p> <p>Paul Lawrence, Executive Director of Place and SRO</p>	Low	<p>PL1807 1.3 Waste and Cleansing Policy</p> <p>Implemented</p>	The Policy Handbook will not be updated to reflect items suitable for inclusion in residual waste bins as it is not updated frequently enough to ensure that this information would be up to date and accurate. A clearer link to the Scottish Government's Code of Practice on Litter and Refuse guidance will be included in all customer communications and on the website.	<p>Estimated Date: 27/12/2019</p> <p>Revised Date: 01/11/2020</p> <p>No of Revisions 1</p>	<p>Alison Coburn</p> <p>Andy Williams</p> <p>David Givan</p> <p>Gareth Barwell</p> <p>George Gaunt</p>
Page 575	<p>Road Services Improvement Plan</p> <p>PL1808 Issue 4. Roads - Management of public liability claims</p> <p>Paul Lawrence, Executive Director of Place and SRO</p>	Low	<p>PL1808 - 4.1 Management of public liability claims</p> <p>Implemented</p>	A new process will be developed within the Confirm system which requires reconciliation between accident claim enquiries and those logged on the Local Authority Claims Handling System (LACHS) system.	<p>Estimated Date: 28/05/2020</p> <p>Revised Date: 31/12/2020</p> <p>No of Revisions 1</p>	<p>Alison Coburn</p> <p>Cliff Hutt</p> <p>David Givan</p> <p>Gareth Barwell</p> <p>Gavin Brown</p> <p>George Gaunt</p> <p>Jamie Watson</p> <p>Jordan Walker</p> <p>Nicole Fraser</p> <p>Sean Gilchrist</p>
34	<p>Road Services Improvement Plan</p> <p>PL1808 Issue 4. Roads - Management of public liability claims</p> <p>Paul Lawrence, Executive Director of Place and SRO</p>	Low	<p>PL1808 - 4.2 Management of public liability claims</p> <p>Implemented</p>	Quarterly meetings will be arranged between the Safety Inspection team and the Insurance team to identify trends and areas of focus. This process will be designed and implemented by the Team Leader, Safety Inspections to be appointed as part of the ongoing restructure.	<p>Estimated Date: 30/04/2020</p> <p>Revised Date: 31/12/2020</p> <p>No of Revisions 1</p>	<p>Alison Coburn</p> <p>Cliff Hutt</p> <p>David Givan</p> <p>Gareth Barwell</p> <p>Gavin Brown</p> <p>George Gaunt</p> <p>Jamie Watson</p> <p>Nicole Fraser</p> <p>Sean Gilchrist</p>

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<p style="text-align: center;">35</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Page 576</p>	<p>Street Lighting and Traffic Signals</p> <p>Street Lighting - Inventory and Maintenance</p> <p>Paul Lawrence, Executive Director of Place and SRO</p>	<p>Medium</p>	<p>PL1810 Issue 2: Rec 1 - Street lighting inventory completeness and electrical testing results</p> <p style="background-color: #00FF00; display: inline-block; padding: 2px;">Implemented</p>	<p>Clear processes will be designed and implemented to ensure that: all street lighting additions and removals are accurately recorded on Confirm; electrical testing outcomes are completely and accurately recorded on Confirm; and progress with testing is accurately monitored and reconciled. These processes will be included in the Street Lighting Operational Guide (developed under Finding No 3 below). With this action being inextricably linked with the ongoing Energy Efficient Street Lighting Programme, implementation will be phased (on a Ward by Ward basis) within six months of completion of each Ward within the Programme, with full completion by 30 June 2022. It has been agreed with Internal Audit that an implementation date of 20 December 2019 has been agreed with Internal Audit, enabling them to perform sample testing across the wards that have been completed at that time.</p>	<p>Estimated Date:20/12/2019</p> <p>Revised Date:01/02/2021</p> <p>No of Revisions</p> <p style="background-color: #FFD700; display: inline-block; padding: 2px;">3</p>	<p>Alan Simpson Alison Coburn Claire Duchart Cliff Hutt David Givan Gareth Barwell Gavin Brown George Gaunt Lindsey McPhillips Nicole Fraser Robert Mansell Tony Booth</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
36	<p>Street Lighting and Traffic Signals</p> <p>Street Lighting - Inventory and Maintenance</p> <p>Paul Lawrence, Executive Director of Place and SRO</p>	Medium	<p>PL1810 Issue 2: Rec 2 - Street Lighting Inventory Checks</p> <p>Implemented</p>	<p>The processes (designed and implemented above) will include a monitoring arrangement, with quarterly checks made to confirm the completeness and accuracy of the inventory in Confirm. With this action being inextricably linked with the ongoing Energy Efficient Street Lighting Programme, implementation will be phased (on a Ward by Ward basis) within six months of completion of each Ward within the Programme, with full completion by 30 June 2022. It has been agreed with Internal Audit that an implementation date of 20 December 2019 has been agreed with Internal Audit, enabling them to perform sample testing across the wards that have been completed at that time.</p>	<p>Estimated Date: 20/12/2019</p> <p>Revised Date: 01/02/2021</p> <p>No of Revisions 3</p>	<p>Alan Simpson Alison Coburn Claire Duchart Cliff Hutt David Givan Gareth Barwell Gavin Brown George Gaunt Lindsey McPhillips Nicole Fraser Robert Mansell Tony Booth</p>
37	<p>Property Maintenance</p> <p>Monitoring of outstanding jobs</p> <p>Stephen Moir, Executive Director of Resources</p>	Medium	<p>Monitoring of outstanding jobs</p> <p>Implemented</p>	<p>The AS400 system does not allow recoding or reporting on completion until invoice stage. Contractors are already confirming when jobs complete to agreed SLAs (M&E in particular). This includes outstanding jobs. New contracts being procured will require all contracts to report on performance, but this is not anticipated to be complete until end 2017 by which time CAFM will also be in place. CAFM will support monitoring of outstanding works orders. In the meantime, as noted in Finding 2, an interim monitoring/tracking process has been developed for condition survey high risk/urgent items</p>	<p>Estimated Date: 31/12/2017</p> <p>Revised Date: 31/05/2019</p> <p>No of Revisions 3</p>	<p>Audrey Dutton Gohar Khan Layla Smith Mark Stenhouse Michelle Vanhegan Murdo MacLeod Peter Watton</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
38	<p>Drivers</p> <p>Management and use of Driver Permits and fuel FOB cards</p> <p>Paul Lawrence, Executive Director of Place and SRO</p>	Medium	<p>Management and use of Driver Permits and Fuel FOB cards Rec 4</p> <p>Implemented</p>	Fleet Services will perform an exercise to remove all historic leavers from their database and advise the external third party who performs the annual licence checks to ensure that no subsequent checks are performed on former employees;	<p>Estimated Date: 01/02/2019</p> <p>Revised Date: 01/03/2021</p> <p>No of Revisions 3</p>	<p>Alison Coburn</p> <p>Claire Duchart</p> <p>David Givan</p> <p>Gareth Barwell</p> <p>George Gaunt</p> <p>Katy Miller</p> <p>Martin Young</p> <p>Nicole Fraser</p> <p>Scott Millar</p> <p>Steven Wright</p>
Page 578	<p>Drivers</p> <p>Recording and addressing driving incidents</p> <p>Paul Lawrence, Executive Director of Place and SRO</p>	Medium	<p>Recording and addressing driving incidents Rec 3</p> <p>Implemented</p>	Quarterly analysis of driving incidents will be performed and provided to Service Areas with a request that any recurring themes or root causes are incorporated into ongoing driver training;	<p>Estimated Date: 01/02/2019</p> <p>Revised Date: 01/12/2020</p> <p>No of Revisions 2</p>	<p>Adam Fergie</p> <p>Alison Coburn</p> <p>Claire Duchart</p> <p>David Givan</p> <p>Gareth Barwell</p> <p>George Gaunt</p> <p>Katy Miller</p> <p>Martin Young</p> <p>Nicole Fraser</p> <p>Scott Millar</p> <p>Steven Wright</p>
40	<p>Cyber Security - Public Sector Action Plan</p> <p>RES1808: Issue 1: Critical Operational Cyber Security Controls</p> <p>Stephen Moir, Executive Director of Resources</p>	Medium	<p>RES1808: Issue 1: Recommendation 4.1 - User access controls</p> <p>Implemented</p>	CGI indicated that the full recommendations made by the external auditor could not be implemented without significant change to the contract and at a notable additional cost. CGI provided the Council and the External Auditors with details of the current oversight of the CGI Wintel and UNIX password policies. Current ongoing evidence of this oversight via the Security Working Group will be provided to external audit, a statement confirming the risk acceptance by the Executive Director of Resources will be prepared,	<p>Estimated Date: 31/05/2019</p> <p>Revised Date: 01/10/2019</p> <p>No of Revisions 0</p>	<p>Alison Roarty</p> <p>Heather Robb</p> <p>Layla Smith</p> <p>Michelle Vanhegan</p> <p>Mike Brown</p> <p>Nicola Harvey</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
				approved, signed, and provided to Scott Moncrieff.		
41	<p>Supplier Management Framework and CIS Payments</p> <p>RES1809 Issue 1: Contract Management by Directorates and Service Areas</p> <p>Paul Lawrence, Executive Director of Place and SRO</p>	High	<p>RES1809 Issue 1.1(4): Completeness and accuracy of the contract register - Place</p> <p>Implemented</p>	Place A recent review of the contracts register was carried out. However, an annual review of the contracts register will be undertaken to ensure that the Council's contracts register is completely and accurately populated for all Place contracts, with contract tiering assessments and accurate contract manager details included.	<p>Estimated Date: 31/03/2020</p> <p>Revised Date: 31/12/2020</p> <p>No of Revisions 1</p>	<p>Alison Coburn</p> <p>David Givan</p> <p>Gareth Barwell</p> <p>George Gaunt</p> <p>Lynne Halfpenny</p> <p>Michael Thain</p>
Page 579	<p>Supplier Management Framework and CIS Payments</p> <p>RES1809 Issue 1: Contract Management by Directorates and Service Areas</p> <p>Jackie Irvine, Chief Social Work Officer & Head of Safer & Stronger Communities</p>	High	<p>RES1809 Issue 1.4(3): Review of contract waivers - C&F</p> <p>Implemented</p>	Communities and Families Recommendations accepted. We have reduced the need for waivers through the development of framework arrangements and contracts that are in place. However, we will review the waivers currently in place and report this to Communities and Families Directorate Senior Management Team meeting with the Corporate and Procurement Services commercial partner.	<p>Estimated Date: 27/03/2020</p> <p>Revised Date: 01/11/2020</p> <p>No of Revisions 1</p>	<p>Anna Gray</p> <p>Claire Thompson</p> <p>David Hoy</p> <p>Michelle McMillan</p> <p>Nichola Dadds</p> <p>Nickey Boyle</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
43	<p>New Facilities Management Service Level Agreement</p> <p>RES1814 - Facilities Management SLA: Janitorial Services Governance Framework</p> <p>Stephen Moir, Executive Director of Resources</p>	High	<p>RES1814 - Facilities Management SLA: Issue 1.1 Key Performance Indicators</p> <p>Implemented</p>	<p>A suite of KPI's is currently being developed in conjunction with the Communities & Families. While an element of these are service led, Facilities Management are keen to ensure a customer led component to these. These KPI's will be based on industry standards and will be linked to Facilities Management performance data and the outcomes of quality assurance reviews. Once agreed, KPI's will be communicated through training sessions, web updates and included in the SLA and janitorial handbook which is distributed both to staff and to our customers and key stakeholders. Monthly dashboards will be produced highlighting performance against indicators. These will be both for internal service use and for customer reporting.</p>	<p>Estimated Date:31/03/2020</p> <p>Revised Date:01/08/2020</p> <p>No of Revisions</p> <p>0</p>	<p>Audrey DuttonGohar KhanLayla SmithMark StenhouseMichelle VanheganPeter Watton</p>
44	<p>New Facilities Management Service Level Agreement</p> <p>RES1814 - Facilities Management SLA: Janitorial Services Governance Framework</p> <p>Stephen Moir, Executive Director of Resources</p>	High	<p>Facilities Management SLA: Issue 1.3 Ongoing quality assurance reviews</p> <p>Implemented</p>	<p>Ongoing quality assurance reviews will be established as described above. In addition to using these to measure the efficacy of our SLA delivery, these are required as part of the ISO 9001/45001 certification process and designed to give us comfort over the robustness of our policies, procedures and supporting documentation.</p>	<p>Estimated Date: 31/03/2020</p> <p>Revised Date: 01/08/2021</p> <p>No of Revisions</p> <p>1</p>	<p>Audrey Dutton Gohar Khan Layla Smith Mark Stenhouse Michelle Vanhegan Peter Watton</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
45 Page 581	<p style="text-align: center;">CGI Subcontract Management C/f 2018/19</p> <p>1 Council oversight of CGI subcontract management</p> <p>Stephen Moir, Executive Director of Resources</p>	Medium	<p>1.1 Assessment of the criticality of CGI sub-contractors</p> <p style="text-align: center;">Implemented</p>	<p>Digital Services will: Perform a review, with the assistance of CGI where appropriate, of the remaining population of 65 sub-contractors that are not currently classified as key sub-contractors to determine whether they should be reclassified as 'key sub-contractors' based on the criticality of their role in supporting delivery of Council services, or the value of their contracts in comparison to the aggregate charges forecast included in the CGI contract. This review will consider the criticality of Council applications and infrastructure supported by these sub-contractors in comparison to divisional application and system recovery requirements and will ensure that the gaps noted in the CNT spreadsheet in relation to missing contractors; expired purchase orders; and criticality of applications have been addressed. Where the review highlights any significant changes, the outcomes will be provided to the relevant Council and CGI partnership governance forums together with a request that CGI implements the supplier management arrangements specified in the contract to any new key sub-contractors. Review of CGI sub-contractors will be scheduled for completion annually, and the process outlined above applied.</p>	<p>Estimated Date: 30/04/2020</p> <p>Revised Date: 01/01/2021</p> <p>No of Revisions 1</p>	<p>Alison Roarty Heather Robb Jackie Galloway Layla Smith Michelle Vanhegan Nicola Harvey</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
46	Digital Services Incident and Problem Management RES1907 Incident and Problem Management: Issue 1 - Next steps for incident resolution Stephen Moir, Executive Director of Resources	Low	RES1907 Recommendation 1.1.1 - Incident Reports Implemented	Agreed – updates will be provided into the problem management records that feed into the Problem Review Board.	Estimated Date: 31/12/2020 Revised Date: No of Revisions 0	Alison Roarty Heather Robb Jackie Galloway Layla Smith Michelle Vanhegan Nicola Harvey Richard Burgess
47	Digital Services Incident and Problem Management RES1907 Incident and Problem Management: Issue 1 - Next steps for incident resolution Stephen Moir, Executive Director of Resources	Low	RES1907 Recommendation 1.1.2 - Partnership Board and Client Service Reports Implemented	Agreed – the Client Service reports, and Partnership Board documents will be amended in relation to problem records to make reference to updates of the problem records being recorded in the Problem Review Board input.	Estimated Date: 31/12/2020 Revised Date: No of Revisions 0	Alison Roarty Heather Robb Jackie Galloway Layla Smith Michelle Vanhegan Nicola Harvey Richard Burgess
48	Social Media - Controls over access to SM Accounts 3. Social media training Michael Pinkerton, Media Manager	Medium	CE1901 Rec3.3 Ongoing delivery of social media training Implemented	Strategy and Communications will engage with Human Resources to ask that face to face social media training is advertised through the Council's e learning (CECil) programme with courses made available at an appropriate frequency, and confirm whether there is scope for courses within the available budget.	Estimated Date: 29/01/2021 Revised Date: No of Revisions 0	David Ure Donna Rodger

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
49	Local Development Plan Governance arrangements over infrastructure appraisals Paul Lawrence, Executive Director of Place and SRO	Medium	Infrastructure Governance arrangements Implemented	Establish and agree appropriate roles, resources and the responsibilities for delivery the above matters as an early action in the project plan for LDP 2. Oversight will be provided by the Project Board to ensure that all individual appraisals performed across Service Areas have applied these recommendations. (sept 18)	Estimated Date: 31/03/2018 Revised Date: 01/10/2020 No of Revisions 2	Alison Coburn Claire Duchart David Leslie David Givan George Gaunt Kate Hopper Michael Thain Sandra Harrison
Page 583	Planning and S75 Developer Contributions End to end developer contribution processes, procedures, and training Paul Lawrence, Executive Director of Place and SRO	High	PL 1802 Iss 2 Rec 2.1 process documentation, guidance, and standardised documentation Implemented	Planning is working with Finance and Legal Service on a number of key areas of the end to end process. Significant progress has been made including; the pilot and use of a transport officer proforma, to identify and detail infrastructure requirements; and the introduction of standard legal agreements. Planning continues to work with legal services to finalise developer contribution templates for planning officers and this will inform a standardised approach to key consultee infrastructure requests. All Internal Audit recommendations will be implemented as detailed above (with the exception of 3), with Planning leading the process. As an alternative to IA recommendation 3, the rationale detailing why either no agreement; or a section 69 or 75 agreement has been developed and applied, will be documented.	Estimated Date: 31/03/2020 Revised Date: 01/08/2020 No of Revisions 0	Alison Coburn Alison Henry Annette Smith Bruce Nicolson David Leslie David Givan George Gaunt Graham Nelson Hugh Dunn Kevin McKee Michael Thain Michelle Vanhegan Nick Smith Rebecca Andrew

