

Notice of meeting and agenda

Education, Children and Families Committee

10.00 am Tuesday, 12th October, 2021

Virtual Meeting - via Microsoft Teams

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

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 Any items under "Private Business" will not be published, although the decisions will be recorded in the minute of this meeting.

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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 the Education, Children and Families Committee of 24 August 2021 - submitted for approval as a correct record 7 - 16

5. Forward Planning

- 5.1 Work Programme 17 - 20
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6. Business Bulletin

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7. Executive decisions

- 7.1 Learning Estates Strategy - Guiding Principles – Report by the Interim Executive Director of Education and Children's Services 55 - 68
- 7.2 Promoting Equality – Report by the Interim Executive Director of Education and Children's Services 69 - 96
- 7.3 New Primary School Name – Report by the Interim Executive 97 - 104

Director of Education and Children's Services

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| 7.4 | West Edinburgh High School – Report by the Interim Executive Director of Education and Children's Services | 105 - 110 |
| 7.5 | School Sports & Extra Curricular Activities/School Lets: Progress Update – Report by the Interim Executive Director of Education and Children's Services | 111 - 118 |
| 7.6 | Attainment in the Broad General Education in Edinburgh Primary Schools, 2020-21 – Report by the Interim Executive Director of Education and Children's Services | 119 - 128 |
| 7.7 | Education Standards and Quality Report 20-21 (Part 2) Learning, Teaching and Assessment – Report by the Interim Executive Director of Education and Children's Services | 129 - 140 |
| 7.8 | Report Regarding Petition: Review Cuts to English as an Additional Language for Dalry Primary School – Report by the Interim Executive Director of Education and Children's Services | 141 - 160 |
| 7.9 | Award of Contract for Young Carers Services – Report by the Interim Executive Director of Education and Children's Services | 161 - 168 |
| 7.10 | Discover! in Partnership with Edinburgh Community Food – Report by the Interim Executive Director of Education and Children's Services | 169 - 188 |
| 7.11 | Distribution of Scottish Government Asylum, Migration and Integration Funds – Report by the Interim Executive Director of Education and Children's Services | 189 - 236 |
| 7.12 | End Poverty in Edinburgh Annual Report - Referral from the Policy and Sustainability Committee | 237 - 306 |

8. Routine decisions

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| 8.1 | Internal Audit: Overdue Findings and Key Performance Indicators | 307 - 384 |
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9. Motions

9.1 If any.

Nick Smith

Service Director, Legal and Assurance

Committee Members

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

Added Members for Education Items

Religious Representatives

Fiona Beveridge, Therese Laing and Rabbi David Rose.

Parent Representative (Non-Voting)

Alexander Ramage

Information about the Education, Children and Families Committee

The Education, Children and Families Committee consists of 11 Councillors, 3 religious representatives and 1 parent representative (non-voting) and is appointed by the City of Edinburgh Council.

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.

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Minutes

Education, Children and Families Committee

10am, Tuesday 24 August 2021

Present:

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

Religious Representatives

Fiona Beveridge, Therese Laing and Rabbi David Rose.

Parent Representative

Alexander Ramage

1. Minutes

Decision

- 1) To approve the minute of the Education, Children and Families Committee of 18 May 2021 as a correct record.
- 2) To approve the minute of the Education, Children and Families Committee of 28 May 2021 as a correct record.

2. Work Programme

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

Decision

To note the Work Programme.

(Reference – Work Programme, 24 August 2021, submitted)

3. Rolling Actions Log

The Rolling Actions Log updated to August 2021 was presented.

Decision

- 1) To agree to close the following actions:
 - Action 2 – Lifelong Learning Plan
 - Action 5 – Future Statutory Consultation Requirements
 - Action 6 – Senior Phase Attainment

- Action 7 – Response to Incident Survey
 - Action 9 – Edinburgh Learns Health and Wellbeing
 - Action 12 – Motion by Councillor Laidlaw – Reducing Child Poverty and Hunger
 - Action 13 – Results of Violence at Work Survey
 - Action 15 – South East Improvement Collaborative
 - Action 17 – Review Changes to ASL at Dalry Primary
 - Action 19 – Schools Reopening Update
 - Action 20 – Wester Hailes Working Group
 - Action 22 – Promoting Equality
 - Action 25 – Child Poverty Update
 - Action 29 – Motion by Councillor Laidlaw – Publication of OECD Review
 - Action 31 – Lifelong Learning Plan Service Update
- 2) To confirm if the response had been sent to the Edinburgh Parent Council Network via Headteachers as noted in Action 26(3) – Motion by Councillor Laidlaw – Delivery of School Sports.
- 3) To otherwise note the remaining outstanding actions.
- (Reference – Rolling Actions Log, 24 August 2021, submitted)

4. Business Bulletin

The Business Bulletin for August 2021 was presented.

Decision

To note the Business Bulletin

(Reference – Business Bulletin, submitted)

5. Update on Gaelic Medium Education Statutory Consultation

As previously agreed by Committee, the Convener had written to the Cabinet Secretary for Education and Skills to seek confirmation whether the proposal outlined in the draft statutory consultation paper aligned with the Scottish Government's new national strategic approach for the growth of Gaelic Medium Education (GME) particularly in relation to the commitment to create a standalone secondary school in the centre of Edinburgh.

Following a meeting held on 15 July 2021 with the Cabinet Secretary, the Council had re-evaluated two other site options for a GME secondary school and were awaiting a response from the Scottish Government. As a result, it was not deemed appropriate to progress with statutory consultation at this stage.

Once a response had been received from the Cabinet Secretary, a further update report would be submitted to Committee for consideration.

Decision

To note the update.

(References – Education, Children and Families Committee 28 May 2021 (item 1); report by the Interim Executive Director of Education and Children’s Services, submitted)

Declarations of Interest

Councillor Burgess declared a non-financial interest in the above item as a parent of children attending the Gaelic primary school in Edinburgh.

6. Education Improvement Plan 2021-2024

The Education Improvement Plan for 2021-2024 was presented to Committee. The Plan was noted to be fully aligned with the aims of The Edinburgh Children’s Partnership Children’s Services Plan 2020-23.

The next steps of the plan were also presented to members, which included progressing the work as laid out in Appendix 1, evaluating the progress and impact of the Plan through the appropriate streams, and reporting this progress to the Committee and Senior Management Team when appropriate.

Decision

- 1) To approve the improvement outcomes and key strategic actions related to the aspects of the draft Education Improvement Plan 2021-24.
- 2) To agree the next steps set out at paragraphs 5.1, 5.2 and 5.3 of the report.
- 3) To agree that updates on the work detailed in the report and the Action Plan be presented annually to the Education, Children and Families Committee.

(Reference – Report by the Interim Executive Director of Education and Children’s Services, submitted)

7. Education Standards and Quality Report 20-21 (Part 2)

An update on progress of Standards and Quality throughout areas of strategic improvement within Schools and Lifelong Learning was presented. The key areas included Leadership, Learning Together, Sustainability, Children and Young People’s Participation, 1+2 Modern Languages, Numeracy and STEM. The outcomes, key strengths and next steps for each area were presented alongside the sources of evaluative data.

Decision

- 1) To note the progress and impact within each of the strategic areas of improvement reported in the report (Part 2).

- 2) To note the continued hard work of staff in schools, central teams and partners, to support children and young people as part of the Covid-19 response.
- 3) To agree the next steps at 5.1-5.3.
- 4) To agree that updates on the work detailed in the be presented at Committee as required.
- 5) To note the progress against some metrics but to express concern that the recently published Scottish Primary School Attainment survey published by the Times Scotland showed that in 2019 nearly one third of Edinburgh learners went from primary to secondary school without reaching the required standard in literacy and numeracy according to teacher assessments, and that the results were lowest for schools in Edinburgh with the highest percentage of pupils coming from homes in areas of deprivation.
- 6) To agree to a report within one cycle specifically examining numeracy in primary schools where over 50% of children come from homes in areas categorised SIMD 1 and 2 and identifying the most successful targeted interventions to improve these metrics.

(Reference – Report by the Interim Executive Director of Education and Children’s Services, submitted)

8. National Qualifications – Alternative Certification Model

Information on the alternative certification model for national qualifications was presented. The assessment plans had been developed to support provisional grades, in accordance with subject-specific guidance, in response to the impact of Covid-19 on the regular exam diet.

Members approved of the next steps and welcomed the fact that no young person had been disadvantaged as a result of the amended arrangements, and had been supported throughout the process, and beyond, to enable them to progress in their learning and move to sustained positive destinations.

Decision

- 1) To note the assessment arrangements in place, to support the award of National Qualifications, amended to reflect the impact of Covid-19.
- 2) To approve the next steps detailed in order to support young people in making progress in their learning and in moving to positive destinations.

(Reference – Report by the Interim Executive Director of Education and Children’s Services, submitted)

9. School Excursions - Equity

An overview of residential visits prior to Covid-19 was presented. The report included an updated city-wide account of the proportion of pupils that attended school excursions and how they were funded, as well as reasons behind why pupils did not attend. Members were asked to note the estimated cost of investing in a central excursion fund.

Decision

- 1) To note the initial findings from information gathered about school residential visits to Benmore and Lagganlia just prior to the onset of the pandemic, existing good practice and the different kinds of funding available to schools.
- 2) To note the different estimated costs of investing in a central dedicated P7 residential excursion fund for pupils from low-income families.
- 3) To note the key actions which will be included in a 2021/222 action plan and that these provided the next steps in reducing inequality and maximising participation in school excursions.
- 4) To commend schools for their equity work in supporting the attendance of all pupils on P7 residential trips, where cost was a barrier, and noted that for some, this involved financial mitigation for whole cohorts of children and families.
- 5) In relation to para 6.3 in the report which stated “the estimated costs of investing in a central fund are for illustrative purposes and are not allocated to any budget”, to request a report back to October Committee to show how a central budget might be funded, how it would be targeted and how it would be distributed.

(References – Education, Children and Families Committee 10 December 2019 (item 16); Report by the Interim Executive Director of Education and Children’s Services, submitted)

10. Distribution of Scottish Government Community Mental Health Funds

Information was provided on how the Council had monitored the Scottish Government Community Mental Health Funds allocated for the 2020/21 financial year (£335,000).

Decision

- 1) To note the actions taken since March 2021 by the Interim Executive Director of Education and Children’s Services in consultation with the Convener to monitor the grant funding (£335k) to voluntary and third sector organisations under the Urgency Procedure set out in paragraph 4.1 of the Committee Terms of Reference and Delegated Functions.