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
51	<p>Drivers</p> <p>Recording and addressing driving incidents</p> <p>Paul Lawrence, Executive Director of Place and SRO</p>	Medium	<p>Recording and addressing driving incidents</p> <p>Implemented</p>	Six monthly reporting will be provided to the Corporate Leadership Team together with details of relevant actions taken.	<p>Estimated Date:01/10/2019</p> <p>Revised Date:01/12/2020</p> <p>No of Revisions</p> <p>1</p>	<p>Adam FergieAlison CoburnClaire DuchartDavid GivanGareth BarwellGeorge GauntKaty MillerMartin YoungNicole FraserScott MillarSteven Wright</p>
52	<p>Portfolio Governance Framework</p> <p>CE1801 Issue 1: Project and portfolio management and scrutiny</p> <p>Gillie Severin, Strategic Change Delivery Manager</p>	High	<p>CE1801 Issue 1.4: Whole of life toolkit</p> <p>Pending</p>	Strategic Change and Delivery will include guidance for project managers on whole life costing based on the approach adopted by finance	<p>Estimated Date: 29/05/2020</p> <p>Revised Date: 01/10/2020</p> <p>No of Revisions</p> <p>0</p>	<p>Alison Henry</p> <p>Annette Smith</p> <p>Donna Rodger</p> <p>Hugh Dunn</p> <p>Rebecca Andrew</p> <p>Simone Hislop</p>
53	<p>Social Media - Controls over access to SM Accounts</p> <p>1. Social media operational framework</p> <p>Michael Pinkerton, Media Manager</p>	High	<p>CE1901 Rec1.5 Social Media Risks</p> <p>Pending</p>	The risks associated with the ongoing use of social media that are highlighted in this report will be assessed and recorded in the Strategy and Communications risk register together with details of mitigating actions to ensure that they are addressed.	<p>Estimated Date: 30/10/2020</p> <p>Revised Date:</p> <p>No of Revisions</p> <p>0</p>	<p>David Ure</p> <p>Donna Rodger</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
54	<p>Social Media - Controls over access to SM Accounts</p> <p>3. Social media training</p> <p>Michael Pinkerton, Media Manager</p>	Medium	<p>CE1901 Rec3.2 Refresh of social media training materials</p> <p>Pending</p>	<p>1. Existing training materials and the e learning module content will be reviewed and refreshed with support from Human Resources (where required) to ensure that it is aligned with applicable legislation and regulations. 2. The e learning module will be updated to ensure that sufficient information is provided prior to testing and that correct answers are provided to incorrect responses. 3. Ownership of the content of the social media e learning model will be agreed between Strategy and Communications and Human Resources.</p>	<p>Estimated Date: 25/01/2021</p> <p>Revised Date:</p> <p>No of Revisions 0</p>	<p>David Ure Donna Rodger</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
Page 586	<p>Policy Management Framework</p> <p>CE1902 Policy Management Framework Issue 1: Completeness and accuracy of Council policies and the online policy register</p> <p>Paul Lawrence, Executive Director of Place and SRO</p>	High	<p>CE1902 - 1.2b Policy Register review: Initial review of online policy register – Place</p> <p>Pending</p>	<p>Following receipt of the Directorate policy register extract provided by Strategy and Communications, each Directorate will perform an initial review of their section of the policy register to identify out of date and draft documents. A status update will be provided to Strategy and Communications for each document currently published online, to confirm whether the published version is the most up to date approved version and no immediate action is required. is out of date but has been recently reviewed and reported to Committee in the annual policy assurance statement – a copy of the most recent version held by the Directorate or Division will then be sent to by Strategy and Communications for publication on the current online register. is out of date or in draft with no recently approved version available. Strategy and Communications will then remove the current online version from the online policy register and note that the document is being reviewed. Strategy and Communications will update the current online policy register on the basis of returns and Directorates will commence their wider policy review set out at 1.2d.</p>	<p>Estimated Date: 31/01/2021</p> <p>Revised Date:</p> <p>No of Revisions 0</p>	<p>Alison Coburn David Givan Gareth Barwell George Gaunt Lynne Halfpenny Michael Thain Veronica Wishart</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
56	<p>Policy Management Framework</p> <p>CE1902 Policy Management Framework Issue 3: Policy framework guidance</p> <p>Gavin King, Democracy, Governance and Resilience Senior Manager</p>	Medium	<p>CE1902 3.1a Policy framework – definitions for policies, procedures, and guidance</p> <p>Pending</p>	<p>Clear definitions will be established for policies; procedures; and guidance and will reflect that policies outline the Council's response to legislation; regulations and statutory requirements, specifying what the Council will do to ensure compliance, whilst procedures and guidance detail how policy objectives will be achieved. The definitions will be agreed by the Corporate Leadership Team and The Policy and Sustainability Committee and will be communicated across all Council Directorates and Divisions.</p>	<p>Estimated Date: 31/10/2020</p> <p>Revised Date: 01/03/2021</p> <p>No of Revisions 0</p>	<p>Beth Hall Donna Rodger Kevin Wilbraham Laura Callender</p>
Page 587	<p>Policy Management Framework</p> <p>CE1902 Policy Management Framework Issue 3: Policy framework guidance</p> <p>Gavin King, Democracy, Governance and Resilience Senior Manager</p>	Medium	<p>CE1902 3.1b Policy framework - First- and second-lines roles and responsibilities</p> <p>Pending</p>	<p>Following the outcomes of the Working Group (see recommendation 1.2c), First line (directorate) and second line (Strategy and Communications) roles and responsibilities in relation to the policy management framework and confirmation of its ongoing application will be communicated across Directorates and Divisions and included in the guidance published on the Orb.</p>	<p>Estimated Date: 31/10/2020</p> <p>Revised Date: 01/03/2021</p> <p>No of Revisions 0</p>	<p>Donna Rodger Laura Callender</p>
58	<p>Policy Management Framework</p> <p>CE1902 Policy Management Framework Issue 3: Policy framework guidance</p> <p>Gavin King, Democracy, Governance and</p>	Medium	<p>CE1902 3.1c Policy framework - review of guidance, templates and orb pages</p> <p>Pending</p>	<p>Guidance and supporting templates on the Orb will be reviewed and refreshed to include links to agreed policy definitions and templates and the policy register and checks performed to confirm that these can be accessed.</p>	<p>Estimated Date: 31/10/2020</p> <p>Revised Date: 01/03/2021</p> <p>No of Revisions 0</p>	<p>Laura Callender</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
	Resilience Senior Manager					
59	<p>School admissions, appeals and capacity planning</p> <p>CF1901: School admissions, appeals and capacity planning - Issue 1: Policies, Procedures & Guidance</p> <p>Andy Gray, Head of Schools & Lifelong Learning</p>	High	<p>CF1901: Issue 1.3(a) - Review of Operational Forms</p> <p>Pending</p>	<p>The remit of the working group led by the Communities and Families Senior Education Officer will include a review of all admissions forms published on the Council website and Orb to ensure that they remain fit for purpose and include all necessary accessibility and privacy statements.</p>	<p>Estimated Date: 31/12/2020</p> <p>Revised Date: 01/05/2021</p> <p>No of Revisions 0</p>	<p>Alison Roarty Arran Finlay Layla Smith Michelle Vanhegan Neil Jamieson Nickey Boyle Nicola Harvey Ruth Currie Sheila Haig Stephen Moir</p>
60	<p>School admissions, appeals and capacity planning</p> <p>CF1901: School admissions, appeals and capacity planning - Issue 1: Policies, Procedures & Guidance</p> <p>Andy Gray, Head of Schools & Lifelong Learning</p>	High	<p>CF1901: Issue 1.3(b) - Online Application Form</p> <p>Pending</p>	<p>Development of a single online application form will be led by Customer Transactions Team as discussions already underway with internal automation team and Transactions have successfully introduced online applications in other areas of the business.</p>	<p>Estimated Date:31/12/2020</p> <p>Revised Date:01/05/2021</p> <p>No of Revisions 0</p>	<p>Alison Roarty Arran Finlay Layla Smith Michelle Vanhegan Neil Jamieson Nickey Boyle Nicola Harvey Ruth Currie Sheila Haig Stephen Moir</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
61	<p>School admissions, appeals and capacity planning</p> <p>CF1901: School admissions, appeals and capacity planning - Issue 1: Policies, Procedures & Guidance</p> <p>Andy Gray, Head of Schools & Lifelong Learning</p>	High	<p>CF1901: Issue 1.3(c) - Issue of 'Request Granted' Letters</p> <p>Pending</p>	<p>The working group remit led by the Communities and Families Senior Education Officer will include consideration of continued need for formal 'request granted template letters or whether an email to parents / guardians is an acceptable alternative option. Where emails are the preferred option, guidance will be provided to schools to ensure that the terms and limitations of the placement offer are included.</p>	<p>Estimated Date: 31/12/2020</p> <p>Revised Date: 01/05/2021</p> <p>No of Revisions 0</p>	<p>Alison Roarty Arran Finlay Layla Smith Michelle Vanhegan Neil Jamieson Nickey Boyle Nicola Harvey Ruth Currie Sheila Haig Stephen Moir</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Page 589</p> <p>62</p>	<p>School admissions, appeals and capacity planning</p> <p>CF1901: School admissions, appeals and capacity planning - Issue 1: Policies, Procedures & Guidance</p> <p>Andy Gray, Head of Schools & Lifelong Learning</p>	High	<p>CF1901: Issue 1.3(d) - Issuing Standard Letters & Forms</p> <p>Pending</p>	<p>A communication will be issued by Schools and Life Long Learning management to all schools reminding them to comply with placing request processes as outlined on the Orb, including the requirement to: issue a standard request refusal letter for all application refusals which includes all required paragraphs and is supported by a copy of the frequently asked questions document; and use standard Council forms only. The communication will advise schools to provide feedback where standard forms are not considered to meet the needs of the school, for example, if an additional section for course subjects studied at secondary school is required. Feedback from schools will be considered as part of the working group's review of operational forms.</p>	<p>Estimated Date: 31/12/2020</p> <p>Revised Date: 01/05/2021</p> <p>No of Revisions 0</p>	<p>Arran Finlay Claire Thompson Michelle McMillan Nickey Boyle Ruth Currie</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
63	<p>School admissions, appeals and capacity planning</p> <p>CF1901: School admissions, appeals and capacity planning - Issue 2: Operational Processes - Admissions & Appeals</p> <p>Andy Gray, Head of Schools & Lifelong Learning</p>	High	<p>CF1901 Issue 2.1(a): Committee on Pupil Student Support Recording of Officer Review</p> <p>Pending</p>	<p>Communities and Families, Committee Services and Transactions will ensure the officer review of the annual placing request list and the rationale supporting recommendations made to the Committee on Pupil Student Support from 2020 onwards is formally documented.</p>	<p>Estimated Date: 30/06/2020</p> <p>Revised Date: 22/02/2021</p> <p>No of Revisions 1</p>	<p>Alison Roarty Arran Finlay Donna Rodger Gavin King Hayley Barnett Layla Smith Michelle Vanhegan Neil Jamieson Nickey Boyle Nicola Harvey Ruth Currie Sheila Haig Stephen Moir</p>
Page 594	<p>School admissions, appeals and capacity planning</p> <p>CF1901: School admissions, appeals and capacity planning - Issue 2: Operational Processes - Admissions & Appeals</p> <p>Andy Gray, Head of Schools & Lifelong Learning</p>	High	<p>CF1901 Issue 2.3(a): Validation of Registration & Enrolment Applications</p> <p>Pending</p>	<p>A reminder will be sent to all schools to reinforce the requirement to confirm that adequate and valid evidence is provided to support all registrations and enrolments, including two matching proofs of address aligned with the address provided in the application.</p>	<p>Estimated Date: 30/06/2020</p> <p>Revised Date: 22/02/2021</p> <p>No of Revisions 1</p>	<p>Arran Finlay Claire Thompson Michelle McMillan Nickey Boyle Ruth Currie</p>
65	<p>School admissions, appeals and capacity planning</p> <p>CF1901: School admissions, appeals and capacity planning - Issue 2: Operational Processes - Admissions & Appeals</p> <p>Andy Gray, Head of</p>	High	<p>CF1901 Issue 2.3(b): Quality Assurance Checks in Schools</p> <p>Pending</p>	<p>Schools business managers will be instructed to undertake sample quality assurance checks of evidence obtained from parents to support applications to ensure compliance with procedures. This will include completion of checks prior to completion of enrolment processes. Checking of completion will form part of the Communities and Families Self-</p>	<p>Estimated Date: 30/06/2020</p> <p>Revised Date: 22/02/2021</p> <p>No of Revisions 1</p>	<p>Arran Finlay Claire Thompson Michelle McMillan Nickey Boyle Ruth Currie</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
	Schools & Lifelong Learning			Assurance Framework from 2021 onwards.		
66	<p>School admissions, appeals and capacity planning</p> <p>CF1901: School admissions, appeals and capacity planning - Issue 2: Operational Processes - Admissions & Appeals</p> <p>Andy Gray, Head of Schools & Lifelong Learning</p>	High	<p>CF1901 Issue 2.4: Managing Conflicts of Interest</p> <p>Pending</p>	Guidance will be developed for use in all schools to ensure any conflicts of interest are recorded and managed appropriately. This will include Business Manager review and Head Teacher sign off where necessary.	<p>Estimated Date: 30/06/2020</p> <p>Revised Date: 22/02/2021</p> <p>No of Revisions 1</p>	<p>Arran Finlay Claire Thompson Michelle McMillan Nickey Boyle Ruth Currie</p>
Page 591 67	<p>School admissions, appeals and capacity planning</p> <p>CF1901: School admissions, appeals and capacity planning - Issue 4: Data Access, Security & Retention</p> <p>Andy Gray, Head of Schools & Lifelong Learning</p>	Medium	<p>CF1901: Issue 4.1: Access to Personal Data</p> <p>Pending</p>	Files and shared folders will be reviewed, and appropriate access permissions and password controls implemented.	<p>Estimated Date: 31/07/2020</p> <p>Revised Date: 22/02/2021</p> <p>No of Revisions 1</p>	<p>Alison Roarty Arran Finlay Donna Rodger Gavin King Hayley Barnett Layla Smith Michelle Vanhegan Neil Jamieson Nickey Boyle Nicola Harvey Ruth Currie Sheila Haig Stephen Moir</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
68	<p>School admissions, appeals and capacity planning</p> <p>CF1901: School admissions, appeals and capacity planning - Issue 4: Data Access, Security & Retention</p> <p>Andy Gray, Head of Schools & Lifelong Learning</p>	Medium	<p>CF1901: Issue 4.2: Secure Email Transmission</p> <p>Pending</p>	<p>The Information Governance Unit and Digital Services will be engaged to discuss the recipients; nature and sensitivity of information transmitted via email to establish whether the current method is appropriately secure or whether additional steps are required. This will include consideration of email data classification labels where deemed appropriate.</p>	<p>Estimated Date: 30/09/2020</p> <p>Revised Date: 01/02/2021</p> <p>No of Revisions 0</p>	<p>Alison Roarty Arran Finlay Donna Rodger Gavin King Hayley Barnett Layla Smith Michelle Vanhegan Neil Jamieson Nickey Boyle Nicola Harvey Ruth Currie Sheila Haig Stephen Moir</p>
Page 592	<p>School admissions, appeals and capacity planning</p> <p>CF1901: School admissions, appeals and capacity planning - Issue 4: Data Access, Security & Retention</p> <p>Andy Gray, Head of Schools & Lifelong Learning</p>	Medium	<p>CF1901: Issue 4.4(b): Document Retention & Disposal; Schools</p> <p>Pending</p>	<p>A communication will be issued to schools to request that retention schedules and destruction logs are established to ensure records are managed and disposed of in line with the Council's retention schedule.</p>	<p>Estimated Date:30/06/2020</p> <p>Revised Date:22/02/2021</p> <p>No of Revisions 1</p>	<p>Arran Finlay Claire Thompson Michelle McMillan Nickey Boyle Ruth Currie</p>
70	<p>PVG and Disclosures</p> <p>CF1904: Issue 1 - PVG membership for individuals in schools</p> <p>Andy Gray, Head of Schools & Lifelong Learning</p>	High	<p>CF1904: Rec 1.2c - Monitoring volunteers who are employees</p> <p>Pending</p>	<p>A communication will be issued by Communities and Families to Active Schools to advise that a 'Short Scheme Record' is required for all volunteers who are City of Edinburgh employees. In addition, Communities and Families seek written assurance from Active Schools, on a six-monthly basis to confirm that all volunteers who carry out regulated work within schools</p>	<p>Estimated Date: 31/12/2020</p> <p>Revised Date:</p> <p>No of Revisions 0</p>	<p>Claire Thompson Michelle McMillan Nickey Boyle</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
				have a current PVG scheme membership.		
71	Emergency Prioritisation & Complaints CW1806 Issue 1: ATEC 24 Operational Framework Judith Proctor, Chief Officer	Medium	CW1806 Issue 1.1(7): ATEC 24 Review of Operational Processes - Key Safes Pending	7. The key safe business case, or an alternative approach, will be progressed and an installation programme implemented to allow the numbers of individual safes to be maximised.	Estimated Date: 30/04/2020 Revised Date: 01/05/2021 No of Revisions 1	Angela Ritchie Craig O'Donnell Tom Cowan
72	Emergency Prioritisation & Complaints CW1806 Issue 1: ATEC 24 Operational Framework Judith Proctor, Chief Officer	Medium	CW1806 Issue 1.4(3): ATEC 24 Quality Assurance Framework - Review Pending	3. Where systemic themes or trends are identified from quality assurance reviews, management will consider whether existing operational processes should be revisited.	Estimated Date: 30/04/2020 Revised Date: 01/05/2021 No of Revisions 1	Angela Ritchie Craig O'Donnell Tom Cowan
73	Brexit impacts - supply chain management CW1905 Issue 1: Divisional and Directorate Brexit supply chain management risks Jackie Irvine, Chief Social Work Officer & Head of Safer & Stronger Communities	Medium	CW1905 Rec. 1.1c: Communities and Families - Divisional and directorate supply chain management Pending	As discussed and agreed at the Corporate Leadership Team (CLT) on 29th July 2020, these findings will be implemented as recommended by Internal Audit and in line with an earlier CLT decision (8 July 2020) that the most significant corporate concurrent risks (including Brexit supply chain risks) that could potentially impact the Council will be identified by October 2020. It is acknowledged that divisional and directorate supply chain risks will need to be identified to support this process.	Estimated Date: 30/10/2020 Revised Date: No of Revisions 0	Andy Gray Bernadette Oxley Crawford McGhie Michelle McMillan Nichola Dadds Nickey Boyle

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
74	<p>Brexit impacts - supply chain management</p> <p>CW1905 Issue 1: Divisional and Directorate Brexit supply chain management risks</p> <p>Gavin King, Democracy, Governance and Resilience Senior Manager</p>	Medium	<p>CW1905 Rec. 1.1e: Strategy and Communications - Divisional and directorate supply chain management</p> <p>Pending</p>	<p>As discussed and agreed at the Corporate Leadership Team (CLT) on 29th July 2020, these findings will be implemented as recommended by Internal Audit and in line with an earlier CLT decision(8 July 2020) that the most significant corporate concurrent risks (including Brexit supply chain risks) that could potentially impact the Council will be identified by October 2020. It is acknowledged that divisional and directorate supply chain risks will need to be identified to support this process.</p>	<p>Estimated Date: 30/10/2020</p> <p>Revised Date:</p> <p>No of Revisions 0</p>	<p>Andy Nichol Donna Rodger Gillie Severin Michael Pinkerton Paula McLeay</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
75	<p>Brexit impacts - supply chain management</p> <p>CW1905 Issue 2: Brexit governance and risk management</p> <p>Andrew Kerr, Chief Executive</p>	Medium	<p>CW1905- Recom. 2.1a: Resilience team - Adequacy & effectiveness of the Brexit risk management & governance process</p> <p>Pending</p>	<p>Resilience presented a report on Brexit planning, preparedness and governance to the Corporate Leadership Team on 8 July and will subsequently be presented to the Policy and Sustainability Committee. This includes proposals for the cessation of the cross-party Brexit working group, with all Brexit resilience planning taken forward through the Council resilience group. The paper also proposes that the Council Incident Management Team (CIMT) considers Brexit alongside Covid-19 and includes Brexit as a standing item on CIMT agendas from September 2020. Once approved by the Policy and Sustainability Committee, these new governance arrangements will be implemented. Resilience will coordinate review of the corporate Brexit risk register, in conjunction with the Commercial and Procurement Service and Corporate Risk Management teams for consideration at the CLT risk committee.</p>	<p>Estimated Date: 30/09/2020</p> <p>Revised Date:</p> <p>No of Revisions 0</p>	<p>Donna Rodger</p> <p>Gavin King</p> <p>Mary-Ellen Lang</p>
76	<p>Validation Review 2019/20</p> <p>CW1909 Issue 2: Communities and Families – Complaints received by Helpline</p> <p>Andy Gray, Head of Schools & Lifelong Learning</p>	Medium	<p>CW1909 Recommendation 2.1.3 - Development and communication of complaints handling guidance</p> <p>Pending</p>	<p>3. Complaint handling procedures and guidance will be developed and maintained and shared with all relevant team members as recommended.</p>	<p>Estimated Date: 31/01/2021</p> <p>Revised Date:</p> <p>No of Revisions 0</p>	<p>Claire Thompson</p> <p>Michelle McMillan</p> <p>Nickey Boyle</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
77	<p>Road Services Improvement Plan</p> <p>PL1808 Issue 1. Roads Improvement Plan financial operating model and project governance</p> <p>Paul Lawrence, Executive Director of Place and SRO</p>	High	<p>PL1808 - 1.3 Roads Service Improvement Plan project governance</p> <p>Pending</p>	<p>Accepted. The re-based plan will be managed in line with the Project Management Toolkit for Major Projects. The plan will be managed by the Roads service Performance Coordinator once appointed in the revised structure.</p>	<p>Estimated Date: 20/12/2020</p> <p>Revised Date: 01/05/2021</p> <p>No of Revisions 0</p>	<p>Alison Coburn Cliff Hutt David Givan Gareth Barwell Gavin Brown George Gaunt Jamie Watson Nicole Fraser</p>
Page 596	<p>Supplier Management Framework and CIS Payments</p> <p>RES1809 Issue 1: Contract Management by Directorates and Service Areas</p> <p>Paul Lawrence, Executive Director of Place and SRO</p>	High	<p>RES1809 Issue 1.3(3): Contract manager support and guidance - Place</p> <p>Pending</p>	<p>Place This recommendation is accepted, and this will be added as appropriate to the Place mandatory training matrix at the next review.</p>	<p>Estimated Date: 31/08/2020</p> <p>Revised Date: 01/01/2021</p> <p>No of Revisions 0</p>	<p>Alison Coburn David Givan Gareth Barwell George Gaunt Lynne Halfpenny Michael Thain</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
79	<p>Budget Setting and Management</p> <p>RES 1903 Issue 1: Savings proposals documentation and risk assessments</p> <p>Gillie Severin, Strategic Change Delivery Manager</p>	Medium	<p>RES 1903 Issue 1.1: Savings proposals documentation and risk assessments</p> <p>Pending</p>	<p>1. Savings plan and business case templates will both be reviewed to ensure that they align to major projects documentation. In addition, a procedural document will be created which details the amount and depth of documentation, which is required to support savings plans, based on outcomes of the prioritisation matrix assessment. 2. The Finance budget monitoring RAG (Red, Amber, Green) delivery risk assessment categories will each be formally defined, and consistently applied to all savings delivery progress updates provided to Directorate management teams, CLT, and service committees.</p>	<p>Estimated Date:30/09/2020</p> <p>Revised Date:01/02/2021</p> <p>No of Revisions</p> <p>0</p>	<p>Alison HenryAnnette SmithDonna RodgerEmma BakerHugh DunnJohn ConnartyLayla SmithMichelle Vanhegan</p>
Page 597 ⁰⁸	<p>Budget Setting and Management</p> <p>RES 1903 Issue 3: Continuous improvement: Lessons learned and customer feedback.</p> <p>Paula McLeay, Policy and Insight Senior Manager</p>	Medium	<p>RES 1903 Issue 3.1: Annual budget setting lessons learned methodology</p> <p>Pending</p>	<p>A methodology for the lessons learned process will be developed and stated in a procedure document. This work will be performed through liaison between the Change Strategy Team and Finance. The methodology will include the requirements stated above.</p>	<p>Estimated Date:</p> <p>31/05/2020</p> <p>Revised Date:</p> <p>01/10/2020</p> <p>No of Revisions</p> <p>0</p>	<p>Alison Henry Annette Smith Donna Rodger Emma Baker Hugh Dunn John Connarty Layla Smith Michelle Vanhegan</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
81	<p>School admissions, appeals and capacity planning</p> <p>CF1901: School admissions, appeals and capacity planning - Issue 1: Policies, Procedures & Guidance</p> <p>Andy Gray, Head of Schools & Lifelong Learning</p>	High	<p>CF1901: Issue 1.1(b) - Review of Admissions Operational Procedures</p> <p>Started</p>	<p>A working group led by the Communities and Families Senior Education Officer with representation from all service areas involved in school admissions, appeals and capacity planning, will be established to undertake a review of all procedural documents. This will include consideration of amalgamation of existing procedures where appropriate and implementation of a review schedule and version control.</p>	<p>Estimated Date: 31/08/2020</p> <p>Revised Date: 22/02/2021</p> <p>No of Revisions 1</p>	<p>Alison Roarty Arran Finlay Donna Rodger Gavin King Hayley Barnett Layla Smith Matthew Clarke Michelle Vanhegan Neil Jamieson Nick Smith Nickey Boyle Nicola Harvey Ruth Currie Sheila Haig Stephen Moir</p>
Page 598 82	<p>School admissions, appeals and capacity planning</p> <p>CF1901: School admissions, appeals and capacity planning - Issue 1: Policies, Procedures & Guidance</p> <p>Andy Gray, Head of Schools & Lifelong Learning</p>	High	<p>CF1901: Issue 1.1(c) - Placing Appeals Procedures</p> <p>Started</p>	<p>As part of the working group led by the Communities and Families Senior Education Officer, appeals procedures which detail end to end processes to be applied across all areas involved in placing requests will be established and this will include clear roles and responsibilities.</p>	<p>Estimated Date: 31/08/2020</p> <p>Revised Date: 22/02/2021</p> <p>No of Revisions 1</p>	<p>Alison Roarty Arran Finlay Donna Rodger Gavin King Hayley Barnett Layla Smith Matthew Clarke Michelle Vanhegan Neil Jamieson Nick Smith Nickey Boyle Nicola Harvey Ruth Currie Sheila Haig Stephen Moir</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
83	<p>School admissions, appeals and capacity planning</p> <p>CF1901: School admissions, appeals and capacity planning - Issue 1: Policies, Procedures & Guidance</p> <p>Andy Gray, Head of Schools & Lifelong Learning</p>	High	<p>CF1901: Issue 1.1(d)/(e) - Communicating Guidance on Website & Orb</p> <p>Started</p>	<p>Following review and completion of working group actions, all policies and procedures will be published on the Council's website and Orb, and communicated to all relevant officers, with changes highlighted.</p>	<p>Estimated Date: 30/09/2020</p> <p>Revised Date: 01/02/2021</p> <p>No of Revisions 0</p>	<p>Alison Roarty Arran Finlay Donna Rodger Gavin King Hayley Barnett Layla Smith Matthew Clarke Michelle Vanhegan Neil Jamieson Nick Smith Nickey Boyle Nicola Harvey Ruth Currie Sheila Haig Stephen Moir</p>
Page 599	<p>School admissions, appeals and capacity planning</p> <p>CF1901: School admissions, appeals and capacity planning - Issue 2: Operational Processes - Admissions & Appeals</p> <p>Stephen Moir, Executive Director of Resources</p>	High	<p>CF1901 Issue 2.3(d): Sharing Outcomes of Annual Checks</p> <p>Started</p>	<p>Outcomes of annual checks that highlight any significant and systemic weaknesses will be shared with Schools and Lifelong Learning with a request that findings identified from the review are addressed and processes updated to ensure that they do not recur in subsequent years.</p>	<p>Estimated Date: 30/11/2020</p> <p>Revised Date: 01/04/2021</p> <p>No of Revisions 0</p>	<p>Alison Roarty Andy Gray Arran Finlay Jane MacIntyre Layla Smith Michelle Vanhegan Neil Jamieson Nickey Boyle Nicola Harvey Ruth Currie Sheila Haig</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
85	<p>School admissions, appeals and capacity planning</p> <p>CF1901: School admissions, appeals and capacity planning - Issue 3: Process Documentation & Delivery Responsibilities</p> <p>Andy Gray, Head of Schools & Lifelong Learning</p>	Medium	<p>CF1901 Issue 3.1(a): Development & Communication of end to end processes and role/responsibilities</p> <p>Started</p>	<p>The remit of the working group led by the Communities and Families Senior Education Officer, will include reviewing and documenting end to end processes for the annual school admissions, appeals, and capacity planning process. A matrix describing divisional roles and responsibilities for processes, which details who will be responsible; accountable; consulted; and informed for each stage will also be developed. The end to end procedures and matrix will be discussed and agreed with all divisional teams involved in the process, communicated, and published on the Council's intranet (the Orb) with training provided where required.</p>	<p>Estimated Date: 31/08/2020 Revised Date: 22/02/2021 No of Revisions 1</p>	<p>Alison Roarty Arran Finlay Donna Rodger Gavin King Hayley Barnett Layla Smith Matthew Clarke Michelle Vanhegan Neil Jamieson Nick Smith Nickey Boyle Nicola Harvey Ruth Currie Sheila Haig Stephen Moir</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
86	<p>School admissions, appeals and capacity planning</p> <p>CF1901: School admissions, appeals and capacity planning - Issue 3: Process Documentation & Delivery Responsibilities</p> <p>Andy Gray, Head of Schools & Lifelong Learning</p>	Medium	<p>CF1901 Issue 3.1(b): Internal Partnership Protocols</p> <p>Started</p>	<p>Internal partnership protocols will be prepared and implemented for services delivered by other divisions on behalf of Schools and Lifelong Learning, incorporating the scope of services and roles and responsibilities defined in the new end to end process documentation. Where relevant, current internal charging arrangements will be reviewed to ensure that it accurately reflect the levels of support provided. Partnership protocols and associated key performance measures / indicators will be reviewed at least every two years to ensure they remain aligned with service delivery, operational processes and relevant regulatory and professional standards. Governance arrangements to support ongoing performance monitoring will be designed and implemented to ensure that both Schools and Lifelong Learning and the service areas that support them are satisfied with the quality of services provided.</p>	<p>Estimated Date:31/08/2020</p> <p>Revised Date: 22/02/2021</p> <p>No of Revisions</p> <p>1</p>	<p>Alison RoartyArran FinlayDonna RodgerGavin KingHayley BarnettLayla SmithMatthew ClarkeMichelle VanheganNeil JamiesonNick SmithNickey BoyleNicola HarveyRuth CurrieSheila HaigStephen Moir</p>
87	<p>School admissions, appeals and capacity planning</p> <p>CF1901: School admissions, appeals and capacity planning - Issue 3: Process Documentation & Delivery Responsibilities</p> <p>Andy Gray, Head of</p>	Medium	<p>CF1901 Issue 3.1(c): Annual Process - Debrief & Lessons Learned</p> <p>Started</p>	<p>Following completion of the annual process, a debrief meeting will be held with all teams involved to understand what worked well and what areas need to be improved. The outcomes should be recorded in a 'lessons learned' document that is used to implement the improvement opportunities identified and address any process issues in advance of the next annual process.</p>	<p>Estimated Date: 31/08/2020</p> <p>Revised Date: 22/02/2021</p> <p>No of Revisions</p> <p>1</p>	<p>Alison Roarty Arran Finlay Donna Rodger Gavin King Hayley Barnett Layla Smith Matthew Clarke Michelle Vanhegan Neil Jamieson Nick Smith Nickey Boyle Nicola Harvey Ruth Currie</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
	Schools & Lifelong Learning					Sheila Haig Stephen Moir
88	<p>School admissions, appeals and capacity planning</p> <p>CF1901: School admissions, appeals and capacity planning - Issue 3: Process Documentation & Delivery Responsibilities</p> <p>Andy Gray, Head of Schools & Lifelong Learning</p>	Medium	<p>CF1901 Issue 3.1(d): Roles & Responsibilities Outwith Annual Process</p> <p>Started</p>	<p>The working group will review the roles and responsibilities for any tasks performed outwith the annual P1/S1 admissions, appeals and capacity planning process. These will be documented and communicated to all teams involved in the process. The review will include identifying key contacts for common non-annual admissions queries, for example, home schooling; private schooling; dealing with refugees; and requests for current or future capacity information, to ensure that they can be appropriately redirected and resolved.</p>	<p>Estimated Date: 31/08/2020 Revised Date: 22/02/2021 No of Revisions 3</p>	<p>Alison Roarty Arran Finlay Donna Rodger Gavin King Hayley Barnett Layla Smith Matthew Clarke Michelle Vanhegan Neil Jamieson Nick Smith Nickey Boyle Nicola Harvey Ruth Currie Sheila Haig Stephen Moir</p>
89	<p>School admissions, appeals and capacity planning</p> <p>CF1901: School admissions, appeals and capacity planning - Issue 4: Data Access, Security & Retention</p> <p>Andy Gray, Head of Schools & Lifelong Learning</p>	Medium	<p>CF1901: Issue 4.4(a): Document Retention & Disposal; All Services</p> <p>Started</p>	<p>The Information Governance Unit will be engaged to confirm data retention and disposal requirements. Where necessary the data retention schedule will be updated. Document retention and disposal requirements will be reinforced across all services processing admissions and appeals including schools. All appeals information currently retained outwith the relevant period will be destroyed in line with the Council's disposal guidelines and a retention schedule and destruction log maintained.</p>	<p>Estimated Date: 30/06/2020 Revised Date: 22/02/2021 No of Revisions 1</p>	<p>Alison Roarty Arran Finlay Donna Rodger Gavin King Hayley Barnett Layla Smith Michelle Vanhegan Neil Jamieson Nickey Boyle Nicola Harvey Ruth Currie Sheila Haig Stephen Moir</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
90	Resilience BC Resilience responsibilities Judith Proctor, Chief Officer	High	Rec 3.3 H&SC - Defining and allocating operational resilience duties Started	Operational resilience responsibilities for completion and ongoing maintenance of Directorate and Service Area Business Impact Assessments; Resilience plans; and coordination of resilience tests in conjunction with the Resilience team will be clearly defined and allocated. The total number of employees with operational resilience responsibilities will be determined with reference to the volume of business impact assessments and resilience plans that require to be completed and maintained to support recovery of critical services.	Estimated Date: 20/12/2018 Revised Date: 30/06/2021 No of Revisions 6	Angela Ritchie Jacqui Macrae
Page 603 91	Resilience BC Resilience responsibilities Judith Proctor, Chief Officer	High	Rec 4.3 H&SC - Objectives for operational Resilience responsibilities Started	Corporate; management; and team member objectives for operational resilience responsibilities (for example completion of Service Area Business Impact Assessments; Resilience Plans; and coordination of Resilience tests) will be established, with ongoing oversight performed by Directors and Heads of Service to confirm that these are being effectively delivered to support the resilience responses included in both the Directorate and Council's annual governance statements.	Estimated Date: 31/07/2019 Revised Date: 30/06/2021 No of Revisions 2	Angela Ritchie Jacqui Macrae
92	Resilience BC Completion and adequacy of service area business impact assessments and resilience arrangements	High	Rec 3.1 a) Place - Development of Resilience Plans/protocols for statutory and critical services	Rebased action October 2020 Following a refresh of Business Impact Assessments and the new organisational structure, resilience plans/protocols will be developed, with support and training from Resilience, for high-risk essential services. A list of	Estimated Date: 19/06/2020 Revised Date: 31/12/2022 No of Revisions 1	Alison Coburn Claire Duchart David Givan Gareth Barwell Gavin King George Gaunt Lynne Halfpenny