- 2) To note the completion of the procurement process to fund future work in four locality lots and a fifth city wide lot in July 2021 (£1.343m per annum).
- 3) To provide brief updates to Committee via the business bulletin.

(Reference – Report by the Interim Executive Director of Education and Children’s Services, submitted)

11. New Primary School Name

An update was provided on the process being undertaken to establish a name for the new primary school currently under construction in Canaan Lane . The school was on course to be opened in August 2022 with nursery and primary 1 pupils only. A list of suggestions made to date for the new name was presented to members.

Decision

To continue consideration of the report to the October Committee to provide further details on the consultation/engagement methods used to gather views of local interest groups on options for names for the new primary school and to carry out the following actions:

- To confirm with Head Teachers what information had been sent to parents regarding the list of options for the new school name.
- To circulate the correspondence sent to parents from the Council on the naming option of Canaan Lane Primary School.
- To agree to include North Morningside Primary School on the list of options for school names.
- To engage with ward councillors and community councils on the options for naming the new primary school and the options for conducting the consultation.
- To approach the groups and individuals responsible for the suggested suitable names to allow them the opportunity to create a briefing/leaflet on the context surrounding their name option.

(Reference – Report by the Interim Executive Director of Education and Children’s Services, submitted)

12. Revenue Monitoring 2021-2022

The projected month three revenue monitoring position for the Communities and Families service was presented to Committee. Members noted that a more detailed review of the budget was on-going, and an update will be reported to the October Committee.

Decision

- 1) To note the estimated net residual budget pressure of £2.562m at month three.

- 2) To note that approved savings and operational efficiencies in 2021/22 totalled £2.584m. Further savings of £1.658m, relating to pressures from the delivery of prior year approved budget savings also required to be managed within the 2021/22 budget, resulting in a revised savings target of £4.242m. £2.895m on track to be delivered in full; £0.685m assessed as amber, pending further detailed implementation plans and £0.662m assessed as being at risk of not being delivered.
- 3) To note that the Interim Executive Director of Education and Children's Services was taking measures to reduce the residual budget pressures.

(Reference – Report by the Interim Executive Director of Education and Children's Services, submitted)

13. Appointments to Sub-Committees and Working Groups 2021-2022

The Committee were asked to reappoint the membership of its Sub-Committee on Standards for Children and Families, Consultative Committee with Parents and Working Groups for 2021-2022.

Decision

- 1) To appoint the membership of the Sub-Committee on Standards for Children and Families for 2021/22 as set out in Appendix 1.
- 2) To appoint Councillor Perry as the Convener of the Sub-Committee on Standards for Children and Families for 2021/22.
- 3) To agree to replace Councillor Burgess with Councillor Mary Campbell on the Sub-Committee on Standards for Children and Families.
- 4) To appoint the membership of the Consultative Committee with Parents for 2021/22 as set out in Appendix 2 and to agree to include two representatives from the Locality Group for parents of the cohort of children with additional support needs, who attend mainstream schools.
- 5) To appoint Councillor Perry as the Convener of the Consultative Committee with Parents for 2021/22.
- 6) To agree to replace Councillor Burgess with Councillor Mary Campbell on the Consultative Committee with Parents.
- 7) To appoint membership of the Working Groups for 2021/22 as set out in Appendices 3, 4 and 5 and confirm the lifespan and necessity for those Working Groups.
- 8) To agree to dissolve the Short Life Youth Work Working Group (Appendix 6).

(Reference – Report by the Executive Director of Corporate Services, submitted)

14. Internal Audit: Overdue Findings and Key Performance Indicators as at 27 April 2021

The Governance, Risk and Best Value Committee had referred a report on Internal Audit overdue findings and key performance indicators as at 27 April 2021 to this Committee for information.

Decision

To note the report.

(Reference – Report by the Executive Director of Corporate Services, submitted)

15. Motion by Councillor Laidlaw – School Sports and Extra Curricular Activities

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

“Committee notes that while from 9 August the vast majority of Covid-19 restrictions have been lifted by the Scottish Government, certain measures have been retained in schools which are specifically noted in the Scottish Government publication ‘Coronavirus (COVID-19): guidance on reducing the risks in schools’ which identifies measures to be retained for a period of ‘up to six weeks’ after schools reopen.

Committee notes that of specific relevance to the provision of school sports, the guidance states:

- Parents should not enter school buildings unless required
- Contact Groupings (aka bubbles) are to be removed

Given the above, Committee agrees that outdoor sport, including clubs delivered by external (often parental) coaching, can be delivered per the previously agreed motion by Cllr Laidlaw restricting access to school buildings, in full from the start of the new school term, with indoor external led coaching to be prepared for resumption in late September (after the six-week period noted in the guidance).

Committee notes that the autumn term is particularly crucial in competitive team sports and that concerns have been expressed over the new funding model for Active Schools.

Accordingly, Committee calls for a report within one committee cycle to inform members on how the above request has been delivered, covering:

- How the new Active Schools funding model has been implemented and if it can deliver the previous (pre-Covid) programmes while fulfilling the obligation to offer sport free of charge to all children

- How many PTAs have been asked to provide funding for coaching to make-up the shortfall, and at which schools
- If CEC will be providing additional funding to schools to address any funding gaps
- What CEC sports academies have restarted and what the full programme for academic year 21-22 will cover
- What other extra-curricular activities have restarted (e.g., choirs, bands etc.) and what are still in abeyance – and reasons for delay?”

Decision

- 1) To approve the motion.
- 2) To include information on in-school lets in the report.
- 3) To include any outstanding or new requests from groups that had not been actioned at the time of the report coming to Committee.

16. Motion by Rabbi David Rose – Promoting Equality in Schools

The following motion was submitted by Rabbi David Rose in terms of Standing Order 17:

“The Education, Children and Families Committee agrees to note the following:

- Schools should ensure that all pupils are enabled to feel safe, irrespective of their ethnic, religious or national origin.
- No pupil should be targeted or negatively singled out for any reason, including in consequence of international events or conflicts.
- Schools should ensure that some pupils' desire for political expression is not the cause of other pupils feeling targeted or unsafe.
- International issues, especially involving areas of conflict, must be taught in an objective, balanced and sensitive manner, taking into account the background of all pupils in the school, including ethnicity, religion, and possible connections with people in the relevant area of conflict.”

Decision

- 1) To approve the motion.
- 2) To share the motion with Head Teachers.

Declarations of Interest

Rabbi David Rose declared a non-financial interest in the above item as the motion concerned children and young people within his community.

17. Motion by Councillor Louise Young – West Edinburgh High School

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

“Committee notes:

1. the decision of 12 December 2017 Education Committee, to explore options for a West Edinburgh High School in/around Kirkliston, following a consultation on the future feeder status of Kirkliston Primary School;
2. the interim informal updates issued by officers on work to identify a potential site, most recently at the March 2021 committee, where school roll projections identified Queensferry High School as breaching capacity from 2024 thus requiring a new West Edinburgh High School from that point;
3. that Council Officers advised the outcome of the new Local Development Plan (LDP) would inform the next steps and identify any potential site options; and
4. that given delays to the publication of the LDP, there is now a shortening time period before a new high school will be required, and recognises the concern and uncertainty facing parents and future pupils in Kirkliston around future high school provision.

Committee therefore agrees that a report be brought to the first Education Committee following the Planning Committee’s first review of the draft LDP, which should outline the next steps for identifying a site for West Edinburgh High School, and set out a timetable and key milestones up to and including an expected building completion and intake of pupils.”

Decision

To approve the motion.

Declarations of Interest

Councillor Louise Young declared a non-financial interest in the above item as a parent of children attending one of the feeder primary schools.

Work Programme

Education, Children and Families Committee 12 October 2021

	Title / description	Purpose/Reason	Lead officer	Directorate	Progress updates	Expected date
1	Revenue Monitoring	Quarterly Report	Douglas Pirie	Education and Children's Services	Quarterly	December 2021 March 2022 August 2022
2	Promoting Equality	Every cycle (verbal and written updates by rotation)	Lorna French	Education and Children's Services	Every cycle	October 2021 (written) December 2021 (verbal) March 2022 (written) May 2022 (verbal)
3	Edinburgh Community Learning and Development Partnership Plan 2018-21	Annual Report	Paul McCloskey	Education and Children's Services	Annual	December 2021
4	Edinburgh Learns Equity	Annual Report	Lorna French	Education and Children's Services	Six Monthly & Annual	December 2021

	Title / description	Purpose/Reason	Lead officer	Directorate	Progress updates	Expected date
5	Raising Attainment – Frameworks for Learning – Teaching and Learning	Annual Report	Lorna French	Education and Children’s Services	Annual	December 2021
6	Edinburgh Learns Inclusion Annual Report	Annual Report	Lorna French	Education and Children’s Services	Annual	December 2021
7	Energy in Schools Update	Annual Report	Peter Watton	Place	Annual	December 2021
8	Reducing Child Poverty	Six Monthly	Linda Lees	Education and Children’s Services	Six Monthly	December 2021
9	Edinburgh Child Protection Committee Annual Report	Annual Report	Euan Currie	Education and Children’s Services	Annual	December 2021
10	Lifelong Learning Plan	Annual Report	Linda Lees	Education and Children’s Services	Annual	May 2022
11	Educational Attainment in Broad General Education	Annual Report	Lorna French	Education and Children’s Services	Annual	May 2022

	Title / description	Purpose/Reason	Lead officer	Directorate	Progress updates	Expected date
12	South East Improvement Collaborative	Annual Report	Lorna French	Education and Children's Services	Annual	May 2022
13	Senior Phase Attainment	Annual Report	Lorna French	Education and Children's Services	Annual	May 2022
14	Edinburgh Learns Health and Wellbeing	Annual Report	Lorna French	Education and Children's Services	Annual	May 2022
15	Appointments to Sub-Committee on Standards for Children and Families, Consultative Committee with Parents and Working Groups	Annual Report	Lesley Birrell	Corporate Services	Annual	August 2022
16	Edinburgh Learns Learning Together Framework for Parental Engagement and Involvement	Annual Report	Lorna French	Education and Children's Services	Annual	August 2022
17	Implementing the Programme for the Capital Coalition Commitments	Six Monthly Report	Lorna French Crawford McGhie	Education and Children's Services	Six Monthly	August 2022

	Title / description	Purpose/Reason	Lead officer	Directorate	Progress updates	Expected date
18	Education Improvement Plan 2021-2024	Annual Report	Jackie Reid	Education and Children's Services	Annual Report	August 2022