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
	Paul Lawrence, Executive Director of Place and SRO		Started	these services is to be provided by Resilience for approval by CLT. Date revised to 31 December 2022.		Mary-Ellen Lang Michael Thain
93	Resilience BC Completion and adequacy of service area business impact assessments and resilience arrangements Stephen Moir, Executive Director of Resources	High	Rec 3.1b Resources - Development of Resilience Plans/protocols for statutory and critical services Started	Rebased action October 2020 Following a refresh of Business Impact Assessments and the new organisational structure, resilience plans/protocols will be developed, with support and training from Resilience, for high-risk essential services. A list of these services is to be provided by Resilience for approval by CLT. Date revised to 31 December 2022.	Estimated Date: 19/06/2020 Revised Date: 31/12/2022 No of Revisions 1	Annette Smith Gavin King Hugh Dunn Katy Miller Layla Smith Mary-Ellen Lang Michelle Vanhegan Nick Smith Nicola Harvey Peter Watton
Page 604	Resilience BC Completion and adequacy of service area business impact assessments and resilience arrangements Judith Proctor, Chief Officer	High	Rec 3.1c H&SC - Development of Resilience Plans/protocols for statutory and critical services Started	Rebased action October 2020 Following a refresh of Business Impact Assessments and the new organisational structure, resilience plans/protocols will be developed, with support and training from Resilience, for high-risk essential services. A list of these services is to be provided by Resilience for approval by CLT. Date revised to 31 December 2022.	Estimated Date: 19/06/2020 Revised Date: 31/12/2022 No of Revisions 1	Angela Ritchie Jacqui Macrae
95	Resilience BC Completion and adequacy of service area business impact assessments and resilience arrangements Jackie Irvine, Chief Social Work Officer & Head of Safer & Stronger Communities	High	Rec 3.1d C&F - Development of Resilience Plans/protocols for statutory and critical services Started	Rebased action October 2020 Following a refresh of Business Impact Assessments and the new organisational structure, resilience plans/protocols will be developed, with support and training from Resilience, for high-risk essential services. A list of these services is to be provided by Resilience for approval by CLT. Date revised to 31 December 2022.	Estimated Date: 19/06/2020 Revised Date: 31/12/2022 No of Revisions 1	Donna Rodger Gavin King Mary-Ellen Lang Michelle McMillan Nichola Dadds Nickey Boyle Ruth Currie

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
96	<p>Resilience BC</p> <p>Completion and adequacy of service area business impact assessments and resilience arrangements</p> <p>Gavin King, Democracy, Governance and Resilience Senior Manager</p>	High	<p>Rec 3.1e S&C - Development of Resilience Plans/protocols for statutory and critical services</p> <p>Started</p>	<p>Rebased action October 2020 Following a refresh of Business Impact Assessments and the new organisational structure, resilience plans/protocols will be developed, with support and training from Resilience, for high-risk essential services. A list of these services is to be provided by Resilience for approval by CLT. Date revised to 31 December 2022.</p>	<p>Estimated Date: 19/06/2020</p> <p>Revised Date: 31/12/2022</p> <p>No of Revisions 1</p>	<p>Donna Rodger Mary-Ellen Lang</p>
Page 605	<p>Resilience BC</p> <p>Completion and adequacy of service area business impact assessments and resilience arrangements</p> <p>Paul Lawrence, Executive Director of Place and SRO</p>	High	<p>Rec 6.1a Place - Review of third-party contracts to confirm appropriate resilience arrangements</p> <p>Started</p>	<p>Existing third-party contracts supporting critical services should be reviewed by Directorates in consultation with contract managers / owners to confirm that they include appropriate resilience arrangements. Where gaps are identified, Procurement Services should be engaged to support discussions with suppliers regarding inclusion of appropriate resilience clauses requiring third parties to establish adequate resilience arrangements for both services and systems that are tested (at least annually) with the outcomes shared with / provided to the Council. Where these changes cannot be incorporated into existing contracts, they should be included when the contracts are re tendered.</p>	<p>Estimated Date: 20/12/2019</p> <p>Revised Date: 31/03/2021</p> <p>No of Revisions 3</p>	<p>Alison Coburn Annette Smith Claire Duchart David Givan Gareth Barwell George Gaunt Hugh Dunn Iain Strachan Lynne Halfpenny Mary-Ellen Lang Michael Thain Mollie Kerr</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
98 Page 606	Resilience BC Completion and adequacy of service area business impact assessments and resilience arrangements Stephen Moir, Executive Director of Resources	High	Rec 6.1b Resources - Review of third-party contracts to confirm appropriate resilience arrangements Started	Existing third-party contracts supporting critical services should be reviewed by Directorates in consultation with contract managers / owners to confirm that they include appropriate resilience arrangements. Where gaps are identified, Procurement Services should be engaged to support discussions with suppliers regarding inclusion of appropriate resilience clauses requiring third parties to establish adequate resilience arrangements for both services and systems that are tested (at least annually) with the outcomes shared with / provided to the Council. Where these changes cannot be incorporated into existing contracts, they should be included when the contracts are re tendered.	Estimated Date: 20/12/2019 Revised Date: 31/03/2021 No of Revisions 2	Annette Smith Hugh Dunn Iain Strachan Katy Miller Layla Smith Mary-Ellen Lang Michelle Vanhegan Mollie Kerr Nick Smith Nicola Harvey Peter Watton

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
99	<p>Resilience BC</p> <p>Completion and adequacy of service area business impact assessments and resilience arrangements</p> <p>Judith Proctor, Chief Officer</p>	High	<p>Rec 6.1c H&SC - Review of third-party contracts to confirm appropriate resilience arrangements</p> <p>Started</p>	<p>Existing third-party contracts supporting critical services should be reviewed by Directorates in consultation with contract managers / owners to confirm that they include appropriate resilience arrangements. Where gaps are identified, Procurement Services should be engaged to support discussions with suppliers regarding inclusion of appropriate resilience clauses requiring third parties to establish adequate resilience arrangements for both services and systems that are tested (at least annually) with the outcomes shared with / provided to the Council. Where these changes cannot be incorporated into existing contracts, they should be included when the contracts are re tendered.</p>	<p>Estimated Date: 20/12/2019</p> <p>Revised Date: 31/03/2021</p> <p>No of Revisions 2</p>	<p>Angela Ritchie Jacqui Macrae</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
<p style="text-align: center;">100</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Page 608</p>	<p style="text-align: center;">Resilience BC</p> <p>Completion and adequacy of service area business impact assessments and resilience arrangements</p> <p>Jackie Irvine, Chief Social Work Officer & Head of Safer & Stronger Communities</p>	<p>High</p>	<p style="text-align: center;">Rec 6.1d C&F - Review of third-party contracts to confirm appropriate resilience arrangements</p> <p style="text-align: center;">Started</p>	<p>Existing third-party contracts supporting critical services should be reviewed by Directorates in consultation with contract managers / owners to confirm that they include appropriate resilience arrangements. Where gaps are identified, Procurement Services should be engaged to support discussions with suppliers regarding inclusion of appropriate resilience clauses requiring third parties to establish adequate resilience arrangements for both services and systems that are tested (at least annually) with the outcomes shared with / provided to the Council. Where these changes cannot be incorporated into existing contracts, they should be included when the contracts are re tendered.</p>	<p style="text-align: center;"> Estimated Date: 20/12/2019 Revised Date: 31/03/2021 No of Revisions 2 </p>	<p style="text-align: center;"> Annette Smith Hugh Dunn Iain Strachan Mary-Ellen Lang Michelle McMillan Mollie Kerr Nichola Dadds Nickey Boyle Ruth Currie </p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
101	<p>Resilience BC</p> <p>Completion and adequacy of service area business impact assessments and resilience arrangements</p> <p>Gavin King, Democracy, Governance and Resilience Senior Manager</p>	High	<p>Rec 6.1e S&C - Review of third-party contracts to confirm appropriate resilience arrangements</p> <p>Started</p>	<p>Existing third-party contracts supporting critical services will be reviewed by Directorates in consultation with contract managers / owners to confirm that they include appropriate resilience arrangements. Where gaps are identified, Procurement Services will be engaged to support discussions with suppliers regarding inclusion of appropriate resilience clauses requiring third parties to establish adequate resilience arrangements for both services and systems that are tested (at least annually) with the outcomes shared with / provided to the Council. Where these changes cannot be incorporated into existing contracts, they will be included when the contracts are re tendered and critical service plans should be documented and communicated by Corporate Resilience.</p>	<p>Estimated Date:20/12/2019</p> <p>Revised Date:31/03/2021</p> <p>No of Revisions: 2</p>	<p>Annette Smith Donna Rodger Hugh Dunn Lain Strachan Mary-Ellen Lang Mollie Kerr</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
<p>102</p> <p>Page 610</p>	<p>Resilience BC</p> <p>Completion and adequacy of service area business impact assessments and resilience arrangements</p> <p>Paul Lawrence, Executive Director of Place and SRO</p>	<p>High</p>	<p>Rec 6.2a Place - Annual assurance from Third Party Providers</p> <p>Started</p>	<p>Following receipt of initial assurance from all third-party providers for statutory and critical services (as per rec 6.1), annual assurance that provider resilience plans remain adequate and effective should be obtained. This should include confirmation from the provider that they have tested these plans and recovery time objectives for systems and recovery time and point objectives for technology systems agreed with the Council were achieved. It is recommended that contract managers include this requirement as part on ongoing contract management arrangements. Where this assurance cannot be provided, this should be recorded in Service Area and Directorate risk registers. Date revised to reflect that following receipt of initial assurance by 31 March 2021, annual assurance should be obtained by 31 March 2022.</p>	<p>Estimated Date: 28/06/2019</p> <p>Revised Date: 31/03/2022</p> <p>No of Revisions 3</p>	<p>Alison Coburn Claire Duchart David Givan Gareth Barwell George Gaunt Lynne Halfpenny Mary-Ellen Lang Michael Thain</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
<p>103</p> <p>Page 611</p>	<p>Resilience BC</p> <p>Completion and adequacy of service area business impact assessments and resilience arrangements</p> <p>Stephen Moir, Executive Director of Resources</p>	<p>High</p>	<p>Rec 6.2b Resources - Annual assurance from Third Party Providers</p> <p>Started</p>	<p>Following receipt of initial assurance from all third party providers for statutory and critical services (as per rec 6.1), annual assurance that provider resilience plans remain adequate and effective should be obtained. This should include confirmation from the provider that they have tested these plans and recovery time objectives for systems and recovery time and point objectives for technology systems agreed with the Council were achieved. It is recommended that contract managers include this requirement as part on ongoing contract management arrangements. Where this assurance cannot be provided, this should be recorded in Service Area and Directorate risk registers. Date revised to reflect that following receipt of initial assurance by 31 March 2021, annual assurance should be obtained by 31 March 2022.</p>	<p>Estimated Date: 28/06/2019 Revised Date: 31/03/2022 No of Revisions 2</p>	<p>Annette Smith Hugh Dunn Iain Strachan Katy Miller Layla Smith Mary-Ellen Lang Michelle Vanhegan Mollie Kerr Nick Smith Nicola Harvey Peter Watton</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
104	<p>Resilience BC</p> <p>Completion and adequacy of service area business impact assessments and resilience arrangements</p> <p>Judith Proctor, Chief Officer</p>	High	<p>Rec 6.2c H&SC - Annual assurance from Third Party Providers</p> <p>Started</p>	<p>Assurance will be obtained annually for statutory and critical services from third party service providers that their resilience plans remain adequate and effective; and have been tested to confirm that the recovery time objectives for systems and recovery time and point objectives for technology systems agreed with the Council were achieved. Where this assurance cannot be provided, this will be recorded in Service Area and Directorate risk registers.</p>	<p>Estimated Date: 21/06/2019</p> <p>Revised Date: 31/03/2022</p> <p>No of Revisions 2</p>	<p>Angela Ritchie Jacqui Macrae</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
105 Page 613	<p>Resilience BC</p> <p>Completion and adequacy of service area business impact assessments and resilience arrangements</p> <p>Jackie Irvine, Chief Social Work Officer & Head of Safer & Stronger Communities</p>	High	<p>Rec 6.2d C&F - Annual assurance from Third Party Providers</p> <p>Started</p>	<p>Following receipt of initial assurance from all third party providers for statutory and critical services (as per rec 6.1), annual assurance that provider resilience plans remain adequate and effective should be obtained. This should include confirmation from the provider that they have tested these plans and recovery time objectives for systems and recovery time and point objectives for technology systems agreed with the Council were achieved. It is recommended that contract managers include this requirement as part on ongoing contract management arrangements. Where this assurance cannot be provided, this should be recorded in Service Area and Directorate risk registers. Date revised to reflect that following receipt of initial assurance by 31 March 2021, annual assurance should be obtained by 31 March 2022.</p>	<p>Estimated Date: 28/06/2019</p> <p>Revised Date: 31/03/2022</p> <p>No of Revisions 2</p>	<p>Anna Gray Mary-Ellen Lang Michelle McMillan Nichola Dadds Nickey Boyle</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
106	Resilience BC Completion and adequacy of service area business impact assessments and resilience arrangements Gavin King, Democracy, Governance and Resilience Senior Manager	High	Rec 6.2e S&C - Annual assurance from Third Party Providers Started	Following receipt of initial assurance from all third party providers for statutory and critical services (as per rec 6.1), annual assurance that provider resilience plans remain adequate and effective should be obtained. This should include confirmation from the provider that they have tested these plans and recovery time objectives for systems and recovery time and point objectives for technology systems agreed with the Council were achieved. It is recommended that contract managers include this requirement as part on ongoing contract management arrangements. Where this assurance cannot be provided, this should be recorded in Service Area and Directorate risk registers. Date revised to reflect that following receipt of initial assurance by 31 March 2021, annual assurance should be obtained by 31 March 2022.	Estimated Date: 28/06/2019 Revised Date: 31/03/2022 No of Revisions 2	Donna Rodger Mary-Ellen Lang
107	Resilience BC Adequacy, maintenance and approval of Council wide resilience plans Gavin King, Democracy, Governance and Resilience Senior Manager	Medium	Rec 4) Update of Council Business Continuity Plan to include key elements from Business Area Resilience Plans/Protocols Started	The Council Business Continuity Plan (BCP) was developed and signed off the Chief Executive in May 2019. Following Directorate review and update of Business Area Resilience Plans and protocols, the Council BCP will be updated to include key elements of Directorate plans.	Estimated Date: 18/12/2020 Revised Date: 31/03/2024 No of Revisions 1	Donna Rodger Mary-Ellen Lang

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
Page 615	<p>Records Management - LAAC</p> <p>CW1705 Issue 1: Project file review process</p> <p>Bernadette Oxley, Head of Children's Services</p>	Medium	<p>CW1705 Issue 1.3: Quality assurance checks</p> <p>Started</p>	<p>Project management information will be monitored weekly to identify the volume of files that have been reviewed by the project team and an independent risk based quality assurance approach developed and implemented that focuses on files that have not been 'split' by the project team, to confirm that they have been accurately classified as files that have not been merged prior to their return to Iron Mountain for archiving. Quality assurance sample sizes will be selected at the start of each week and will depend on the volumes of files reviewed by the project team and the relevant proportion of non-merged and merged files. Where merged files have been identified and split by the project team, a lighter touch approach involving peer reviews will be adopted to ensure that the project file review process has been consistently applied and appropriate actions implemented. Quality assurance outcomes will be recorded and all significant errors (for example failure to identify merged files), areas of good practices, and areas for improvement will be shared with the project team. Availability of quality resource will be monitored throughout the project to ensure that it remains adequate to complete an appropriate number of QA reviews based on file outcomes. A retrospective sample of cases already reviewed by the project team will also be selected for retrospective review</p>	<p>Estimated Date: 31/03/2020</p> <p>Revised Date: 31/03/2022</p> <p>No of Revisions 4</p>	<p>Alison Roarty Ani Barclay Donna Rodger Freeha Ahmed Gillie Severin John Arthur Louise McRae Nickey Boyle Nicola Harvey Ruth Currie Stephen Moir</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
				based on the approach outlined above. The project team will work to an end of February date for implementation of quality assurance within the project team with an end of March date for Internal Audit to review the process applied.		
109	Records Management - LAAC CW1705 Issue 2: Review of additional files Bernadette Oxley, Head of Children's Services	Medium	CW1705 Issue 2.1: Review of additional files Started	The total volume of files at Westerhailes will be quantified. Once this has been completed, a risk based sample approach will be applied to review the files and identify any that may have been merged.	Estimated Date: 31/03/2020 Revised Date: 31/03/2021 No of Revisions 3	Alison Roarty Ani Barclay Donna Rodger Freeha Ahmed Gillie Severin John Arthur Louise McRae Nickey Boyle Nicola Harvey Ruth Currie Stephen Moir

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
110	Records Management - LAAC CW1705 Issue 2: Review of additional files Bernadette Oxley, Head of Children's Services	Medium	CW1705 Issue 2.2: Impact analysis Started	The outcomes of the review of additional files (as detailed at recommendation 2.1) will be shared with the Senior Responsible Officers together with an impact analysis detailing the resourcing and associated costs of including the files within the project scope, and recommendations made as to whether the scope of the project should be extended to include these files, or whether reliance should be placed on the new business as usual process to be implemented as detailed at Finding 3. Where the decision is taken to include the potentially merged files within the scope of the project, they will be transferred across to the project team and logged for review. The project team will work to a completion 29 May with a date of 26 June for validation by Internal Audit.	Estimated Date: 26/06/2020 Revised Date: 31/03/2021 No of Revisions 4	Alison Roarty Ani Barclay Donna Rodger Freeha Ahmed Gillie Severin John Arthur Louise McRae Nickey Boyle Nicola Harvey Ruth Currie Stephen Moir
111	Records Management - LAAC CW1705 Issue 3: Pre destruction business as usual file review process Bernadette Oxley, Head of Children's Services	Medium	CW1705 Issue 3.1: Pre destruction business as usual file review process Started	The pre destruction business as usual file review process is currently being developed and will cover all the points recommended by Internal Audit. The process will be prepared by the end January 2020 and agreed with the Health and Social Care and Communities and Families Directorates by the end of February 2020.	Estimated Date: 28/02/2020 Revised Date: 31/03/2021 No of Revisions 4	Alison Roarty Ani Barclay Donna Rodger Freeha Ahmed Gillie Severin John Arthur Louise McRae Nickey Boyle Nicola Harvey Ruth Currie Stephen Moir

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
112	<p>Records Management - LAAC</p> <p>CW1705 Issue 3: Pre destruction business as usual file review process</p> <p>Bernadette Oxley, Head of Children's Services</p>	Medium	<p>CW1705 Issue 3.2a (C&F): Communication and training</p> <p>Started</p>	<p>Children's Practice team managers have already been briefed regarding the outcomes of the audit and a refreshed process will soon be implemented. The process will be co-produced with Business Support Team Managers, communicated and uploaded to the Orb. Given the scale of training to be provided, a CECiL based approach will be applied with support provided by Business Support and requested from Learning and Organisational Development (Human Resources), with divisions requested to track completion of the CECiL module. Locality Management teams will also receive face to face training on the new process.</p>	<p>Estimated Date: 30/06/2020</p> <p>Revised Date: 31/08/2021</p> <p>No of Revisions 3</p>	<p>Alison Roarty Ani Barclay Donna Rodger Freeha Ahmed Gillie Severin John Arthur Louise McRae Nickey Boyle Nicola Harvey Stephen Moir</p>
113	<p>Records Management - LAAC</p> <p>CW1705 Issue 3: Pre destruction business as usual file review process</p> <p>Judith Proctor, Chief Officer</p>	Medium	<p>CW1705 Issue 3.2b (H&SCP): Communication and training</p> <p>Started</p>	<p>Health and Social Care will adopt a similar approach to Communities and Families with the new process communicated and uploaded to the Orb. A CECiL based approach will also be applied with support provided by Business Support and requested from Learning and Organisational Development (Human Resources), with completion of the CECiL module by the relevant teams tracked. Locality Management teams will also receive face to face training on the new process.</p>	<p>Estimated Date:30/06/2020</p> <p>Revised Date:31/08/2021</p> <p>No of Revisions 1</p>	<p>Alison Roarty Angela Ritchie Louise McRae</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
114	<p>Records Management - LAAC</p> <p>CW1705 Issue 3: Pre destruction business as usual file review process</p> <p>Bernadette Oxley, Head of Children's Services</p>	Medium	<p>CW1705 Issue 3.3a (C&F): Quality assurance process</p> <p>Started</p>	<p>A joint risk-based quality assurance process will be established between Business Support and Team Managers in Localities. Quality assurance outcomes will be recorded, and learnings shared with team managers at Children's Practice Team meetings, enabling city wide service improvement actions to be identified and implemented where appropriate.</p>	<p>Estimated Date: 30/06/2020</p> <p>Revised Date: 31/08/2021</p> <p>No of Revisions 1</p>	<p>Alison Roarty Ani Barclay Donna Rodger Freeha Ahmed Gillie Severin John Arthur Louise McRae Nickey Boyle Nicola Harvey Ruth Currie Stephen Moir</p>
Page 619	<p>Records Management - LAAC</p> <p>CW1705 Issue 3: Pre destruction business as usual file review process</p> <p>Judith Proctor, Chief Officer</p>	Medium	<p>CW1705 Issue 3.3b (H&SCP): Quality Assurance Process</p> <p>Started</p>	<p>A joint quality assurance process will be established between Business Support and Team Managers in Localities. The new Health and Social Care Partnership Chief Nurse and Head of Quality will be responsible for managerial oversight of the quality assurance processes, ensuring that lessons learned are fed back to the Localities and outcomes reported to the Clinical and Care Governance Committee for scrutiny and oversight.</p>	<p>Estimated Date: 30/06/2020</p> <p>Revised Date: 31/08/2021</p> <p>No of Revisions 1</p>	<p>Alison Roarty Angela Ritchie Louise McRae</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
116	<p>Payments and Charges</p> <p>CW1803 Payments and Charges Issue 4: Processing and recording Licensing Fees</p> <p>Paul Lawrence, Executive Director of Place and SRO</p>	Medium	<p>CW1803 Rec. 4.1 - Procedures supporting processing and recording licencing fees</p> <p>Started</p>	<p>The Licensing Service processes approximately 21,000 applications per annum and the Internal Audit sample reviewed represents approximately 1% of the overall number of applications. Internal procedures will be reviewed to ensure that that they adequately cover the issues raised and all staff will receive refresher training to reinforce the importance of consistent application of the procedures. Longer term upgrades to the APP Civica Licensing system should also offer enhanced capability with mandatory sections for each licence type processed.</p>	<p>Estimated Date: 20/12/2019 Revised Date: 01/05/2020 No of Revisions 0</p>	<p>Alison Coburn Andrew Mitchell David Givan Gavin Brown George Gaunt Michael Thain Sandra Harrison</p>
117	<p>Payments and Charges</p> <p>CW1803 Payments and Charges Issue 4: Processing and recording Licensing Fees</p> <p>Paul Lawrence, Executive Director of Place and SRO</p>	Medium	<p>CW1803 Rec. 4.2 - Quality checking</p> <p>Started</p>	<p>Licensing has existing assurance procedures for monitoring noncompliance with core procedures and processes. These will be reviewed to identify whether additional quality assurance is required proportionate to the level of risk. Any revision of the procedures will be focused on those aspects of the processes which present higher levels of legal risk and will use existing assurance data to identify areas that would benefit from more robust scrutiny. Longer term upgrades to the APP Civica Licensing should reduce the risks in this area. The review and proposed revision of assurance procedures will be agreed with Internal Audit to ensure that this risk is fully addressed.</p>	<p>Estimated Date: 20/12/2019 Revised Date: 01/05/2020 No of Revisions 0</p>	<p>Alison Coburn Andrew Mitchell David Givan Gavin Brown George Gaunt Grace McCabe Michael Thain Sandra Harrison</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
118	<p>Payments and Charges</p> <p>CW1803 Payments and Charges Issue 5: Processing and recording of Parking Permit fees</p> <p>Paul Lawrence, Executive Director of Place and SRO</p>	Medium	<p>CW1803 Rec. 5.2 - Procedure for authorising payments</p> <p>Started</p>	<p>NSL Apply offers improved control mechanisms by automating many processes and tasks, including payments. These are currently not being used. Implementations of these controls, along with a formalised payment acceptance procedure will ensure correct payments are received and further reduce any anomalies. The payment acceptance procedure will confirm that the Council does not accept part payment for parking permits and only reduces the price when the applicant is a disabled persons' blue badge holder. The procedure will establish a quality assurance payment sampling processes for implementation across Business Support teams who administer parking permits.</p>	<p>Estimated Date: 31/03/2020</p> <p>Revised Date: 01/08/2020</p> <p>No of Revisions 0</p>	<p>Alison Coburn David Givan Ewan Kennedy Gavin Brown Gavin Graham George Gaunt Michael Thain Sandra Harrison</p>
119	<p>Payments and Charges</p> <p>CW1803 Payments and Charges Issue 5: Processing and recording of Parking Permit fees</p> <p>Paul Lawrence, Executive Director of Place and SRO</p>	Medium	<p>CW1803 Rec. 5.3 - Ongoing risk-based quality assurance</p> <p>Started</p>	<p>A quality assurance payment acceptance procedure will be developed to ensure the accuracy of parking permit payments. This process will be based on the Internal Audit recommendations.</p>	<p>Estimated Date: 31/03/2020</p> <p>Revised Date: 01/08/2020</p> <p>No of Revisions 0</p>	<p>Alison Coburn David Givan Ewan Kennedy Gavin Brown Gavin Graham George Gaunt Michael Thain Sandra Harrison</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
120	<p>Payments and Charges</p> <p>CW1803 Payments and Charges Issue 5: Processing and recording of Parking Permit fees</p> <p>Stephen Moir, Executive Director of Resources</p>	Medium	<p>CW1803 Rec. 5.4 - NSL income reconciliation</p> <p>Started</p>	<p>The recommendation is accepted. Financial reconciliations between the systems have commenced reinstatement. Work is underway to build a management information suite which will augment the control attributes of the reconciliation as a standalone mechanism.</p>	<p>Estimated Date: 28/02/2020</p> <p>Revised Date: 30/06/2021</p> <p>No of Revisions 3</p>	<p>Annette Smith Dougie Linton Gavin Graham Hugh Dunn John Connarty Layla Smith Michelle Vanhegan Susan Hamilton</p>
121	<p>Emergency Prioritisation & Complaints</p> <p>CW1806 Issue 1: ATEC 24 Operational Framework</p> <p>Judith Proctor, Chief Officer</p>	Medium	<p>CW1806 Issue 1.2(3): ATEC 24 Service Level Agreements - Partnership Protocol</p> <p>Started</p>	<p>3. A partnership protocol will be approved and implemented for the Fallen Uninjured Person Service to reflect the current operations, funding arrangements and any planned process improvements.</p>	<p>Estimated Date: 29/11/2019</p> <p>Revised Date: 01/03/2021</p> <p>No of Revisions 3</p>	<p>Angela Ritchie Craig ODonnell Tom Cowan</p>
122	<p>Emergency Prioritisation & Complaints</p> <p>CW1806 Issue 1: ATEC 24 Operational Framework</p> <p>Judith Proctor, Chief Officer</p>	Medium	<p>CW1806 Issue 1.1(6): ATEC 24 Review of Operational Processes - Response Recording</p> <p>Started</p>	<p>6. Roll out of handheld devices to allow automated reporting will be progressed.</p>	<p>Estimated Date:30/04/2020</p> <p>Revised Date:01/03/2021</p> <p>No of Revisions 1</p>	<p>Angela Ritchie Craig ODonnell Tom Cowan</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
123	<p>Emergency Prioritisation & Complaints</p> <p>CW1806: Issue 2: Third Party Service Provision - Health & Social Care Partnership</p> <p>Judith Proctor, Chief Officer</p>	Medium	<p>CW1806: Issue 2(1): SLAs - Third Party Service Provision</p> <p>Started</p>	<p>A review of the SLA for the ESCS is underway. It is likely the detail of the arrangements will differ considerably from what is currently included within the SLA. The review will, however, take into consideration the points noted above. The review of the SLA will include contributions from City of Edinburgh Council, Midlothian Council and East Lothian Council, and will be presented to the Edinburgh Health and Social Care Partnership Executive Management Team for review and approval.</p>	<p>Estimated Date: 30/11/2019</p> <p>Revised Date: 31/08/2021</p> <p>No of Revisions 4</p>	<p>Angela Ritchie Brian Henderson Colin Beck Tony Duncan</p>
Page 24 623	<p>Emergency Prioritisation & Complaints</p> <p>CW1806: Issue 2: Third Party Service Provision - Health & Social Care Partnership</p> <p>Judith Proctor, Chief Officer</p>	Medium	<p>CW1806: Issue 2(2): Partnership Protocol HSCP/Contact Centre</p> <p>Started</p>	<p>Agreed, once the SLA is finalised, a Partnership Protocol will be developed in conjunction with Customer Contact Centre colleagues.</p>	<p>Estimated Date: 28/02/2020</p> <p>Revised Date: 01/03/2021</p> <p>No of Revisions 2</p>	<p>Alison Roarty Angela Ritchie Craig ODonnell Tom Cowan</p>
125	<p>Homelessness Services</p> <p>CW1808 Issue 2: Homelessness data quality and performance reporting</p> <p>Jackie Irvine, Chief Social Work Officer & Head of Safer & Stronger Communities</p>	High	<p>CW1808 Recommendation 2.1.5 - HIS alignment to Council's records retention policy and schedule.</p> <p>Started</p>	<p>2.1.5 - Records held within HIS will be managed within the Council's Records Retention Policy and Schedule. The ongoing management and deletion of historical records will form part of the data cleansing project as HIS migrates to Northgate.</p>	<p>Estimated Date: 31/10/2020</p> <p>Revised Date: 01/03/2021</p> <p>No of Revisions 0</p>	<p>Debbie Herbertson Emma Morgan Nichola Dadds Nicky Brown</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
126	Homelessness Services CW1808 Issue 2: Homelessness data quality and performance reporting Jackie Irvine, Chief Social Work Officer & Head of Safer & Stronger Communities	High	CW1808 Recommendation 2.2.3 - Performance Reporting Started	2.2.3 - We will report performance information through a dashboard to the Housing and Economy Committee, officers are currently working with elected members to finalise the key performance indicators required.	Estimated Date: 31/01/2020 Revised Date: 31/03/2021 No of Revisions 2	Emma Morgan Nichola Dadds Nicky Brown
Page 27 624	Homelessness Services CW1808 Issue 3: Provision of homelessness advice and information Jackie Irvine, Chief Social Work Officer & Head of Safer & Stronger Communities	Medium	CW1801 Recommendation 3.1.2: Updating homelessness information on website Started	3.1.2 - Following the engagement events with key stakeholders, the Council's website will be updated to include the information set out within the recommendation, and any other information relevant to key stakeholders. Webpages will be subject to regular review to ensure the information remains up to date and in line with policies and legislation.	Estimated Date: 30/04/2020 Revised Date: 31/03/2021 No of Revisions 3	Debbie Herbertson Nichola Dadds Nicky Brown
128	Homelessness Services CW1808 Issue 3: Provision of homelessness advice and information Jackie Irvine, Chief Social Work Officer & Head of Safer & Stronger Communities	Medium	CW1801 Recommendation 3.1.3: Homelessness information leaflet Started	3.1.3 - Following the engagement events with key stakeholders, we will develop a leaflet for applicants based on the information set out above, and any other relevant information. The leaflet will be made available in all Council offices, locality offices, libraries, health centres, Citizen Advice Bureaus, charities and other local support and advice agencies.	Estimated Date: 30/04/2020 Revised Date: 30/06/2021 No of Revisions 1	Debbie Herbertson Nichola Dadds Nicky Brown