Rolling Actions Log

Education, Children and Families Committee

12 October 2021

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
1A	14-08-18	Sport and Outdoor Learning Community Asset Transfer of sports facilities	To agree a further and more detailed report on Community Asset Transfer of sports facilities shall be presented to this Committee in 2018/19.	Interim Executive Director of Education and Children's Services	August 2021	August 2021	<u>Recommended for Closure</u> <u>August 2021</u> Information on this was incorporated in the School Excursions report on the agenda for the meeting on 24 August 2021.
1B		Funding for excursions for educational purposes		Interim Executive Director of Education and Children's Services	Ongoing		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
2		Community Access to Secondary School Sport Facilities – Impact of Introduction of Non-Core Hour Charges	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.	Interim Executive Director of Education and Children's Services	October 2021	October 2021	Recommended for closure.
3	11-12-18	Edinburgh Learns: Learning Together Framework for Parental Engagement and Involvement	Ensure impact of Edinburgh Learns Framework: Learning Together by requesting an annual update report from the Edinburgh Learns Strategic Group for 'Learning Together'.	Interim Executive Director of Education and Children's Services	December 2021		
4	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	Interim Executive Director of Education and	December 2021		<u>October 2020</u> An update was included in the Return to Schools Report on 13

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			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.	Children's Services			October 2020 and a report on Empowered Learning will be submitted to the December Committee
5	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.	Interim Executive Director of Education and Children's Services	October 2021		<p><u>October 2021</u> Referral report from Policy and Sustainability Committee is on the agenda for this meeting.</p> <p><u>August 2021</u> Update in the Business Bulletin for this meeting.</p> <p><u>December 2020</u> Committee on 15 December agreed that short updates</p>

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
							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.
6	03-03-20	Children and Young People's Participation	Request a further report in March 2021.	Interim Executive Director of Education and Children's Services	December 2021		<u>March 2021</u> This report has been deferred to December 2021.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
7	10-12-19	Update on Trinity Academy Wave 4 Project	To note that an update report would be submitted at the end of the feasibility stage.	Interim Executive Director of Education and Children's Services	December 2021		An update report will be submitted to Committee on 7 December 2021.
8	06-02-20 (Council)	Motion by Councillor Laidlaw – Curriculum Concerns	Coalition Amendment approved as follows: Council is asked: 1) To note that the Scottish Parliament passed a motion on 16 January 2020 agreeing to an independent review of how the Curriculum of Excellence implemented in the senior phase following concerns about narrowing the breadth of subject choices available and the appropriateness of multi-level teaching.	Interim Executive Director of Education and Children's Services	December 2021		<u>December 2020 Update</u> The Scottish Government have paused the independent review.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>2) To recognise that a motion was passed by full Council in September 2019 asking for information on the breadth of subject choice and information was provided to the Education, Children and Families Committee in the report - 'Edinburgh Learns: Pathways to Develop Our Young Workforce'</p> <p>3) To acknowledge the Scottish Government has commissioned an independent review of the Senior Phase focused on the breadth of the curriculum offer, number of subjects and qualitative analysis of the experiences of pupils, parents and carers, and teachers. An interim</p>				

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>report is due in June 2020.</p> <p>To therefore request the Council response will be reported to the Education, Children and Families Committee for members consideration before submission to the Scottish Government.</p>				
9	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.	Interim Executive Director of Education and Children’s Services	Ongoing		<p><u>October 2021 Update</u></p> <p>Thistle Foundation have delivered excellent work to mainstream school leavers with a disability in Edinburgh and Midlothian. Pre-Covid-19 they had started work in two Edinburgh primary schools on pupils’ emotions. They</p>

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
							were set to roll out this work to three further schools but Covid-19 caused this work to pause. Officers are in discussions with Thistle and other Community Mental Health and Wellbeing organisations in the Craigmillar area on an ongoing basis.
10	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</p>	Interim Executive Director of Education and Children's Services	<p>May 2021 (Part 1)</p> <p>October 2021 (Part 2)</p>	May 2021	<p><u>October 2021</u></p> <p>Part 2 of the report is on the agenda for this meeting.</p> <p><u>August 2021</u></p> <p>Part 1 of the Standards and Quality Report was submitted to</p>

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>context of risk management.</p> <p>3) To provide an update to committee once full information on predicted pupil subject grades were available.</p>				Committee on 18 May 2021.
11	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>	Interim Executive Director of Education and Children's Services	October 2021		Report on the agenda for this meeting.
12	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>	Interim Executive Director of Education and Children's Services	December 2021		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
13A	15-12-20	<u>Motion by Councillor Laidlaw – Delivery of School Sports</u>	<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 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 	Interim Executive Director of Education and Children's Services	October 2021		<p>Report on the agenda for this meeting - School Sports & Extracurricular Activities/School lets: Progress Update</p> <p><u>March 2021 Update</u></p> <p>Committee on 2 March 2021 agreed that a meeting be arranged between political group 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.</p>

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
13B	24.08.21	<u>Motion by Councillor Laidlaw – School Sports and Extra Curricular Activities</u>	<ul style="list-style-type: none"> • Details of the level of outdoor sports activity which had been targeted at individual schools across the school estate 3) To note that a response would be sent to the Edinburgh Parent Council Network to the points raised in their written deputation. 4) To confirm if the above response had been sent to the Edinburgh Parent Council Network via Headteachers. 				
			<ul style="list-style-type: none"> 1) Motion approved 2) To include information on in-school school lets in the report. 3) To include any outstanding or new requests from groups that have not been 				

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			actioned at the time of the report coming to Committee.				
14	02-03-21	<u>Equalities – Investigation into Allegations of Racism</u>	<ol style="list-style-type: none"> 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: 	Interim Executive Director of Education and Children's Services	Ongoing		Updates are included within the Promoting Equality Report on the agenda for this meeting.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>5) Setting out clear processes to report racist incidents</p> <p>6) Managing racist incidents sensitively and ensuring follow up actions were taken</p> <p>7) Reviewing the curriculum to ensure it did not perpetuate and actively challenged racist or colonialist attitudes</p> <p>8) Improving the culture to clearly show zero tolerance of racist conduct</p> <p>9) To further note that these improvements were in motion and appeared in the Equalities Action Plan previously brought before this Committee.</p>				

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>10)To ask for a follow up report to every Committee meeting until further notice to allow members to monitor and evaluation specific actions.</p> <p>11)To ask that future reports address incidents of racism separately from curriculum review and development work.</p> <p>12)To note that management actions would be reported back to Committee if required.</p> <p>13)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</p>				

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>discretions which could be applied by local education authorities and any subsequent discretions that could be applied by individual Head Teachers.</p> <p>14) To record the Committee's thanks and appreciation to all the young people, staff and the Independent Equalities and Education Specialist for enabling and supporting the investigation process.</p>				
15	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> <p>2) To note that the model of service delivery developed to address the challenges of Covid-19 outlined in the report</p>	Interim Executive Director of Education and Children's Services	October 2021		An update is provided in the business bulletin for this meeting on the summer 2021 holiday playscheme and includes an update

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>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 improvements to the pre-Covid-19 provision for children and</p>				on engagement with SQA.

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

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>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>				
16	18-05-21	<u>Business Bulletin – Outdoor Learning, Homelessness Prevention Group and Response to Incidents Survey</u>	<p>1) To update Committee on outdoor learning and the Council's next steps to implement this following the release of Scottish Government's updated guidance on outdoor learning.</p> <p>2) To circulate a briefing note and impact statement from the</p>	Interim Executive Director of Education and Children's Services	August 2021	August 2021	<p>Decisions 1) and 2) recommended for closure</p> <p>1. An update on decision 1) was included in the School Excursions report on 24 August 2021.</p> <p>2. A briefing note was circulated to</p>

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			Homelessness Prevention Group. 3) To bring an update on the Response to Incidents Survey via the Business Bulletin at the 24 August 2021 Committee.		December 2021		members on 17 June 2021.
17	28-05-21	<u>Gaelic Medium Education in Edinburgh – Statutory Consultation</u>	1) Committee noted the report 2) Next Steps agreed: Once a response has been received from the Cabinet Secretary a further update report will be submitted to Committee for consideration.	Interim Executive Director of Education and Children's Services	To be confirmed		
18	24-08-21	<u>New Primary School Name</u>	1) To provide a report to the October 2021 Committee that includes further details on the consultation/engagement	Interim Executive Director of Education and	October 2021		Report on the agenda for this meeting.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>methods used to gather views of local interest groups on options for names of the new Primary School.</p> <p>2) To confirm with Headteachers what information has been sent to parents regarding the list of options for the new school name</p> <p>3) To circulate the correspondence sent to parents from the Council on the naming option of Canaan Lane Primary School.</p> <p>4) To agree to include North Morningside Primary School on the list of options for school names.</p> <p>5) To engage with ward councillors and community councils on the options for names of the new primary school and the options for</p>	Children's Services			

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			conducting the consultation. 6) To approach the groups and individuals responsible for the suggested suitable names to allow them the opportunity to create a briefing/leaflet on the context surrounding their name option.				
19	24-08-21	<u>Motion by Rabbi David Rose – Promoting Equality in Schools</u>	1) Motion approved. 2) To share the motion with Headteachers.	Interim Executive Director of Education and Children's Services	October 2021		
20		<u>Motion by Councillor Louise Young – West Edinburgh High School</u>	To present a report to the first Education, Children and Families Committee following the Planning Committee's first review of the draft LDP, which should	Interim Executive Director of Education and	October 2021		Report on the agenda for this meeting

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			outline the next steps for identifying a site for West Edinburgh High School, and set out a timetable and key milestones up to and including an expected building completion and intake of pupils.	Children's Services			



Business Bulletin

Education, Children and Families Committee

10.00am, Tuesday, 12 October 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>

Business Bulletin – Child Poverty update (October 2021)

Get into Summer

The Scottish Government allocated funding to all local authorities to provide a programme of summer activities for children and young people.

The purpose was to support children and young people's wellbeing after a year of disrupted school, out of school activities and periods of isolation from friends.

The group planning Edinburgh's Get into Summer programme actively promoted the programme to children, young people and families in the targeted groups, helping ensure they were able to participate. In many activities travel costs were covered and food provided. There were several referrals only programmes for specific groups, which were not publicly advertised and a payment of £100 was given to each pupil in a Special school in receipt of free school meals. One single parent on receiving this said:

'Thank you so much as being a single parent its so hard to do things exp the price of admission etc but he was just saying he wanted to go do the edinburgh tour bus to south queensferry bit go on the boat to the island for day and this email is for us , we both say huge thankyou as we would go spend time together and enjoy as we have never been on holiday or anything but thats maybe next year ... anyway thankyou for email and helping it means alot

Its hard enough being a single parent , so by this little extra will make him so happy and a huge confidence boost , thankou'

The Get into Summer was delivered by over 125 providers from across the third sector and council services. The programme covered:

- Arts, culture and heritage
- Early years
- Families
- Sport and outdoor learning activities
- Youth work

Led by Lifelong Learning, council staff and partners have, within a very short timescale, delivered in an impressive array of activities and opportunities, free of charge, and accessed by many of the most disadvantaged and vulnerable children and families in the city.

Discover!

An overview of **Discover!** Summer 2021 is provided at Appendix 1 to the **Discover and Edinburgh community Food Report**. Feedback from families tell us that:

- 85% felt it had reduced costs of food during school holidays
- 81% that it helped children to learn new things (81%)
- 78% that it encouraged them to spend more quality time together as a family
- 73% that it helped them to eat healthier as a family e.g. eating more fruit and vegetables
- 73% that it helped reduce costs of activities during school holidays

- Families reported they felt more connected to others

Headlines

Discover Online and Discover In a Box

- 310 Boxes delivered in Week 1 and rising weekly to 345 in Week 6.
- 900 Discover Art Packs, Historic Environment Activity Packs and Edinburgh University Chromatography sets distributed.
- 23 online workshops from independent artists, The Royal Observatory, Edinburgh University, Heriot Watt University and Edinburgh Museum.



- 24 recipes for healthy meals sent out to families
- 6 LIVE cooking sessions around the themes of Soil, Seed, Sun, Shoots, Share and Store
- Lots of information on healthy eating advice
- 46 Picnic in the Park events overall (only one cancelled by the rain!!!!)
- 42 staff involved
- By the end of week 2- 62 parents and carers and 106 children and young people had attended a trip
- 395 posts, 1,143 comments, 5,127 reactions
- 1700 Family Daysavers distributed
- 710 adults and children benefited from ScotRail tickets to North Berwick, Linlithgow, Burntisland, Glasgow and Stirling
- 219 children receive free school uniform
- Parents and carers received support an employment from Access to Industry and energy advice from Home Energy Scotland
- Young People attended a BBC: Microbit course and are working towards a Dynamic Youth Award
- Over 200 JASS Award Packs were distributed to families

'Thank you so much for the school clothes for start of term. You have absolutely no idea how much this helps me. My husband passed away this year and I am a kinship carer for my 3 grandchildren. This has taken so much of the worry I am overwhelmed and emotional for the kindness of others helping others.'

Planning is now underway for the October break where the theme is linked to food, harvest, sustainability and autumn. Good and art/craft boxes will be delivered to all recommended families with a programme of live and pre-recorded events and activities taking place throughout the holiday week.

An Educational Psychologist on placement is beginning to look at baseline data for a cohort of Discover children so the team can start to look at impact over a longer period.

Leadership for Equity

Leadership for Equity is led by Edinburgh's Attainment Advisor and an Education Senior Development Officer and is a key piece of work to support schools do all they can to reduce poverty and inequality.

Lifelong Learning Officers from the strategic Health and Wellbeing Team and locality lifelong learning Supporting Parents and Carers team are providing content and input to the Leadership for Equity Course. This includes the integration of aspects of 1 in 5 training into Day 1 and a Working with Parents and Carers session in Day 2.

The first day took place on Tuesday 29th September and feedback will be provided in the next Bulletin Child Poverty update.

Network of Networks and Local Child Poverty Action Report

A Child Poverty Group of colleagues from Schools and Lifelong Learning, Strategy and Insight, NHS and Capital City partnership meets fortnightly to maintain oversight of, co-ordinate and report on actions to reduce child poverty.

The Child poverty Action Report and the End Poverty Edinburgh Annual progress Report are combined into a single document and were referred to this Committee from Policy and Sustainability on 5th October.

A recent action emerging from this group was to establish an Ending Poverty Network of Networks. 2 meetings have now taken place with very good attendance and participation. The second looked at issues around housing and homelessness. The third network of networks took place virtually on 7th October where the speaker was from the **End Poverty Edinburgh** citizen group, who introduced themselves, their roles and priorities and their experiences of poverty. The meeting also considered the first End Poverty Edinburgh Delivery Plan **annual progress report**, which will be circulated nearer the time.

Holiday Matters

Holiday Matters is a partnership between Lifelong Learning department, Jack Kane Community Centre and St Francis RC Primary School. The programme seeks to maximize children's learning and enjoyment whilst minimising any negative effect that holiday periods may bring, particularly for children who are care experienced or vulnerable in other ways.

Children were nominated by the school, attending a pre- summer group which took place after school. This provided staff, children and their families the opportunity to develop relationships. This summer holiday matters relocated from St. Francis Primary school to the Jack Kane Community Centre offering a wide range of fun activities within the child's own community, in a setting they found safe and secure. Implementing a summer transition period back into school life, this 2-week block gave children and their families many happy holiday experiences helping them be more ready to learn whilst enjoying themselves.

- 77% of nominated children attended the programme!
- 84% of engagements were new interactions with parents/carers!
- 100% of parents and children attendees stated that activities were excellent!
- 100% of parents and carers stated that they now had a more positive relationship with the school and wider community!
- 100% of children who took part in this Summers Holiday Matters programme attended their first day back at school!

Holiday Matters links with Education Scotland Benchmarks Personal and Social Development, and Curriculum for Excellence Planning for Choices and Changes

'This will help me for going back to school, because I have got to know the staff better and I have made new friends'. 'The best thing was that I have made new friends, I've enjoyed the activities and I've learned things here that I can do in the school'.

'The Holiday Matters has given my child a chance to enjoy things that I would not have had time to do with her'. 'It can be hard work keeping my girls amused over the Summer and having this programme takes the pressure off'

Edinburgh Learns for Life: Equity Board

The Priorities for next session are:

1) Staff in all sectors are clear about their role in supporting the national drive for equity and the closing of the poverty-related attainment gap.

2) All staff are clear about their role in contributing to a nurturing school culture which accepts the responsibility of all in removing all poverty-related barriers to learning and achievement.

3) Staff have an understanding of the national and local poverty-related attainment gaps and the impact of this on children, young people and families.

4) All staff in schools have developed an understanding of their own poverty context and the gaps and have developed relevant skills to support the closing of the poverty-related attainment gap in their own setting.

5) Through effective self-evaluation, all schools make appropriate use of baseline data to inform focussed plans with clearly stated outcomes and measures, with appropriate plans for monitoring progress.

These plans are clearly reflected in schools' spending priorities.

6) Identified board members ensure that the CEC PEF planning template is evaluated and updated to ensure that it is effective in supporting schools to plan and evaluate the impact of PEF spending upon learners facing poverty-related barriers.

7) All schools develop decision making processes which meaningfully include parents (and learners) in PEF planning

8) All schools are proactive in seeking wider partnerships where appropriate in order to enhance the experiences of children and families living in poverty, to ensure that they receive early intervention and holistic support.

9) School staff have the opportunity to access the Leadership for Equity professional learning suite which aims to support 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

Young Minds Matter Programme launched to secondary schools

The Health & Wellbeing Team in conjunction with Pupil Support Teachers from various schools across the city have produced this resource and is now available on sharepoint for all schools to pilot. It includes 44 lessons to encourage young people from S1-S4 to explore what influences their mental health and wellbeing through a range of teaching and learning strategies. It has been developed in response to staff and pupil feedback from City of Edinburgh Council and Scottish Borders Council and focuses on increasing knowledge and understanding, providing practical strategies for young people to aid their own mental health and wellbeing and developing skills to support others in difficult times. The programme also aims to work in partnership with all staff, parents and pupils to increase awareness of mental health and wellbeing. Young Minds Matter builds on work completed in primary schools with the 'Building Resilience' resource and provides progression for secondary school pupils.

Mental Health Matters (Staff Training Course)

The Health & Wellbeing Team in conjunction with Educational Psychologists, NHS and LAYC are in the process of writing this staff training course for all those working with children and young people and hope for this to be piloted before Christmas. It will include 6 sessions around mental health and wellbeing including risk and protective factors, brain development, stress and anxiety, attachment and trauma, healing and resilience, and looking after our own wellbeing.

New Volunteers for Turn Your Life Around (Raising Awareness of Trauma and Childhood Adversity Project)

The Health & Wellbeing Team in conjunction with Police Scotland have now trained up a further 6 volunteers (Wave 3) who will be willing to share their lived experiences of trauma, childhood abuse and adversity in schools (P7 upwards) as part of the award winning Turn Your Life Around project. Since 2016 volunteers have shared their story to over 2000 children, young people and staff in order to raise awareness and understanding of childhood trauma and resilience, reduce social isolate and encourage all to ask for help.

Family Homelessness Support Update

Over the summer holidays a further 240 children and young people entered temporary accommodation with their families (adding to the 2000 children already there). The Health & Wellbeing Team continue to bridge the gap between housing and education to ensure that these children and young people and their families are better supported. This has included supporting them with bus passes if they are moved to other side of town, attendance at school clubs, provision of school meals (where family are not eligible because of income) and parental mental health counselling.

1 in 5 – Raising Awareness of Child Poverty Seminars (to link with Challenge Poverty Week)

The Health & Wellbeing Team in conjunction with third sector are running a few more seminars as part of the 1 in 5 Raising Awareness of Child Poverty work. These will tie in with other work happening around Challenge Poverty Week and include the following:

Tues 5th October Seminar 1: Raising Awareness of Child Poverty in Edinburgh

<https://www.eventbrite.co.uk/e/1-in-5-seminar-series-2021-raising-awareness-of-child-poverty-in-edinburgh-tickets-173627764317>

Weds 6th October Seminar 2: Family Homelessness in Edinburgh

<https://www.eventbrite.co.uk/e/1-in-5-seminar-2-hidden-homelessness-in-edinburgh-tickets-173660642657>

Weds November 3rd Seminar 3: Talking About Costs and Money in School

<https://www.eventbrite.co.uk/e/1-in-5-seminar-series-talking-about-costs-and-money-in-school-tickets-173671495117>

Seminar 4: Youth Homelessness in Edinburgh (details tbc)



Edinburgh Young Carers are thrilled to announce that three schools in the city have been granted the We Care, Schools for Young Carers Award.