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
129	<p>Assurance Actions and Annual Governance Statements</p> <p>CW1903 Issue 1: Assurance Management Framework</p> <p>Andrew Kerr, Chief Executive</p>	High	<p>CW1903 Issue 1.1a: Develop and implement an assurance management framework</p> <p>Started</p>	<p>Discussions will be held with Directors on the outcomes of the Internal Audit report, and they will be requested to establish their own processes to ensure that the risks associated with all open assurance findings are completely and accurately reflected in their 2020/21 divisional and directorate annual assurance statements.</p>	<p>Estimated Date: 31/12/2020</p> <p>Revised Date: 28/02/2021</p> <p>No of Revisions 1</p>	<p>Chris Peggie Donna Rodger Gavin King Hayley Barnett Laura Callender Mirka Vybiralova</p>
Page 625	<p>Assurance Actions and Annual Governance Statements</p> <p>CW1903 Issue 1: Assurance Management Framework</p> <p>Andrew Kerr, Chief Executive</p>	High	<p>CW1903 Issue 1.1c: Develop and implement an assurance management framework</p> <p>Started</p>	<p>An assurance management framework will be developed and implemented that covers the points raised by Internal Audit and includes: liaison with directorates to assess current and best practice; clearly defined roles and responsibilities for first line directorates and the second line Corporate Governance team; process flow; monitoring / reporting / closure requirements; an assessment of existing automated tools to determine whether they can support the process; issue guidance; The framework will be implemented and rolled out across Council divisions and directorates to support completion of the 2021/22 annual governance statement for inclusion in the Council's 31 March 2022 annual financial statements.</p>	<p>Estimated Date: 31/12/2020</p> <p>Revised Date: 31/03/2021</p> <p>No of Revisions 1</p>	<p>Chris Peggie Donna Rodger Gavin King Hayley Barnett Laura Callender Mirka Vybiralova</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Page 31 of 26</p>	<p>Life Safety</p> <p>CW1910 - Life safety: Issue 4 Housing Property Services – fire and water safety processes</p> <p>Paul Lawrence, Executive Director of Place and SRO</p>	<p>Low</p>	<p>CW1910 Rec. 4.1.1 Housing Property Services – water risk assessments</p> <p>Started</p>	<p>1. The Scientific Services team have reviewed the comment above against current legislation and will implement the following refreshed approach: Rather than a rolling programme covering all 20,000 Housing Property Services (HPS) properties equally, different types of property are classed in different priority risk categories. The Council has responsibility for 44 multi storey blocks and 33 Sheltered Housing complexes. These properties are all classed as high risk and assessments will be carried out within the stated two-year period currently specified in the Council’s water policy, and then every two years going forward. The remaining properties on the Housing estate are considered low level priority and legislation states that these surveys should be undertaken over a five-year period. Risk assessments will be carried out on sample properties for these low risk properties. For example, in a street of 100 homes with 20 different house types, only 20 surveys would be required. 2. Providing that Housing Property Services as the risk owner allocate sufficient budget resource, Scientific Services are comfortable that this work will not put a strain on their current resources and as the approach adopted is in line with the Council’s Water Safety Policy and applicable regulations, there is no need to record completion in relevant divisional and directorate risk registers.</p>	<p>Estimated Date: 31/12/2020</p> <p>Revised Date:</p> <p>No of Revisions</p> <p>0</p>	<p>Alison Coburn Gareth Barwell Jemma Tennant Robbie Beattie</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
132	<p>Unsupported Technology (Shadow IT) and End User Computing</p> <p>CW1914 Issue 1: Digital strategy and governance</p> <p>Stephen Moir, Executive Director of Resources</p>	Medium	<p>CW1914 Rec 1.1 - Digital strategy development</p> <p>Started</p>	<p>The Council's digital strategy is currently being refreshed as part of the Adaptation and Renewal Programme and will include consideration of use of both networked and cloud-based systems solutions that are aligned with the Council's strategic and service delivery objectives and applicable security and compliance requirements. A separate cloud strategy will also be prepared as part of the overarching digital strategy that outlines the opportunities and risks associated with ongoing and future use of cloud-based shadow IT systems. The digital strategy will be developed following engagement and consultation with Council directorates; divisions; citizens; and other organisations (where required).</p>	<p>Estimated Date: 31/12/2020 Revised Date: 30/06/2021 No of Revisions 1</p>	<p>Alison Roarty Heather Robb Layla Smith Michelle Vanhegan Nicola Harvey</p>
133	<p>H&SC Care Homes - Corporate Report</p> <p>A1.1: Care Homes Self Assurance Framework</p> <p>Judith Proctor, Chief Officer</p>	Medium	<p>A1.1: Care Homes Self Assurance Framework</p> <p>Started</p>	<p>A self-assurance framework will be designed and implemented that will validate effective operation of controls in place to manage these risks. The Health and Social Care Partnership Operations Manager will be accountable for development; implementation and ongoing operation of the framework. Development and implementation support will be requested from Business Support and Quality Assurance and Compliance.</p>	<p>Estimated Date: 30/06/2019 Revised Date: 01/05/2021 No of Revisions 1</p>	<p>Angela Ritchie Jacqui Macrae</p>
134	<p>H&SC Care Homes - Corporate Report</p> <p>A2.3: Welfare Fund and Outings Funds</p>	Medium	<p>A2.3(2) Establishment of welfare fund committees</p>	<p>A working group has been established that will focus on welfare. The remit of the group will focus on welfare committees; constitutions; accounts; criteria and donations. 2 officers from</p>	<p>Estimated Date: 31/07/2018 Revised Date: 01/05/2021</p>	<p>Angela Ritchie Jacqui Macrae</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
	Judith Proctor, Chief Officer		Started	the working group have been assigned responsibility to write and implement welfare guidelines.	No of Revisions 5	
135	H&SC Care Homes - Corporate Report A2.3: Welfare Fund and Outings Funds Judith Proctor, Chief Officer	Medium	A2.3(3) Production of annual accounts and review by welfare fund committee Started	A working group has been established that will focus on welfare. The remit of the group will focus on welfare committees; constitutions; accounts; criteria and donations. 2 officers from the working group have been assigned responsibility to write and implement welfare guidelines Task assigned to Business Officer for annual accounts and daily bookkeeping. Guidelines to be written for consistency.	Estimated Date: 31/07/2018 Revised Date: 01/05/2021 No of Revisions 4	Angela Ritchie Jacqui Macrae
Page 36 628	H&SC Care Homes - Corporate Report A3.1: Training Judith Proctor, Chief Officer	Medium	A3.1(1) Manager review of training Started	This will be included as part of a new monthly controls process to be implemented and monitored via completion of a monthly spreadsheet. A working group has been established to document all processes to be included.	Estimated Date: 30/06/2019 Revised Date: 01/05/2021 No of Revisions 3	Angela Ritchie Jacqui Macrae
137	H&SC Care Homes - Corporate Report A3.3: Performance & Attendance Management Judith Proctor, Chief Officer	Medium	A3.3(2) Health & Social Care Teams - 6 monthly and annual performance conversations Started	Health and Social Care Teams Will ensure that annual performance conversations (once completed) are recorded on the iTrent system.	Estimated Date: 30/06/2018 Revised Date: 01/05/2021 No of Revisions 5	Angela Ritchie Jacqui Macrae

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
138	H&SC Care Homes - Corporate Report A3.3: Performance & Attendance Management Judith Proctor, Chief Officer	Medium	A3.3(4) Health & Social Care Teams - quarterly review of absence and performance management Started	This is the responsibility of the Unit manager for their direct reports. The Business Support Officer will ensure that the Unit Manager is aware on a monthly basis for Domestic and Handymen reporting to them. The Business Support Officer is required to monitor and report through the Customer process on a monthly basis. The staff nurse / charge nurse to be appointed at Gylemuir will ensure that this is performed for all NHS staff.	Estimated Date: 30/06/2018 Revised Date: 01/05/2021 No of Revisions 3	Angela Ritchie Jacqui Macrae
139	H&SC Care Homes - Corporate Report A3.4: Agency Staffing Judith Proctor, Chief Officer	Medium	A3.4(2) Analysis of the agency staff and hours worked charges Started	The BSO will assist the UM (See A2.1). A paper is being presented to the Health and Social Care Senior Management Team week commencing 15th January 2018 that proposes a solution where information will be provided to Locality Managers who will prepare reports for Care Homes. If this solution is agreed, it will be implemented immediately.	Estimated Date: 31/03/2018 Revised Date: 01/05/2021 No of Revisions 4	Angela Ritchie Jacqui Macrae
140	H&SC Care Homes - Corporate Report A3.5: Adequacy of Resources Judith Proctor, Chief Officer	Medium	A3.5(1) Care Inspectorate Dependency Assessments requirements Started	Unit managers submit monthly reports to Cluster manager and Locality management team. Locality management team responsible for ensuring resource meets the demand based on dependency scoring.	Estimated Date: 31/01/2019 Revised Date: 01/05/2021 No of Revisions 5	Angela Ritchie Jacqui Macrae

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
Page 630 ¹	<p>Social Work Centre Bank Account Reconciliations</p> <p>Corporate Appointee Client Fund Management</p> <p>Judith Proctor, Chief Officer</p>	High	<p>Recommendation 1a - Health & Social Care</p> <p>Started</p>	<p>1. Health and Social Care: Given the considerable business support and social worker resources implications, the above recommendations will take time to design, implement and maintain. Business Support is resolving problem appointee arrangements as we go along, however, the backlog of reviews will need a programme management approach to rectify errors and support the governance required. In the meantime, associated risks will be added to the Partnership's risk register to monitor controls and progress on a monthly basis, given its high finding rating. Following the Care Home Assurance Review, the Partnership is developing a self-assurance control framework. Locality Managers have agreed for corporate appointee arrangements to be included in the assurance framework – which if found to be successful and useful, can be mirrored by the other applicable services in this report. Business Support is working on new guidelines for the administration of Corporate Appointeeship (e.g. new procedures, monthly checklists, etc.), which will support the effective delivery of the framework.</p>	<p>Estimated Date: 28/06/2019</p> <p>Revised Date: 01/08/2021</p> <p>No of Revisions 2</p>	<p>Alison Roarty Angela Ritchie Colin Beck Louise McRae Tony Duncan</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
142	<p>Social Work Centre Bank Account Reconciliations</p> <p>Corporate Appointee Client Fund Management</p> <p>Judith Proctor, Chief Officer</p>	High	<p>2.2. Updating procedures to include an annual review of Corporate Appointee contracts</p> <p>Started</p>	<p>2. New guidelines will be written to ensure clarity of responsibilities. Sections will be included detailing Social Work; Business Support; and Transactions team responsibilities. The objective is to create and implement an end to end process that includes eligibility criteria, DWP processes and a full administrative process that will be applied centrally and across Locality offices; clusters; and hubs.</p>	<p>Estimated Date: 30/04/2018</p> <p>Revised Date: 01/08/2021</p> <p>No of Revisions 2</p>	<p>Alison Roarty Angela Ritchie Colin Beck Louise McRae Tony Duncan</p>
143	<p>Social Work Centre Bank Account Reconciliations</p> <p>Corporate Appointee Client Fund Management</p> <p>Judith Proctor, Chief Officer</p>	High	<p>Rec. 8 Business Support and Senior Social Worker - refresher training closing and reallocation of client fund accounts</p> <p>Started</p>	<p>8. Refresher training will be offered as part of the implementation of the new guidelines to all staff involved in the process, and recorded on staff training records. The training will also be incorporated into the new staff induction process.</p>	<p>Estimated Date: 31/05/2018</p> <p>Revised Date: 01/08/2021</p> <p>No of Revisions 3</p>	<p>Alison Roarty Angela Ritchie Colin Beck Louise McRae Tony Duncan</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
<p style="text-align: center;">144</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Page 632</p>	<p>Social Work Centre Bank Account Reconciliations</p> <p>Corporate Appointee Client Fund Management</p> <p>Judith Proctor, Chief Officer</p>	High	<p>Rec 1b - Business Support - review of Corporate Appointee processes</p> <p>Started</p>	<p>1. Business Support: Business Support will enable the review of current processes and guidelines in conjunction with Hub and Cluster Managers with sign off at the Locality Managers Forum. Business support will review all Corporate Appointee accounts and contact the relevant social worker, support worker or hub where the funds are over £16K for immediate review. Business support will advise social work when the funds exceed £16K where there is not a valid reason (for example, client deceased and social worker discussing estate with solicitor). Clarity on contact with DWP is being progressed and will be written into the new guidelines. Regular reporting will be introduced from the revised systems being implemented. This will be provided monthly at Senior Social Work level and annually for H&SC management</p>	<p>Estimated Date: 31/05/2018</p> <p>Revised Date: 01/08/2021</p> <p>No of Revisions 2</p>	<p>Alison Roarty Angela Ritchie Colin Beck Louise McRae Tony Duncan</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Page 633</p>	<p>Localities Operating Model</p> <p>1. Localities Governance and Operating Model</p> <p>Gillie Severin, Strategic Change Delivery Manager</p>	<p>High</p>	<p>1.1 Recommendation - Localities Operating Model Post Implementation Review</p> <p>Started</p>	<p>Management response from the Place Directorate and Strategy and Communications It is recognised the Council's localities operating model has not been fully effective and that oversight of locality performance and delivery of locality improvement plan actions could be improved. This is mainly attributable to the ambitious and complex design of the original localities operating model. The Localities operating model is in the process of being redesigned following dissolution of the Localities Committees as in February 2019, and the Internal Audit recommendations included in the first finding below will be considered and implemented (where appropriate) in the design of the new model and incorporated within reporting provided to established Council executive committees that are responsible for oversight of service delivery across the localities and monitoring progress with delivery of LIP actions. Once the new locality model has been designed, details of the new design and implementation plan will be shared with Internal Audit by 31 March 2020 to demonstrate how their recommendations will be addressed and implemented. It has been agreed with Internal Audit that new management actions will be raised at that time to track implementation progress.</p>	<p>Estimated Date: 31/03/2020</p> <p>Revised Date: 31/03/2023</p> <p>No of Revisions 2</p>	<p>Alison Coburn David Givan Donna Rodger Evelyn Kilmurry George Gaunt Jackie Irvine mike Avery Nichola Dadds Peter Strong Ruth Currie Sarah Burns</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
Page 46 634	<p style="text-align: center;">Localities Operating Model</p> <p>1. Localities Governance and Operating Model</p> <p>Gillie Severin, Strategic Change Delivery Manager</p>	High	<p>1.2 Recommendation – Development and Delivery of Council Locality Improvement Plan Actions</p> <p style="text-align: center;">Started</p>	<p>Management response from the Place Directorate and Strategy and Communications It is recognised the Council’s localities operating model has not been fully effective and that oversight of locality performance and delivery of locality improvement plan actions could be improved. This is mainly attributable to the ambitious and complex design of the original localities operating model. The Localities operating model is in the process of being redesigned following dissolution of the Localities Committees as in February 2019, and the Internal Audit recommendations included in the first finding below will be considered and implemented (where appropriate) in the design of the new model and incorporated within reporting provided to established Council executive committees that are responsible for oversight of service delivery across the localities and monitoring progress with delivery of LIP actions. Once the new locality model has been designed, details of the new design and implementation plan will be shared with Internal Audit by 31 March 2020 to demonstrate how their recommendations will be addressed and implemented. It has been agreed with Internal Audit that new management actions will be raised at that time to track implementation progress.</p>	<p>Estimated Date:31/03/2020</p> <p>Revised Date:31/03/2023</p> <p>No of Revisions2</p>	<p style="text-align: center;">Alison Coburn Alison Henry David Givan Donna Rodger Evelyn Kilmurry George Gaunt Michele Mulvaney Mike Avery Paul Lawrence Paula McLeay Peter Strong Sarah Burns</p>

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Page 635</p>	<p>Localities Operating Model</p> <p>1. Localities Governance and Operating Model</p> <p>Gillie Severin, Strategic Change Delivery Manager</p>	<p>High</p>	<p>1.3 Recommendation - Locality Service Delivery Performance Measures</p> <p>Started</p>	<p>Management response from the Place Directorate and Strategy and Communications It is recognised the Council's localities operating model has not been fully effective and that oversight of locality performance and delivery of locality improvement plan actions could be improved. This is mainly attributable to the ambitious and complex design of the original localities operating model. The Localities operating model is in the process of being redesigned following dissolution of the Localities Committees as in February 2019, and the Internal Audit recommendations included in the first finding below will be considered and implemented (where appropriate) in the design of the new model and incorporated within reporting provided to established Council executive committees that are responsible for oversight of service delivery across the localities and monitoring progress with delivery of LIP actions. Once the new locality model has been designed, details of the new design and implementation plan will be shared with Internal Audit by 31 March 2020 to demonstrate how their recommendations will be addressed and implemented. It has been agreed with Internal Audit that new management actions will be raised at that time to track implementation progress.</p>	<p>Estimated Date: 31/03/2020</p> <p>Revised Date: 31/03/2023</p> <p>No of Revisions 2</p>	<p>Alison Coburn Donna Rodger Evelyn Kilmurry Michele Mulvaney mike Avery Paula McLeay Peter Strong Sarah Burns</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
Page 48 636	<p style="text-align: center;">Localities Operating Model</p> <p>1. Localities Governance and Operating Model</p> <p>Gillie Severin, Strategic Change Delivery Manager</p>	High	<p>1.4 Recommendation - Engagement with Council centralised divisions</p> <p style="text-align: center;">Started</p>	<p>Management response from the Place Directorate and Strategy and Communications It is recognised the Council's localities operating model has not been fully effective and that oversight of locality performance and delivery of locality improvement plan actions could be improved. This is mainly attributable to the ambitious and complex design of the original localities operating model. The Localities operating model is in the process of being redesigned following dissolution of the Localities Committees as in February 2019, and the Internal Audit recommendations included in the first finding below will be considered and implemented (where appropriate) in the design of the new model and incorporated within reporting provided to established Council executive committees that are responsible for oversight of service delivery across the localities and monitoring progress with delivery of LIP actions. Once the new locality model has been designed, details of the new design and implementation plan will be shared with Internal Audit by 31 March 2020 to demonstrate how their recommendations will be addressed and implemented. It has been agreed with Internal Audit that new management actions will be raised at that time to track implementation progress.</p>	<p style="text-align: center;">Estimated Date: 31/03/2020</p> <p style="text-align: center;">Revised Date: 31/03/2023</p> <p style="text-align: center;">No of Revisions 2</p>	<p style="text-align: center;">Alison Coburn David Givan Donna Rodger Evelyn Kilmurry George Gaunt mike Avery Peter Strong Sarah Burns</p>