Despite incredibly challenging circumstances, the three schools have achieved the Award which celebrates good practice in identifying and supporting young carers.

Edinburgh Young Carers have awarded the “We Recognise” level of their Scotland-wide *We Care: Schools for Young Carers Award* to James Gillespie’s High School, Niddrie Mill Primary School and Tollcross Primary School in recognition of the contributions the schools have made to improving outcomes for young carers.

Margaret Murphy, Chief Executive of Edinburgh Young Carers: *“In a year when we were faced with the huge external challenges brought about by COVID-19, including having to adapt the way in which we support and teach our children and young people, myself and the We Care team are so thankful for the continued support and dedication the schools have shown to improving young carers’ experiences within their schools.”*

Children with a Disability and Holiday Support

September 2021

Overview of support provided

There was excellent partnership working over the summer to provide a range of supports for children with various needs. The summer holidays lasted seven weeks, and most of the Hubs ran for six weeks with one running for five weeks.

There was a lot of positive feedback from families and the young people along with comments for us to consider going forward.

The support offered was:

The Yard

The Yard ran three different provisions:

- Family sessions: the parent/carer attended with their child to use the facilities at the Yard. Ten families could attend each day; five in the morning and five in the afternoon
- Short breaks sessions: providing care from 10am-2pm each day for six children per session. 36 children in total were offered this service over the holidays.
- Oaklands Hub: this was for children with complex health and care support needs. Two groups of 17 children were each offered three weeks of support running Monday to Thursday.

Action for Children

Five children each day with complex behavioural needs related to learning disability and Autism. Support was provided at a 2-1 staffing ratio. Places were offered to 12 children, who received between six and 14 days of support depending on their level of need.

Primecare Health Autism

10 children with complex behavioural needs related to Autism were offered support. This was on a 2-1 staffing ratio. Due to the behavioural needs of the children, support was offered in half days for most of this group. Children were offered two half days per week throughout the summer.

Capability Scotland

Between eight and 10 children attended their base each day for five weeks.

Action Group

53 children attended this provision. Each received on average 4.5 days support; however, families who were known to be in crisis over the summer were offered additional days.

Lothian Autistic Society

34 children attended this provision. The average number of days offered was five and additional days were offered to families who were known to be in crisis.

Braidburn Hub

Places at this service were allocated via applications from parents whose children had not accessed the other provisions. There was initially the capacity for 30 children to be offered two days each over the holidays. Due to the reduced numbers who took up this offer, the families who applied were offered four days support. There was also some leftover capacity to respond to crisis situations. There were 30 spaces available each day and 135 children in total participated in this service.

Parental feedback

- We would like to thank everyone involved in the running of the Summer Playscheme at Braidburn that our daughter attended. She really enjoyed herself and loved going in every morning. The 4 days she went was greatly appreciated by us and broke up her summer nicely to give her the opportunity to have some fun and play with the other kids that attended. So again, thanks to all the staff who really done an excellent job and hopefully the council funds this again next summer.
- Thank you so much for all your help with the club for P it really helps with his anger issues.
- Thank you to care about X he was really enjoyed ❤️
- Thank you to you and your team for looking after P last week. I know she enjoyed herself and loved telling us all about her week and the activities she had been up to. I was working a lot last week and didn't manage to say a personal thank you to the team at Braidburn but please pass this on to them as this really is a wonderful support provided during the long summer holidays.
Thank you again and I hope you have an enjoyable rest of the summer.
- Just wanted to say thanks to all staff for supporting R last week at the playscheme. He enjoyed it and we appreciated it too.
- F loved hub today
- We were fortunately given 8 days but only managed to do 3 part-days because of his fear of noise from other children there. Venue is too small and lack of direct outside safe space. The staff were great. Friendly and welcoming but he needs to feel safe and he didn't. Social work need to work with yourself and match like children together so they all have a better experience.

Children and young people's feedback

- I like the adults, trips, being here, friends
- I liked film, art, museum, did not like popcorn
- I liked swimming, park

Plan for October and February support

There is always an issue getting staff for the October holiday period as students are not on leave and other staff who worked over the summer take this as a holiday. For February this is the same, but to a lesser extent.

As a result of the short time scale between the summer and the October break, we will be aiming to run the same provision over this time.

We will review the situation for February and will update in December on the plan for this holiday.

Funding

The budget runs from Summer to Easter each year, regardless of when Easter falls. The funds have already been agreed for the Oaklands Hub. Higher staffing ratios required because of COVID-19 have put pressure on funding, and we are currently looking to see how we can cover any potential shortfall.

Update on Development Worker post for Holiday support

The recruitment process is in progress and we will update when someone is in post.

Once they are in post there will be a two-week induction and then we will plan the work that needs to be done. The post-holder will be linked quickly into engaging with parents and providers and will work with the part-time Assistant Team Leader who has the lead on holiday supports and who knows the children, knows which venues are most suitable and has an overview of the timeline for supports to be in place.

The Disability Strategy Group has sent out a Survey Monkey to parents and carers primarily to get information on support gaps during term time and weekends so that we can work together to address this. This also includes a question about support and childcare over the holidays.

SQA

There has been no progress on this because of the other challenges with COVID but we will task the new worker take this forward.

BEARING THE FRUITS OF DIGITAL TECHNOLOGY

Congratulations to The Royal High School for being recognised with the Apple Distinguished School award.

The accolade is given to schools across the world who have demonstrated innovation, leadership and educational excellence in making digital learning part of everyday school life.

The Royal High follows in the footsteps of Tynecastle High School who became has received the recognition three times since 2016.

Depute Head Teacher Kate Fraser said: “The Royal High is delighted to achieve an Apple Distinguished Schools award. The school has a culture, shared vision and shared responsibility that embraces meaningful change and innovation, to ensure that every learner within our community is prepared for the global challenges they will face. We’re proud to be one of the oldest schools in Europe, yet has always been passionate about adapting to the evolving context of the world, including the deployment of digital technology.

“Learners are becoming digital innovators. There is no question of inequality with regards access to devices, as we continually strive to close the poverty related attainment gap. Our digital journey has extended far beyond substitution. Our learners make creative decisions regarding the best way to demonstrate their learning and technology provides opportunities to think critically, problem solve and engage in decision making.”

The award reinforces the Council’s ambitious Empowered Learning project which will see 39,000 iPads distributed to every pupil from P6 to S6 along with shared devices for P1 to P5 and Early Years as part of our inclusive education strategy Edinburgh Learns for Life.

The project is due to completed by the end of 2022.

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Education, Children and Families Committee

10:00, Tuesday, 12 October 2021

Learning Estate Strategy – Guiding Principles

Executive/routine Wards Council Commitments	Executive all
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1. Recommendations

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

- 1.1.1 Approve the ***Edinburgh's Learning Estate Strategy 2021: Investing in New Buildings: Guiding Principles*** document included in appendix 1 of this report.

Julien Kramer

Interim Executive Director of Education and Children's Services

Contact: Crawford McGhie, Senior Manager Estates and Operational Support

E-mail: crawford.mcghie@edinburgh.gov.uk

Learning Estate Strategy – Guiding Principles

2. Executive Summary

- 2.1 This report outlines the key aspects of ***Edinburgh’s Learning Estate Strategy 2021: Investing in New Buildings: Guiding Principles***.
- 2.2 There is a significant planned investment in the learning estate included in the Council’s 10-year Capital Investment Programme. The learning estate strategy has been created to act as strategic guidance for learning estate investment projects.
- 2.3 Investment in the learning estate is essential to achieve the priorities in the Council Business Plan.

3. Background

- 3.1 In September 2019 the Scottish Government published Scotland’s Learning Estate Strategy: Connecting People, Places and Learning. This document provided guidelines for investment in the learning estate and outlines the criteria to be used by all the projects in the Learning Estate Investment Programme (LEIP).
- 3.2 The Council has three projects which are part of the LEIP - the replacement projects for Currie High School, Liberton High School and phase 2 of Wester Hailes High School. These projects are part of the Wave 4 learning estate investment programme which also includes committed investment in Castlebrae and Trinity Academy.
- 3.3 The Council’s 10-year Capital Investment Programme also includes significant investment in new early years, primary and secondary learning estate infrastructure aligned to the growth of the city outlined in the development plans (LDP and City Plan 2030).
- 3.4 All of this investment in the learning estate has a key role to play in achieving the priorities in the Council’s Business Plan for a net zero carbon city and to provide more services locally where people require. This will also require investment across the existing learning estate to ensure buildings are energy efficient but also suitable to act as community hubs for the delivery of wider services to local people.

4. Main report

- 4.1 The ***Edinburgh’s Learning Estate Strategy 2021: Investing in New Buildings: Guiding Principles*** document is attached in Appendix 1. The strategy pulls together elements of the Scottish Government’s Learning Estate Strategy and aligns them with

key aspects emerging from the Council Business Plan and the strategic framework [Edinburgh Learns for Life](#) to arrive at 5 core themes – Teaching and Learning; Sustainability; Digital; Inclusion and; Community - which will guide future investment in Edinburgh's learning estate.

- 4.2 The strategy is the starting point for briefing project teams working on the significant number of learning estate investment projects included in the Council's Capital Investment Programme. As each project is then developed more specific user and technical briefs are developed to guide the project design team.
- 4.3 A Learning Estate Investment Implementation Unit has been established with appropriate officer involvement from across the Council to ensure improvements to the learning estate meet the aspirations outlined in the Council Business Plan. The unit is aligned to the Council's corporate governance structure for teaching and learning, sustainability and 20-minute neighbourhoods to ensure opportunities for the learning estate to support improvements to increased integrated service delivery in local areas are progressed.

5. Next Steps

- 5.1 The ***Edinburgh's Learning Estate Strategy 2021: Investing in New Buildings: Guiding Principles***, if approved by Committee, will be published on the Council website and used to guide future investment in the learning estate.

6. Financial impact

- 6.1 There are no additional or new financial implications.

7. Stakeholder/Community Impact

- 7.1 Detailed engagement with all relevant stakeholders is progressed for ever learning estate investment project.

8. Appendices

- 9.1 Appendix 1 - ***Edinburgh's Learning Estate Strategy 2021: Investing in New Buildings: Guiding Principles***



Aerial view of proposed Maybury Primary School & Health Centre, Architype 2021

EDINBURGH'S LEARNING ESTATE STRATEGY 2021

Investing in New Buildings: Guiding Principles

Introduction

Purpose of this Document

This document sets out the principles which will guide decision making and project briefing for new investment in Edinburgh's learning estate. It will provide a high-level brief for all new learning estate buildings that will mean they are developed in line with the strategic objectives of the Council and support and facilitate the delivery of excellence in learning and teaching.

This document serves as a reference point for everyone involved in learning and teaching in Edinburgh and as a statement of intent for stakeholders involved in school and community infrastructure projects, regardless of their scale. It is a dynamic document written to encourage innovation and continual improvement in the delivery of learning and teaching and the role of schools and early years settings in their wider communities.

Strategic Context

City of Edinburgh Council's vision 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. The [Council's Business Plan 2021](#) recognises that Edinburgh's Learning Estate is fundamental in meeting the aspirations of this vision through investment in new, modern, sustainable and inclusive schools and early years facilities. It is through this investment and the considered planning and design of the assets it creates that Edinburgh can realise the wider strategic objectives of its Business Plan.

The 10 principles in the [Scottish Government's Learning Estate Strategy](#) provides the framework around which City of Edinburgh Council's own Learning Estate Strategy is formed. These are developed further by the Council's Business Plan 2021 which set out four core principles for development of Edinburgh's school estate:

- Future schools will be truly inclusive, designed to accommodate the needs of all children irrespective of disability or additional support requirements;
- Future schools will be planned according to the principles of a '20-minute neighbourhood';
- Future schools will be constructed to Passivhaus standards;
- Future schools will be influenced by learner-led consultations.

These four principles and the strategic objectives of the Business Plan stem from the City's Edinburgh Learns for Life Strategic Framework which is used by the Council to deliver on the requirements of the National Improvement Framework. Edinburgh Learns for Life pulls together all aspects of quality assurance within education to ensure operational

alignment with these strategic objectives. The Council's Learning Estate Strategy is a key component of Edinburgh Learns for Life.

Edinburgh Learns for Life

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



We will co-create the environments where learners can lead and shape their own learning.



We will use a place based approach to build collaborative and sustainable learning communities and networks.



We will provide inclusive, equitable, valuable learning opportunities for everyone.

Guiding Principles, Priorities and Themes

With the aim of creating an inclusive, zero-carbon world class learning city; the City of Edinburgh Council vision is for a place-based approach to learning and community infrastructure investment. The ambition is for inclusive, community lifelong learning hubs, where public services can be co-located with links to travel networks, green infrastructure and strategic public transport networks. These strategic objectives reflect the guiding principles of Scotland's National Learning Estate Strategy (below), the Council's Edinburgh Learns for Life Framework (top right) and the Council's Business Plan (right) and are represented in this Strategic Brief by 5 Core Themes.

Scottish Government's Learning Estate Guiding Principles

- Learning environments should support and facilitate excellent joined up learning and teaching to meet the needs of all learners.
- Learning environments should support the wellbeing of all learners, meet varying needs to support inclusion and support transitions for all learners.
- The learning estate should be well-managed and maintained, making the best of existing resources, maximising occupancy and representing and delivering best value.
- The condition and suitability of learning environments should support and enhance their function.
- Learning environments should serve the wider community and where appropriate be integrated with the delivery of other public services in line with the place principle.
- Learning environments should be greener, more sustainable, allow safe and accessible routes and be digitally enabled.
- Outdoor learning and the use of outdoor learning environments should be maximised.
- Good consultation about learning environments, direct engagement with learners and communities about their needs and experiences, and an involvement in decision making processes should lead to better outcomes for all.
- Collaboration across the learning estate, and collaboration with partners in localities, should support maximising its full potential.
- Investment in Scotland's learning estate should contribute towards improving learning outcomes and support sustainable and inclusive economic growth.



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Edinburgh Learns for Life Strategic Goals



Edinburgh Business Plan Core Principles

- Future schools will be truly inclusive, designed to accommodate the needs of all children and young people irrespective of disability or additional support requirements.
- Future schools will be planned according to the principles of a '20-minute neighbourhood'.
- Future schools will be constructed to Passivhaus standards.
- Future schools will be influenced by learner-led consultations.



Edinburgh Learning Estate Core Themes



- Learning spaces should be comfortable, safe and intuitive in their layout and adjacencies. They should facilitate collaborative working and play, across ages, across stages and across different users whilst also providing quiet, individual spaces.
- School grounds and nursery play areas are learning spaces and there should be strong connections and blurred boundaries between indoor and outdoor spaces.
- Furniture and equipment should be agile and varied to meet the needs of different users and different ways of learning. It should be comfortable, robust and easily cleaned. It should be easily moved when it needs to be but sturdy and safe when positioned.
- Spaces should provide the best conditions for learning and teaching with lighting, heating, ventilation and acoustics optimised to provide a comfortable environment supporting positive outcomes for building users.

All Learning and Teaching spaces, indoors and out, should be flexible to respond to the needs of all users and support changing pedagogies.

Teaching & Learning

- Our Learning Estate should provide inclusive environments where all learners feel safe, achieving, nurtured, responsible and included.
- We want to create a truly inclusive education system and reduce the number of special schools.
- All learning spaces should be carefully designed to meet increasingly complex and diverse learning needs.
- Every project should have learners at their heart with the UNRC rights of the child and GIRFEC at their core.

Every learner has the right to be educated in their community and, where possible, in their local school or Early Years setting. The learning estate will be designed to ensure that wherever possible, children can be educated in their local community.

Inclusion

- The learning estate should provide digitally enabled environments for users, to ensure equity of opportunity. The embedding of new technology in a strategically managed approach enhances teaching and learning, supports collaboration, reduces workload, minimizes risk and increases creativity.
- Technology should support and facilitate the way in which we want teaching and learning to take place: being flexible, adaptable and inclusive, to inspire visionary, innovative and inspirational learning experiences.
- Our Learning Estate should provide an environment where the use of digital technologies enhances learning and teaching and gives learners the skills to understand, apply and create new digital solutions of their own (digital connectedness).

Technology should be fully enabled and ubiquitous, embedded in learning, encouraging and developing shared collaborative resources to empower learners.

Digital

Applying Edinburgh's Core Themes



Community

Sustainability

Our schools should be more than a school. They should be welcoming, shared spaces for everyone, shaped by Place Principles that create, develop and contribute to communities.

Education is the best way of encouraging global citizenship and raising awareness of environmental challenges; the Learning Estate should provide a resource that educates users and helps shape attitudes and behaviours.

- The Learning Estate should provide an environment that weaves together global citizenship, education in sustainable development and outdoor learning as part of everyone's learning experiences.
- The Council's Learning Estate should contribute to meeting Edinburgh's net-zero carbon and sustainability objectives.
- Technical and design interventions such as Passivhaus, green roofs, water saving measures, etc. should be celebrated and be made visible as part of the design of new facilities to raise awareness and educate service users.
- A place-based approach should be taken to learning and community infrastructure investment to create lifelong learning and community hubs that provide a social focal point in their neighbourhood.
- Learning Estate projects should assess opportunities to improve links to strategic transport corridors, active travel routes and green infrastructure.
- Quality Outdoor Learning and Teaching space should be fundamental to any new design scheme which should be varied and interesting, low maintenance and accessible as a learning space for all.
- There should be a focus on sustainable food production to promote Health and Wellbeing and Enterprise as part of our service delivery.

A Curriculum for Excellence

'A Curriculum for Excellence' establishes the values, purpose and principles of education in Scotland for children and young people between the ages of 3 and 18. It is based on allowing learners to develop the following four capacities:



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- **Successful learners** with enthusiasm and motivation for learning determination to reach high standards of achievement and openness to new thinking and ideas;
- **Confident individuals** with self-respect, a sense of physical, mental and emotional well-being, secure values and beliefs and ambition.
- **Responsible citizens** with respect for others and commitment to participate responsibly in political, social and cultural life.
- **Effective contributors** with an enterprising attitude, resilience and self-reliance.

The learning environments that we create should support teachers in the delivery of the curriculum and support learners in developing the 'four capacities'.

Innovation and Change

As technological development accelerates and global and local priorities shift, education must adapt. The teaching and learning environments we design

today must be flexible and agile in the way they can be configured so that they can work effectively throughout their life.

Teaching and learning environments and the facilities and spaces that support them should provide the opportunities necessary to develop people's skills for learning, life and work.

Modern working environments and practises are increasingly open and flexible, facilitated by technology and driven by higher productivity through collaborative working and a focus on worker's health, well-being and professional and personal development.

The environments we create for our learners; the places, the schools, the classrooms and the outdoor spaces; should promote and encourage the kind of learner we will need in the workplaces of the future.



The Digital Strategy for the learning estate will be focused on supporting the rollout of 1:1 devices for all learners allowing learning opportunities both indoors and outdoors.



Learning and the curriculum will also be integrated with the community; both in terms of the physical environment provided by new buildings and the partnership working made possible by the facilities and spaces offered.

Inspiring Achievement and Belonging

The Learning Estate should be designed as a network of community hubs offering life-long learning and engagement facilitated by the approach to its design rather than just a community programme of services and events.

The Learning Estate should motivate and inspire the aspirations, achievements and attainment of the learners who access it, through the quality of the environments created.

These environments will provide spaces to suit and support all learners, seamless digital connectivity and rich outdoor learning opportunities; learners and the wider community will feel valued and respected. In turn, they will respect, engage with and respond positively to spaces which have been designed with their needs in mind.

"We use a wide range of learning environments and creative teaching approaches."

"How Good Is Our School? 4th Edition 2015; 2.3 Learning Teaching and Assessment; Quality of Teaching – Level 5 illustration"

Teaching & Learning



"The environments we create for our learners; the places, the schools, the classrooms and the outdoor spaces; should promote and encourage the kind of learner we will need in the workplaces of the future."

Optimised Environments

New schools and Early Years settings should be welcoming and inclusive for all, appearing as a natural part of their environment, inviting in learners and members of the community.

Evidence shows that the design of learning space will have an impact on a learner's progress.

Spaces should provide the best conditions for learning and teaching with lighting, heating, ventilation and acoustics optimised to provide a comfortable environment supporting positive outcomes for building users.

Teaching & Learning Space Strategy

Every school and nursery should have a range of learning environments available. Spaces should be agile to provide teachers with the opportunities they need to support differentiation and challenge learners to progress at an appropriate pace.

Learning environments should encourage learners to lead their own learning whilst also providing the facilities to allow discussion and individual evaluation of learning.

Buildings and outdoor spaces that encourage and support efficient utilisation of spaces and facilities is key.

Users should experience an environment that works for all and achieves this by empowering users to adjust or reconfigure spaces, furnishings and equipment to support a variety of meet teaching and learning activities.