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Page 637	<p style="text-align: center;">Localities Operating Model</p> <p>1. Localities Governance and Operating Model</p> <p style="text-align: center;">Gillie Severin, Strategic Change Delivery Manager</p>	High	<p style="text-align: center;">PL1801 1.5 Recommendation - Locality budget planning and financial management</p> <p style="text-align: center;">Started</p>	<p>Management response from the Place Directorate and Strategy and Communications It is recognised the Council's localities operating model has not been fully effective and that oversight of locality performance and delivery of locality improvement plan actions could be improved. This is mainly attributable to the ambitious and complex design of the original localities operating model. The Localities operating model is in the process of being redesigned following dissolution of the Localities Committees as in February 2019, and the Internal Audit recommendations included in the first finding below will be considered and implemented (where appropriate) in the design of the new model and incorporated within reporting provided to established Council executive committees that are responsible for oversight of service delivery across the localities and monitoring progress with delivery of LIP actions. Once the new locality model has been designed, details of the new design and implementation plan will be shared with Internal Audit by 31 March 2020 to demonstrate how their recommendations will be addressed and implemented. It has been agreed with Internal Audit that new management actions will be raised at that time to track implementation progress.</p>	<p>Estimated Date: 31/03/2020</p> <p>Revised Date: 31/03/2020</p> <p>No of Revisions 2</p>	<p style="text-align: center;">Alison Coburn Annette Smith Donna Rodger Evelyn Kilmurry Hugh Dunn John Connarty Michelle Vanhegan mike Avery Peter Strong Sarah Burns Susan Hamilton</p>

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Page 50 638	<p style="text-align: center;">Localities Operating Model</p> <p>1. Localities Governance and Operating Model</p> <p>Gillie Severin, Strategic Change Delivery Manager</p>	High	<p>1.6 Recommendation - Risk Management</p> <p style="text-align: center;">Started</p>	<p>Management response from the Place Directorate and Strategy and Communications It is recognised the Council's localities operating model has not been fully effective and that oversight of locality performance and delivery of locality improvement plan actions could be improved. This is mainly attributable to the ambitious and complex design of the original localities operating model. The Localities operating model is in the process of being redesigned following dissolution of the Localities Committees as in February 2019, and the Internal Audit recommendations included in the first finding below will be considered and implemented (where appropriate) in the design of the new model and incorporated within reporting provided to established Council executive committees that are responsible for oversight of service delivery across the localities and monitoring progress with delivery of LIP actions. Once the new locality model has been designed, details of the new design and implementation plan will be shared with Internal Audit by 31 March 2020 to demonstrate how their recommendations will be addressed and implemented. It has been agreed with Internal Audit that new management actions will be raised at that time to track implementation progress.</p>	<p style="text-align: center;">Estimated Date:31/03/2020</p> <p style="text-align: center;">Revised Date:31/03/2023</p> <p style="text-align: center;">No of Revisions</p> <p style="text-align: center;">2</p>	<p>Alison Coburn David Givan Donna Rodger Evelyn Kilmurry George Gaunt Mike Avery Peter Strong Sarah Burns</p>

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Page 639 ₁	<p>Localities Operating Model</p> <p>1. Localities Governance and Operating Model</p> <p>Gillie Severin, Strategic Change Delivery Manager</p>	High	<p>1.7 Recommendation - Succession Planning</p> <p>Started</p>	<p>Management response from the Place Directorate and Strategy and Communications It is recognised the Council's localities operating model has not been fully effective and that oversight of locality performance and delivery of locality improvement plan actions could be improved. This is mainly attributable to the ambitious and complex design of the original localities operating model. The Localities operating model is in the process of being redesigned following dissolution of the Localities Committees as in February 2019, and the Internal Audit recommendations included in the first finding below will be considered and implemented (where appropriate) in the design of the new model and incorporated within reporting provided to established Council executive committees that are responsible for oversight of service delivery across the localities and monitoring progress with delivery of LIP actions. Once the new locality model has been designed, details of the new design and implementation plan will be shared with Internal Audit by 31 March 2020 to demonstrate how their recommendations will be addressed and implemented. It has been agreed with Internal Audit that new management actions will be raised at that time to track implementation progress.</p>	<p>Estimated Date: 31/03/2020</p> <p>Revised Date: 31/03/2023</p> <p>No of Revisions 2</p>	<p>Alison Coburn David Givan Donna Rodger Evelyn Kilmurry George Gaunt mike Avery Peter Strong Sarah Burns</p>

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152 Page 640	Localities Operating Model 2. Oracle Financial System – Authorised Approval Limits Stephen Moir, Executive Director of Resources	Low	PL1801 2.1 - Authorisation Limits Review Started	A large-scale exercise, involving over 500 changes to the structure, was undertaken during the winter months realigning Place, taking into account changes relating to Transformation. A review of all Oracle Requisition Approvers for the department of Place has been initiated and is currently underway. More fundamentally, a rolling programme of all Oracle Requisition Approvers, across all divisions, has been reinstated. Prior to 2015 this was business as usual (BAU), however due to the proposed introduction of the enterprise resource planning solution and other budget cuts and staff reductions this was suspended. The significance of this regular review was recognised and reinstated in 2018. This will be rigorously implemented until firmly re-embedded as part of BAU across the business	Estimated Date: 26/06/2020 Revised Date: 31/05/2021 No of Revisions 1	Alison Henry Annette Smith Brenda Brownlee David Camilleri Hugh Dunn Layla Smith Michelle Vanhegan

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
153	<p>Planning and S75 Developer Contributions</p> <p>End to end developer contribution processes, procedures, and training</p> <p>Paul Lawrence, Executive Director of Place and SRO</p>	High	<p>PL1802 Iss 2 Rec 2.2 Quality Assurance</p> <p>Started</p>	<p>Planning has made significant progress on specific parts of the contributions process, and will deliver other improvements to this process to address the recommendations. The capture and tracking of the financial contributions will be performed using the Council's PPSL accounts receivable system. The Planning team's existing quality assurance process will be extended to include the end to end developer contributions process to be designed and applied as per recommendation 1. The quality assurance process will cover the areas recommended by Internal Audit at 1 to 4 above, including use of the Council's PPSL accounts receivable system to record and monitor financial contributions received ISO accreditors will also be requested to include the Developer contributions quality assurance process within the scope of their review which is scheduled for completion by October 2020.</p>	<p>Estimated Date: 31/12/2020</p> <p>Revised Date: 01/05/2021</p> <p>No of Revisions 0</p>	<p>Alison Coburn Alison Henry Annette Smith Bruce Nicolson David Leslie David Givan George Gaunt Graham Nelson Hugh Dunn Kevin McKee Michael Thain Michelle Vanhegan Nick Smith Rebecca Andrew</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
154	HMO Licensing PL1803 Issue 1 Licensing system - Data Integrity and Performance Issues Stephen Moir, Executive Director of Resources	High	PL1803 Issue 1.1 Project Plan Started	Response from Digital Services Digital Services resources have now been allocated to work with both the Licencing team and CGI to progress the change request for the upgrade to APP Civica CX, and this will involve developing a plan to support implementation of the system upgrade that includes details of all relevant activities to be completed and implementation timeframes. Response from Licencing The Place Directorate and Digital Services have made change requests for CGI to provide analysis on the business benefits, costs and risks of moving to the APP. These change requests are outstanding from CGI from 2018. Upon receipt of this analysis the Directorate will agree with the Resource Directorate a project plan for approval by senior managers,	Estimated Date: 20/12/2019 Revised Date: 31/03/2021 No of Revisions 3	Alison Roarty Grace McCabe Heather Robb Isla Burton Julie Rosano Layla Smith Michelle Vanhegan Nicola Harvey
155	HMO Licensing PL1803 Issue 2 - Collection and processing of HMO licence fees Paul Lawrence, Executive Director of Place and SRO	High	PL1803 Issue 2.1 BACs payment reference Started	It should be noted that measure is in place to ensure that no application is progressed without the required fee being reconciled. This reflects the statutory process and the need to ensure that the Council treats applications for a renewal lawfully unless the reconciliation process can evidence a payment has not been made. There is no evidence from directorate monitoring the level of income from HMOs licence applications which would demonstrate that fees are not being collected. Any unmatched fee not identified will in effect contribute to the Council's	Estimated Date:30/03/2020 Revised Date:05/10/2020 No of Revisions 1	Alison Coburn Andrew Mitchell David Givan George Gaunt Grace McCabe Isla Burton Michael Thain Sandra Harrison

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Page 643				<p>general revenue account and therefore there is no financial loss to the Council. The Internal Audit recommendation outlined above is not accepted as it not believed to be achievable. Therefore Licencing; Customer; and Finance will investigate potential solutions re the BACS issue, (including any potential scope for a technology solution) to address this risk. These options will be reviewed with Internal Audit and a longer-term solution identified and implemented. It has been agreed with Internal Audit that (once the solution has been identified) another audit finding will be raised that will monitor implementation of the solution to confirm that it is operating effectively. In the meantime, a statement will be added to the Licencing pages on the Council's external website and application forms advising customers of what reference must be used to successfully make a BACs payment.</p>		
156	<p style="text-align: center;">Road Services Improvement Plan</p> <p>PL1808 Issue 1. Roads Improvement Plan financial operating model and project governance</p> <p>Paul Lawrence, Executive Director of Place and SRO</p>	High	<p>PL1808 - 1.1 Roads Service Improvement Plan review (including financial operating model)</p> <p style="text-align: center;">Started</p>	<p>Accepted. The Roads Service Improvement Plan (the Plan) will be reviewed following completion of the organisational restructure and will consider the points noted in the recommendation. A review of the financial operating model will also be undertaken with the aim of embedding a new budget structure for the service. Once completed the Plan business case will be refreshed to reflect any significant changes.</p>	<p>Estimated Date: 30/04/2020</p> <p>Revised Date: 01/09/2020</p> <p>No of Revisions 0</p>	<p>Alison Coburn Cliff Hutt David Givan Gareth Barwell Gavin Brown George Gaunt Jamie Watson Nicole Fraser</p>

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157	<p>Road Services Improvement Plan</p> <p>PL1808 Issue 1. Roads Improvement Plan financial operating model and project governance</p> <p>Paul Lawrence, Executive Director of Place and SRO</p>	High	<p>PL1808 - 1.2 Roads Service Improvement Plan approval</p> <p>Started</p>	<p>On appointment of the tier 3 and 4 management team, a re-base of the improvement plan will take place and the revised plan will be submitted to the Council's Change Board and the Transport and Environment Committee for approval, with ongoing progress updates provided to both forums.</p>	<p>Estimated Date: 31/07/2020</p> <p>Revised Date: 01/12/2020</p> <p>No of Revisions 0</p>	<p>Alison Coburn Cliff Hutt David Givan Gareth Barwell Gavin Brown George Gaunt Jamie Watson Nicole Fraser</p>
Page 6 of 14	<p>Road Services Improvement Plan</p> <p>PL1808 Issue 2. Roads services performance monitoring and quality assurance</p> <p>Paul Lawrence, Executive Director of Place and SRO</p>	High	<p>PL1808 - 2.1 Service Delivery Performance Monitoring</p> <p>Started</p>	<p>One of the roles included in the new Roads structure is a Roads Service Performance Coordinator. The team member appointed to this role will be responsible for designing; implementing; and maintaining a performance and quality assurance framework that will incorporate the recommendations made to support ongoing monitoring and management of the Roads service. This will involve ensuring that all Roads teams develop team plans that include key performance measures; outline their respective roles and responsibilities for delivery; and are aligned with overall Council's commitments that are relevant to Roads.</p>	<p>Estimated Date: 31/07/2020</p> <p>Revised Date: 30/06/2021</p> <p>No of Revisions 1</p>	<p>Alison Coburn Cliff Hutt David Givan Gareth Barwell Gavin Brown George Gaunt Jamie Watson Jordan Walker Nicole Fraser</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
Page 645 59	<p>Road Services Improvement Plan</p> <p>PL1808 Issue 2. Roads services performance monitoring and quality assurance</p> <p>Paul Lawrence, Executive Director of Place and SRO</p>	High	<p>PL1808 - 2.2 Roads services quality assurance framework</p> <p>Started</p>	<p>1. The existing Transport Design and Delivery quality framework will be revised to reflect the new Roads and Transport Infrastructure Service and rolled out across the service. As part of this review, the recommendations highlighted above will be considered and incorporated where appropriate. The Design, Structures and Flood Prevention Manager will be responsible for refreshing the quality framework once appointed. 2. A sampling regime will be designed and embedded for safety inspections to ensure that defects are being categorised properly. This process will be designed and implemented by the Team Leader for Safety Inspections to be appointed as part of the ongoing restructure. 3. A sampling regime will be designed and embedded for road defect repairs to ensure that repairs are fit for purpose and effective. 4. Key performance indicators for each team will be included in the target setting for each 4th tier manager and their direct reports to ensure focus on these measures. Emerging themes from Team Plans and quality assurance reviews will also be shared with Roads teams, and individual and team training needs will be considered based on the themes identified. This process will be designed and implemented by the Service Performance Coordinator to be appointed as part of the ongoing restructure.</p>	<p>Estimated Date: 30/06/2020</p> <p>Revised Date: 31/03/2021</p> <p>No of Revisions 1</p>	<p>Alison Coburn Cliff Hutt David Givan Gareth Barwell Gavin Brown George Gaunt Jamie Watson Jordan Walker Nicole Fraser Sean Gilchrist</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
160	Road Services Improvement Plan PL1808 Issue 3. Roads inspection, defect categorisation, and repairs Paul Lawrence, Executive Director of Place and SRO	Low	PL1808 - 3.2a) Inspector training and qualifications Started	1. Design and implement a training framework for all relevant Inspectors in line with the newly adopted 'Road Safety Inspection and Defect Categorisation Procedure'	Estimated Date: 31/01/2020 Revised Date: 01/06/2020 No of Revisions 0	Alison Coburn Cliff Hutt David Givan Gareth Barwell Gavin Brown George Gaunt Jamie Watson Nicole Fraser Sean Gilchrist
161	Road Services Improvement Plan PL1808 Issue 3. Roads inspection, defect categorisation, and repairs Paul Lawrence, Executive Director of Place and SRO	Low	PL1808 - 3.2b) Inspector training and qualifications Started	2. Ensure all relevant Inspectors are accredited by an appropriately accredited professional body.	Estimated Date: 31/08/2020 Revised Date: 01/01/2021 No of Revisions 0	Alison Coburn Cliff Hutt David Givan Gareth Barwell Gavin Brown George Gaunt Jamie Watson Nicole Fraser Sean Gilchrist
162	Road Services Improvement Plan PL1808 Issue 3. Roads inspection, defect categorisation, and repairs Paul Lawrence, Executive Director of Place and SRO	Low	PL1808 - 3.3 Management information for planned inspections Started	On appointment, the new Service Performance Coordinator and Team Leader – Safety Inspections will work with Pitney Bowes (the supplier of the Confirm system) to develop a new process to plan and monitor safety inspection performance	Estimated Date: 31/03/2020 Revised Date: 01/04/2021 No of Revisions 3	Alison Coburn Cliff Hutt David Givan Gareth Barwell Gavin Brown George Gaunt Jamie Watson Nicole Fraser Sean Gilchrist
163	Street Lighting and Traffic Signals Street Lighting and Traffic Signals: Process and quality assurance	Low	PL1810 Issue 3 - Rec 1 Operation and maintenance procedures Started	Street Lighting and Traffic Signals Operational Guides will be developed, implemented, and reviewed to ensure that processes align with current regulatory requirements. Operational Guides will be implemented within six months of implementation of the Roads Improvement Plan, or by 30	Estimated Date: 30/09/2019 Revised Date: 01/03/2021 No of Revisions 3	Alan Simpson Alison Coburn Claire Duchart David Givan Gareth Barwell Gavin Brown George Gaunt Lindsey McPhillips Mark

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
	documentation and training Paul Lawrence, Executive Director of Place and SRO			September 2019, whichever comes first.		LoveNicole FraserRobert MansellTony Booth
164	Street Lighting and Traffic Signals Street Lighting and Traffic Signals: Process and quality assurance documentation and training Paul Lawrence, Executive Director of Place and SRO	Low	PL1810 Issue 3: Rec 2 - Refresher training for existing employees Started	An essential Learning Matrix that specifies the refresher training that the team requires to complete on an ongoing basis has been developed and provided to Learning and Organisational Development for their review and feedback, with no response received as yet. The matrix will now be implemented, and employee training requirements will be assessed (and agreed) as part of the Annual Conversations.	Estimated Date: 20/12/2019 Revised Date: 01/04/2021 No of Revisions 6	Alan Simpson Alison Coburn Claire Duchart Cliff Hutt David Givan Gareth Barwell Gavin Brown George Gaunt Lindsey McPhillips Mark Love Nicole Fraser Robert Mansell Tony Booth
165	Street Lighting and Traffic Signals Traffic Signals: Evidence of pre installation design and acceptance testing Paul Lawrence, Executive Director of Place and SRO	Low	PL1810 Issue 4: Rec 1 - Paperless testing checklist Started	A checklist will be introduced to record all factory and site acceptance testing and uploaded onto InView against the appropriate asset. The checklist will record engineer acceptance and review.	Estimated Date: 31/03/2020 Revised Date: 01/02/2021 No of Revisions 2	Alan Simpson Alison Coburn Claire Duchart Cliff Hutt David Givan Gareth Barwell Gavin Brown George Gaunt Lindsey McPhillips Mark Love Nicole Fraser Robert Mansell Tony Booth