Community Hubs

Context and Background

A key principle of the Council's 20-minute City strategy is delivering a range of services from a single building or campus. This optimises usage and customer capture and encourages synergies and greater planned and unplanned collaboration and social interaction between different people.

By integrating a mix of programmes and services, Community Hubs encourage cross-over users and are more likely to engage first-time users in new programmes. In addition, 80% of the Council's own carbon footprint is attributable to running buildings. By joining up services and thinking differently about how we deliver services, we can make our estate more efficient and reduce the need for individual buildings which traditionally only offer a single service. This allows us to invest in our best buildings both to make them more fit for purpose and better performing from a carbon perspective, at the same time as allowing a richer mix of uses to benefit the whole community.

As the most significant public assets within many areas of the city, the learning estate will play an important part in this strategy.

What is a Community Hub?

There is no single model for what a Community Hub should look like. The services they provide and the programmes they deliver need to be developed to meet the needs of the community they serve.

However, broadly a Community Hub may be defined as:

A school or nursery site from which partnerships provide the mechanism and create an environment for the integrated delivery of services and activities that meet the needs of all learners and the community.

In Community Hubs learners should be at the heart of decision making. They should benefit from the services and activities delivered while their engagement with these services and activities should contribute to community development.

The mix of services will be dependent on the needs of the local community but will be focused on life-long learning, cross-generational activities, health and well-being, social services, youth development, family support and community development.

Accordingly, a Community Hub is not a building and it is not quickly created. However, the design of our new buildings and their grounds should create the right environment and provide the flexibility to allow community partnerships of different types to thrive. This begins during the initial stakeholder engagement processes when existing and aspirational community requirements should be identified.

A Welcoming Place

A Community Hub should be an inviting and welcoming place where all users are greeted as they enter the building and with clear signage to direct people.

Shared spaces should be easily accessed with other spaces made available out of school or nursery hours as a shared community resource or for commercial hire.

As an investment in the community we will want our Learning Estate to serve the local area well, for buildings to be used efficiently and for outdoor spaces to encourage use and development through a sense of shared ownership.

A Community Hub will provide opportunities for formal and informal social interactions amongst different people for different reasons. They will be community anchors where people can meet and socialise, thereby building community identity. Accordingly, a welcoming space that is respected and provides a sense of shared ownership and responsibility is fundamental.

Community Design Considerations

- A good design should not involve conflict between the needs of one user over another. However, where a conflict does arise the needs of learners should be at the heart of decision making.
- School and Early Years buildings should be designed zonally with each area capable of being isolated from the others to allow greater control of access arrangements.
- New buildings should be fully accessible and inclusive for all learners, from very young children to older people. Cross-generational use should be the expectation.
- School Grounds should be a significant community resource with areas provided to encourage shared growing and planting. A zonal access arrangement may be as applicable outside as it is inside. Access to sheds for storage of equipment and resources should be considered.

Community



"...the change required to end poverty in Edinburgh is as much about changing the day to day experiences, connections and relationships between individuals and organisations and within communities as concrete change to material circumstances."

The Edinburgh Poverty Commission report "A Just Capital – Actions to End Poverty in Edinburgh"

A Safe Place

Community and school or Early Years setting interactions will often highlight the apparent conflict between the desire to make school or Early Years settings safe and secure places whilst also making them open and connected places for everyone.

The safety and security of our young people is a priority, but we need to do it in a way that builds bridges rather than fences.

A Community Hub should support safe spaces by encouraging passive surveillance through thoughtful design, a mixed programme of activities encouraging greater footfall; and the ethos it promotes.

A safe school or Early Years setting will instil in learners of all ages an understanding and respect of potential dangers and, where appropriate, encourage them to take greater responsibility for themselves and for others.

Community hubs need to undertake appropriate risk assessment and help all users, including children, to confront and manage risk appropriately. The safety of all users will be best ensured by the shared approaches and practises of the school or Early Years setting and service providers.

Inclusion at the Heart

Inclusion is at the heart of City of Edinburgh Council's education policies, planning, ethos and culture. It is based around four core principles:

- Relationships
- Rights Respecting
- Resilience Building
- Restorative

Just as these principles should be visible in the service we deliver, they should be visible in the facilities we provide for our learners.

The building of any new learning and teaching spaces presents an opportunity to provide a learning environment which will more effectively meet the needs of all learners through an inclusive approach to design. Inclusion in this sense is not an 'add on' and is instead about provision of a variety of flexible and adaptable spaces that enable inclusion within the standard schedule of accommodation.

"The school works with key partners to remove barriers to learning and provide an inclusive learning environment."

"How Good Is Our School? 4th Edition 2015; 2.3 Learning Teaching and Assessment; Quality of Teaching – Level 5 illustration"

The inclusion strategy for the design of a new school or Early Years setting will ensure that there are a variety of spaces to support learners needs, enhancing support throughout the curriculum, creating opportunities for different modes for learning. This means building flexibility into the design to allow spaces to be tailored to best meet the needs of their learners.

Designing for Inclusion

The design of our learning and teaching spaces should reflect the variety of research available on inclusive design. It is important to recognise that inclusive design is not simply about access, which may focus on the needs of disabled users in particular; but is about creating spaces that meet the needs of all users. This means that designers need to have a good understanding of how people will interact with and experience that environment. This will best be achieved by involving the end users, principally children and young people, in the design process. Stakeholder engagement is considered in the sections that follow.

A few key considerations are listed below although it should be noted that these are generally for learners with autism and further research and engagement should be drawn on to meet the needs of other users.

Acoustics and Sounds

Getting the acoustics right for teachers and learners in all areas is vital. Spaces for more traditional instruction that support verbalisation to a larger group and high levels of audibility should be identified and designed accordingly. Smaller spaces within larger open-plan spaces that support "deep learning" where learners are more likely to be speaking quietly in small groups should also be considered in acoustic design.

Removing the need for a school bell is an example of a more inclusive approach for sound sensitive users. Removing the school bell also deinstitutionalises the learning environment, enabling learners to be responsible for their time management as they will be in their working lives. It also allows a safer and staggered transition of movement between areas thereby creating a calmer environment for all, but in particular for those learners who find difficulties in managing noisy/busy spaces.

Wayfinding

Considering how routes may be defined will be important for some learners and visitors. Signage, colour contrast, textures and finishes should be used to aid building users by providing direction, predictability and clearly defining different areas. Other sensory experiences such as smell and noise can be used to help orientate users with visual impairments.

Glazing and views between spaces (for example glazed door panels) can assist in identifying spaces or the presence of other people. Manifestations on glazed panels will be used to alert users to the presence of glazing but may also be used to bring character to learning and teaching spaces and identify particular spaces.

Wayfinding in reception areas will be critical to guide people to the location of particular facilities (such as sports hall or activity spaces) and also identify areas which may not be accessed. The reception itself should be clearly identified with building users intuitively identifying it and directed toward it upon entering the building.

Where signage is used, it should be simple, clear and at a height appropriate for all users – including those in wheelchairs – to view.

Interior Design

A colour pallet that reflects research in inclusive design; avoiding white and over-stimulating colours and adopting a natural, calm colour scheme. Dark flooring and feature colours can help with wayfinding.

Small, deliberate spaces such as nooks can help users to retreat from a busy environment. Spaces that traditionally serve a particular purpose – such as a dining space – should be designed with other uses in mind outside of their 'core' user hours.

Visually complex or distracting environments such as exposed pipework and lots of display should be avoided.

Inclusion



Flexible and fun environments that encourage movement and activity for all should be provided as this helps learners with additional needs to take a movement break without being made to feel different from their peers.

Corridors should be avoided where possible; circulation routes should have plenty of space for passing and incorporate breakout or other support spaces to provide a more welcoming, more functional and less intimidating space.

Circulation routes should be designed to limit footfall past or through key learning spaces to limit opportunities for disruption.

Creating visual and textural links indoors with nature through biophilic design will improve wellbeing.

Comfort and a feeling of homely relaxation have been identified as priorities for learners throughout our recent school consultations, also promoting feelings of improved wellbeing.

Structures, installations and furnishings should not provide climbing opportunities.

Lighting should be customisable to provide for a variety of different activities.

The Role of Digital

The effective and creative implementation of new and emerging technology into the design of new and repurposed buildings is crucial to improving outcomes for learners.