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
166	Street Lighting and Traffic Signals Traffic Signals: Evidence of pre installation design and acceptance testing Paul Lawrence, Executive Director of Place and SRO	Low	PL1810 Issue 4: Rec 2 - Guidance supporting testing checklist Started	Workshop to be arranged to guide all relevant team members on the processes for completion and retention of the checklist.	Estimated Date: 31/12/2019 Revised Date: 01/02/2021 No of Revisions 3	Alan Simpson Alison Coburn Claire Duchart Cliff Hutt David Givan Gareth Barwell Gavin Brown George Gaunt Lindsey McPhillips Mark Love Nicole Fraser Robert Mansell Tony Booth
Page 648 167	Street Lighting and Traffic Signals Traffic Signals: Evidence of pre installation design and acceptance testing Paul Lawrence, Executive Director of Place and SRO	Low	PL1810 Issue4: Rec 3 - Checklist retention procedures Started	Processes for the completion and retention of the checklist to be included in appropriate Operational Guide.	Estimated Date: 31/03/2020 Revised Date: 01/02/2021 No of Revisions 2	Alan Simpson Alison Coburn Claire Duchart Cliff Hutt David Givan Gareth Barwell Gavin Brown George Gaunt Lindsey McPhillips Mark Love Nicole Fraser Robert Mansell Tony Booth
168	Drivers Recording and addressing driving incidents Paul Lawrence, Executive Director of Place and SRO	Medium	Recording and addressing driving incidents Rec 2 Started	A monthly reconciliation between the incidents reported to Fleet Services and those recorded on SHE will be performed, with line managers advised re any gaps on the SHE system that need to be addressed;	Estimated Date: 01/04/2019 Revised Date: 31/12/2020 No of Revisions 2	Adam Fergie Alison Coburn Claire Duchart David Givan Gareth Barwell George Gaunt Katy Miller Martin Young Nicole Fraser

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
						Scott Millar Steven Wright
169	<p>Asset Management Strategy</p> <p>Issue 1: Visibility and Security of Shared Council Property</p> <p>Stephen Moir, Executive Director of Resources</p>	Medium	<p>Review of existing shared property</p> <p>Started</p>	A review of the office estate is underway by the Operational Estates team to identify third party users and approach them to seek appropriate leases or licences to allow them to occupy the premises and ensure the Council is appropriately reimbursed.	<p>Estimated Date: 31/10/2018</p> <p>Revised Date: 01/03/2026</p> <p>No of Revisions 3</p>	<p>Audrey Dutton</p> <p>Gohar Khan</p> <p>Layla Smith</p> <p>Lindsay Glasgow</p> <p>Michelle Vanhegan</p> <p>Peter Watton</p>
Page 649	<p>Certifications and Software Licenses</p> <p>RES1805 Licenses and Certificates: Issue 1 - Governance and Oversight</p> <p>Stephen Moir, Executive Director of Resources</p>	Medium	<p>RES1805 CDS 1.1 Council - Governance and Oversight of Certificates and Licenses</p> <p>Started</p>	<p>Council: Both Digital Services Management and CGI agree that the issues relating to Certificates and Licenses must be addressed. Digital Services Management will: ensure improved Governance of the processes around this are undertaken, reporting any issues through the Executive Board; and ensure licenses are reduced/savings are realised where reduction or improved management of licenses is practicable.</p> <p>2. Although not directly part of this action, more explicit requirements and governance around certificates and licenses will form part of any new or revised outsourcing contract.</p>	<p>Estimated Date: 31/01/2020</p> <p>Revised Date: 01/11/2020</p> <p>No of Revisions 2</p>	<p>Alison Roarty</p> <p>Heather Robb</p> <p>Jackie Galloway</p> <p>Julie Rosano</p> <p>Laura Millar</p> <p>Layla Smith</p> <p>Michelle Vanhegan</p> <p>Nicola Harvey</p> <p>Stuart Skivington</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
171	<p>Certifications and Software Licenses</p> <p>RES1805 Licenses and Certificates: Issue 1 - Governance and Oversight</p> <p>Stephen Moir, Executive Director of Resources</p>	Medium	<p>RES1805 CDS 1.2 CGI - Reporting and monitoring - Licenses and Certificates</p> <p>Started</p>	<p>CGI will Provide improved reporting on licenses and usage to Council Asset meetings. This will start no later than October 2019; At these meetings, also provide updates on certificate management, highlighting any service impact/incident reports caused by certificate issue; and Work with Council to provide a relevant update for the Partnership Board/Executive meeting on certificate and license management.</p>	<p>Estimated Date: 31/01/2020</p> <p>Revised Date: 01/11/2020</p> <p>No of Revisions 2</p>	<p>Alison Roarty Heather Robb Jackie Galloway Laura Millar Layla Smith Michelle Vanhegan Nicola Harvey Stuart Skivington</p>
Page 650 172	<p>Certifications and Software Licenses</p> <p>RES1805 Licenses and Certifications: Issue 2 - Ongoing management</p> <p>Stephen Moir, Executive Director of Resources</p>	High	<p>RES1805 - CDS 2.1 Completeness and accuracy of license inventory reports</p> <p>Started</p>	<p>CGI will: Use the Microsoft SCCM Product to ensure that all software installed in appropriately licensed Ensure that the license report is reconciled back to source system data (where applicable) and gain Council confirmation that they are satisfied with the completeness and accuracy of the license inventory. Update the Council at the fortnightly asset meetings of any differences between installed and licensed software and agree a course of action e.g. removal, reduction in licenses, discussion with Services on usage This should start by the end of October 2019.</p>	<p>Estimated Date:31/01/2020</p> <p>Revised Date:01/11/2020</p> <p>No of Revisions 2</p>	<p>Alison Roarty Heather Robb Jackie Galloway Julie Rosano Laura Millar Layla Smith Michelle Vanhegan Nicola Harvey Stuart Skivington</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
173 Page 651	<p>Out of Support Technology and Public Sector Network Accreditation</p> <p>RES1807 - Issue 1: Public Services Network governance framework</p> <p>Stephen Moir, Executive Director of Resources</p>	<p>Low</p>	<p>RES1807 - 1.1 Public Services Network governance arrangements</p> <p>Started</p>	<p>Digital Services Management has recognised the need to review governance arrangements around PSN /Cybersecurity. This will include Adapting the Security Working Group (SWG) Assurance report, in conjunction with CGI, to be the single report for all security assurance and accreditation matters encompassing PNS, Cyber Essentials/Cyber Essentials Plus, PSCAP and progress against Internal Audit findings. Working with CGI to change the Security Management Plan to have separate fortnightly SWG meetings to cover Operations and Assurance: SWG Operations Group will review the Security Operations Centre (SOC) and Security Operations Reports (SOR)SWG Assurance Group will review Assurance, PSN, Cyber Essentials/Cyber Essentials Plus and Audit Actions. To enable this approach, we will work with the Commercial teams from CGI and the Council to ensure that this approach is acceptable under the terms of the Contract Ensuring that PSN risks are included and highlighted in the Public Sector Network Plan B report. These risks will also be added to the Council/CGI partnership security risk log and reviewed as part of this.</p>	<p>Estimated Date: 31/01/2020 Revised Date: 30/06/2021 No of Revisions 2</p>	<p>Alison Roarty Heather Robb Julie Rosano Layla Smith Michelle Vanhegan Mike Brown Nicola Harvey</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
174	<p>Cyber Security - Public Sector Action Plan</p> <p>RES1808: Issue 1: Critical Operational Cyber Security Controls</p> <p>Stephen Moir, Executive Director of Resources</p>	Medium	<p>RES1808: Issue 1: Recommendation 1.2 - Cyber Essentials Accreditation</p> <p>Started</p>	<p>CGI completed a complete manual vulnerability scan of the estate in November 2018 Vulnerabilities identified from this scan are being resolved as part of the Public Services Network remediation action plan. CGI have been formally requested to implement automated vulnerability scanning as a service. To ensure this is in place in time for Cyber Essentials Plus accreditation this automated vulnerability scanning is targeted to be implemented by end of June 2019.</p>	<p>Estimated Date: 30/09/2019</p> <p>Revised Date: 01/05/2021</p> <p>No of Revisions 2</p>	<p>Alison Roarty Heather Robb Layla Smith Michelle Vanhegan Mike Brown Nicola Harvey</p>
Page 652 175	<p>Supplier Management Framework and CIS Payments</p> <p>RES1809 Issue 2: Contracts and Grants Management Strategic Direction</p> <p>Stephen Moir, Executive Director of Resources</p>	High	<p>RES1809 Issue 2.2: Contract Management Compliance Reviews</p> <p>Started</p>	<p>The C&GM team will design and implement a rolling programme of compliance reviews, focused on the Tier 1 and 2 contracts, this programme to take account of the limited resources in the team, and other ongoing work. The scope of these reviews will, as appropriate, include the recommendations above. Again, this work will be dependent upon active service area engagement and responsiveness, including for service areas to implement identified actions. It is to be noted, however, that the staffing resources in the C&GM team may not be sufficient to include all aspects referred to above, including follow-up and monitoring of implementation.</p>	<p>Estimated Date: 31/12/2020</p> <p>Revised Date: 01/05/2021</p> <p>No of Revisions 0</p>	<p>Annette Smith Gavin Brown Hugh Dunn Iain Strachan Layla Smith Michelle Vanhegan Mollie Kerr</p>

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Page 76 653	<p>Supplier Management Framework and CIS Payments</p> <p>RES1809 Issue 2: Contracts and Grants Management Strategic Direction</p> <p>Stephen Moir, Executive Director of Resources</p>	High	<p>RES1809 Issue 2.3: Project Governance supporting implementation of the Public Contracts Scotland Tendering technology system</p> <p>Started</p>	<p>This system is already well-established in other public sector partners, and supported by the Scottish Government, and has been identified by Scotland Excel as an appropriate e-solutions system to support contract and supplier management. Training sessions have already been held, including a day session focussed entirely on contract management functionality. All members of the team have had access to the system for a suitable period of time, to allow for learning on a test system and have built up a thorough knowledge of the system's capability to upload contract documentation. The mass upload of contract documentation is a key factor in the successful roll out of the system, and the team continues to get support from contemporary teams in Scottish Government and other public sector partners who have carried this out. Training sessions have been held with a number of contract managers across 4 directorates, focussing on 6 Tier 1 contracts, some with cross-directorate delivery. 40 suppliers have also been involved in the trial to date. The team are continuing to monitor the trial, with regular updates from contract managers and will use all lessons learned to prepare the project plan for full roll out of the system. The C&GM team will design and apply a suitable project management and governance framework to support PCS-T implementation. This will include</p>	<p>Estimated Date: 31/12/2020 Revised Date: 01/05/2021 No of Revisions 0</p>	<p>Annette Smith Gavin Brown Hugh Dunn Iain Strachan Layla Smith Michelle Vanhegan Mollie Kerr</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
Page 654				<p>additional suitable system testing, and training for service area contract managers who would be using the system to store and access contract documentation. As stated above, the team is already also working with public sector partners, to identify best practice to assist the successful roll out the contract management module. Commercial and Procurement Services are already considering the possible adoption of PCS-T as the Council's eProcurement system, bringing an end to end approach to procurement and management of contracts. This work is continuing, and the PCS-T Working Group which has been established within Commercial and Procurement Services will take forward both aspects. If it is decided to adopt PCS-T for the Council's actual procurement processes, and not just contract management, then it is noted that the actual implementation of that would take longer, as there would be a greater direct impact upon other Council services.</p>		

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
Page 77 655	<p>Asset Management Strategy and CAFM system 18/19</p> <p>RES1813 Asset Management Strategy and CAFM: Issue 3 - Property and Facilities Management Data Completeness; Accuracy; and Quality</p> <p>Stephen Moir, Executive Director of Resources</p>	High	<p>3.1 Ensuring Data Completeness, Accuracy, and Quality</p> <p>Started</p>	<p>Current CAFM users have access to the operational data they need in the system to perform their roles and are also updating the CAFM system with new data. Whilst the vision is to have all property data in CAFM, the volume of property data that could be captured and recorded is near infinite, therefore property data that will retained in CAFM has to be focused on the effort and cost to collect versus the value it provides. The CAFM Business Case includes requirement for a Data Quality Manager, who will be the responsible data steward for Property and Facilities Management (P&FM) data. Their role is not necessarily to collect the data but to ensure rigor and control over it. This will involve ensuring regular reviews of data within the system and ensuring that data is managed and maintained in line with the established CAFM data hierarchy and agreed Council information management policies and procedures. Sharing data steward responsibilities across services is problematic, as they hold responsibility and accountability for the data under their remit. It would be highly unlikely that a data steward from another service would want to take on the additional accountability of data from P&FM. We recommend that P&FM establish their own data steward. The CAFM Business Case includes the delivery of a Data Quality Strategy for P&FM. The objective of the data quality strategy is to attribute</p>	<p>Estimated Date: 31/03/2016</p> <p>Revised Date: 01/08/2022</p> <p>No of Revisions 1</p>	<p>Alan Chim Andrew Field Audrey Dutton Brendan Tate Gohar Khan Layla Smith Michelle Vanhegan Peter Watton</p>

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Page 656 178				risk and value to the data maintained in the system. Additionally: data change processes and procedures that capture data processing and management in CAFM will be designed and implemented. processes for reviewing data quality, for example, review of condition survey data run in tandem with review of property data every five years, will be designed and implemented. data validation controls within CAFM will be applied; and data quality audit controls for individual data fields available in CAFM will be applied, and audit reports run at an appropriate frequency to identify any significant changes to key data.		
	<p>Asset Management Strategy and CAFM system 18/19</p> <p>RES1813 Asset Management Strategy and CAFM: Issue 3 - Property and Facilities Management Data Completeness; Accuracy; and Quality</p> <p>Stephen Moir, Executive Director of Resources</p>	High	<p>3.2 Resolution of known data quality issues</p> <p>Started</p>	<p>A reconciliation of the two lists has been performed and there are no obvious discrepancies other than properties which are out with the scope of the survey team. The viability of establishing a referencing system for concessionary lets in the CAFM system will be explored. The volume and value of known concessionary lets across the Council Estate will form part of the Annual Investment Portfolio update which is reported to the Finance and Resources committee. There is an ongoing work stream looking at vacant and disposed properties and the systems updates required.</p>	<p>Estimated Date:31/03/2016</p> <p>Revised Date:01/08/2022</p> <p>No of Revisions:</p> <p>2</p>	<p>Alan ChimAndrew FieldAudrey DuttonBrendan TateGohar KhanGraeme McGartlandLayla SmithMichelle VanheganPeter Watton</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
179	Budget Setting and Management RES 1903 Issue 2: Budget setting and management processes Stephen Moir, Executive Director of Resources	Medium	RES 1903 Issue 2.1: Budget setting and management processes and timetable Started	Guidance will be developed for budget setting and management as described in the recommendation above and issued to support the 2021/22 budget setting process.	Estimated Date: 31/12/2020 Revised Date: 01/05/2021 No of Revisions 0	Alison Henry Annette Smith Emma Baker Hugh Dunn John Connarty Layla Smith Michelle Vanhegan
180	Budget Setting and Management RES 1903 Issue 2: Budget setting and management processes Stephen Moir, Executive Director of Resources	Medium	RES 1903 Issue 2.2: Clarity of roles and responsibilities Started	The respective roles and responsibilities for first line budget managers and second line Finance and Change Strategy teams in relation to the annual budget setting and ongoing budget management process will be clearly defined in a procedure document and communicated with documentation reflecting guidance on this matter issued by CIPFA.	Estimated Date: 31/12/2020 Revised Date: 01/05/2021 No of Revisions 0	Alison Henry Annette Smith Emma Baker Hugh Dunn John Connarty Layla Smith Michelle Vanhegan
181	Budget Setting and Management RES 1903 Issue 3: Continuous improvement: Lessons learned and customer feedback. Stephen Moir, Executive Director of Resources	Medium	RES 1903 Issue 3.2: Finance customer and staff feedback surveys Started	Finance will conduct customer and staff feedback exercises every two years. A feedback process will be developed and implemented that is aligned with the lessons learned methodology as described in recommendation 3.1. In addition, feedback from each exercise will be consolidated and used to generate improvement actions. The survey results and improvement actions will be reported to service managers and staff.	Estimated Date: 31/12/2020 Revised Date: 01/05/2021 No of Revisions 0	Alison Henry Annette Smith Hugh Dunn John Connarty Layla Smith Michelle Vanhegan

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
182 Page 658	Budget Setting and Management RES 1903 Issue 4: Training for budget managers Stephen Moir, Executive Director of Resources	Medium	RES 1903 Issue 4.1: Training for budget managers Started	Finance is not currently responsible for providing training for budget managers as this was centralised into, Learning and Development in 2016. However, following discussions earlier this year, it has been agreed that responsibility for budget managers training will transfer back from Learning and Development to Finance. Once these responsibilities have been transferred, Finance will establish a process to ensure that all first line budget managers have completed the two training modules with supporting checks performed to ensure that the training has been completed. Please note that the 'Evidence required to close' listed above is for indicative purposes only. During Internal Audit's review of any evidence submitted, further supporting evidence may be required to close the action. Evidence should be uploaded to TeamCentral as actions progress and no later than 10 working days before agreed implementation date. This will allow Internal Audit sufficient time to review the evidence.	Estimated Date: 30/09/2020 Revised Date: 31/12/2021 No of Revisions 1	Alison Henry Annette Smith Hugh Dunn John Connarty Layla Smith Michelle Vanhegan