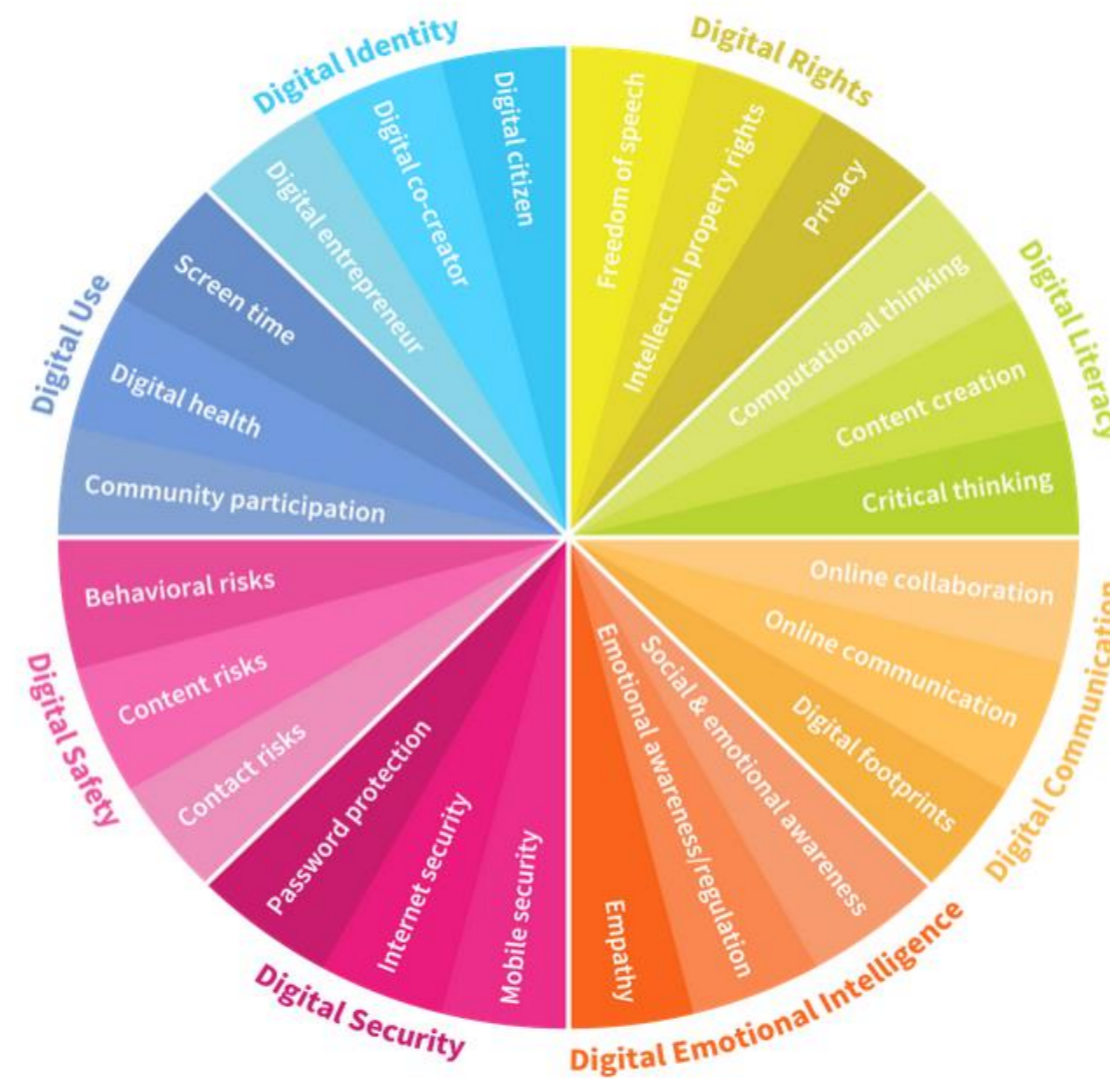
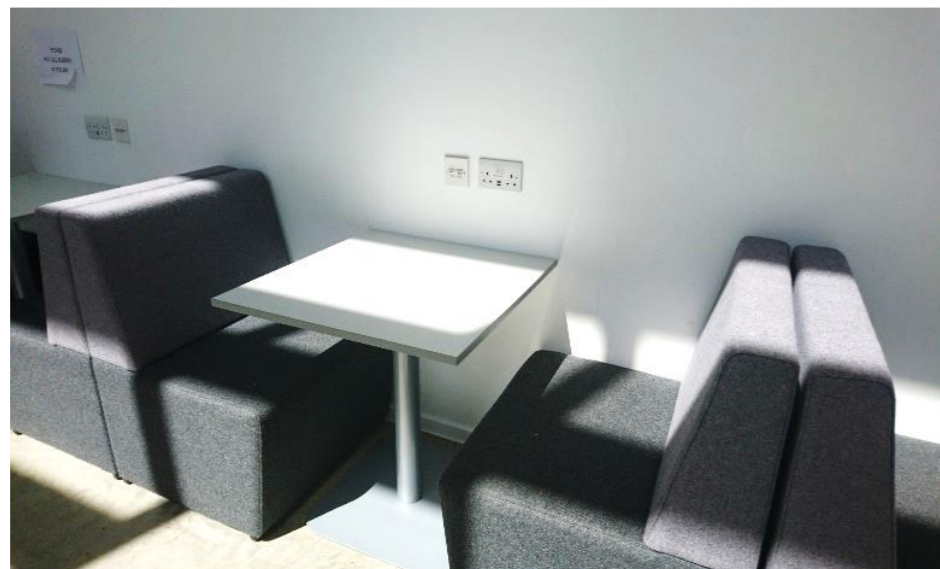
The role of new technology is fundamental to the future of teaching and learning, to empower learners with the skills and abilities required for lifelong learning. The role of digital learning though, is less about learning discrete skills associated with knowing how to use technology and more about technology being able to facilitate, support and improve the ways of working that are needed if we are to better equip learners for the future.

New buildings should benefit from a digital 'mix and match' approach, providing teachers and learners with more choice in how technology can support and enhance teaching and learning.

Advances in peer to peer and video conferencing technologies should be embedded in digital infrastructure to create immersive environments. This type of technology is being used to support collaborative and partnership learning across established networks both locally and nationally. It embraces the vision for future learning environments, to support equity and accessibility as well as encouraging partnership and community collaboration.

With the move towards agile learning environments and away from traditional classroom space teachers and learners need to be able to access their technology flexibly. Teachers will employ mobile technologies so they can work from anywhere within the Learning Estate. School pupils will each have a mobile device which may be cast to a screen to allow presentation and collaboration.

Creative solutions should be used to provide multi-purpose spaces that are digitally enabled. ICT should be engaged from the early stages of the design phase and throughout the project to create technologically immersive spaces that work.



What does it mean to be a digital centre of excellence?

- A place that uses technology to enhance learning and teaching
- A place where use of technology is an inspiration to others
- A place that seeks out digital links with the community and employers

How can we achieve this?

- By the inspiring use of technology that encourages and welcomes lifelong learning in the local community and promotes enterprise and entrepreneurship.
- By developing a flexible and dynamic environment that can accommodate a wealth of activities in a variety of settings that can change to meet demand over time.
- By creating an inviting space where the whole community can use the facilities during and out of school hours

Digital





Sustainability



Edinburgh's [Vision for playgrounds](#) (illustration by Michaela Lyons)

The Importance of Outdoor Spaces

The provision, design and value of outdoor learning spaces is considered by City of Edinburgh Council to be as important as that of interior learning spaces. This will ensure creative approaches to outdoor learning activities are embedded in the curriculum and connect people with nature. This connection should extend to interior design, creating a mutual two-way relationship between internal and external learning landscapes, promoting positive health and wellbeing through biophilic design.

We believe that the Learning Estate's outdoor spaces should be quality places for play and learning and have strong links with the community. New schools will promote out of hours use of their grounds and even consider shared use of some spaces, such as growing spaces, during the school day.

Our [Vision for playgrounds](#) provides further general detail on our aspiration for our school grounds and a brief for the design of outdoor spaces.

"Education can bring about a fundamental shift in how we think, act, and discharge our responsibilities toward one another and the planet."

['Why education is the key to sustainable development'](#), Irina Bokova, Director-General of UNESCO

Visible Sustainability

We want to provide a landscape that encourages learners to be responsible citizens who understand their environment and nurture a sense of wonder in the natural world. We want children and young people to establish a healthy relationship with food by growing and preparing it themselves.

We also need children and young people to be aware of emerging sustainable technologies and understand the difference they make and their importance. Accordingly, we believe that sustainable technologies should not be hidden from view. Building users need to understand how and why a building is working to limit the impact it has on our environment. The building itself should be an educational resource to inspire the next generation to think and act responsibly.

Sustainable Lifestyle

Sustainable living should permeate every aspect of the learning estate, through design of buildings that enable more energy efficient use, to ensuring that building users have the opportunity and are motivated to travel by environmentally friendly means. There are huge benefits for communities to engage with learning for sustainability.

Sustainable Practice

A significant barrier to outdoor learning in Scotland is willingness to be outside in wet, windy and cold weather.

Solutions for easy access in all weathers should be designed into the building and landscape. Considering use of canopies to create useable sheltered outdoor space, barrier matting and easy access wet weather gear storage and drying.

Addressing the Site

The location and orientation of new Learning Estate buildings and the way they connect and relate to surrounding infrastructure, spaces and communities is critical.

The design and location of new buildings should respond to the site and the context. This will vary from project to project. However, in general, new buildings should endeavour to adhere to the following:

Orientation

- The building should limit over shadowing to external play spaces;
- The building should be orientated to offer the optimum thermal performance;

- The building should be orientated so that its main entrance is easily accessible from site boundaries.

Form and Design

- The building appearance will be inspiring and make a statement reflecting the Council's values;
- The building appearance will be something the wider community can be proud of and feel a connection too;
- The main entrance area of the building should be welcoming and avoid an institutional or sterile feel;
- The building will have easy access to external spaces from its core internal learning and teaching spaces;
- The building will ideally be a compact form with social spaces at its heart and travel distances between core adjacencies limited;
- The building will be designed with a clearly developed expansion strategy to future proof against changes in demand.

Landscaping

- The landscaping will be an extension of the building, in general offering more 'formal', 'organised' spaces close to the building getting progressively 'wilder' and more natural towards site boundaries;
- There will be no parking places provided other than for disabled users except where a strong case for more can be demonstrated;
- There will be no provision made for drop off or pick-up spaces or turning circles;
- Active travel should be at the heart of decision making when considering off-site connections and supporting facilities.

Stakeholder Engagement

Co-creating

The Scottish Government's Learning Estate Strategy identifies good consultation as one of its ten key principles:

"Good consultation about learning environment, direct engagement with learners and communities about their needs and experiences, and an involvement in decision making processes should lead to better outcomes for all."

The Council's own consultation policy highlights the importance in listening to and acting upon the views of stakeholders across the public sector. It highlights that "effective consultation involves genuine dialogue, respect, integrity, transparency and accountability. It also involves the ability to evidence how views were sought, considered and how they influenced the decisions made."

Accordingly, a carefully planned programme of engagement with all stakeholders and interested parties will be fundamental to any project where changes are being made to a learning and teaching environment or the ways in which people will engage with their community resources.

Engaging with Children and Young People

Article 12 of the UN Convention on the Rights of the Child (UNCRC) says that children and young people have the human right to have opinions and for these opinions to be heard and taken seriously. Article 12 is also concerned with making sure that children and young people feel able to express their opinions – regardless of their age.

Design Teams should be prepared to work with children and young people directly and/or support school staff in undertaking engagement exercises to elicit children and young people's views on learning and teaching environments and any solutions or designs being developed. The consultation and engagement work should involve children and young people in a way that supports the objectives of the project and benefits their own learning and development. Planning for this engagement should be arranged with school management and should focus on answering the following questions:

"Good consultation means better outcomes – engaging with, consulting and involving all potential users and interests helps to highlight expectations, identify the options and refine objectives"

Building Better Schools: Investing in Scotland's Future

Planning for Pupil Engagement

- What is the aim and purpose of the consultation?
- What are the objectives?
- What are the areas of the project, design, problem or solution on which views/advice are being sought?
- Who is being consulted and when are they being consulted?
- What are the most appropriate methods?
- Who will be involved in carrying out consultation work and in what role?
- How will background information or knowledge useful in reaching views or decisions be shared?
- If the project is over a long period of time, how will pupils be kept engaged and/or informed?
- How and when will feedback be delivered?
- What other learning and development opportunities might exist as part of the wider project?

Design <i>For</i> People	Design <i>With</i> People	Design <i>by</i> People
Inspired by People	Learning from People	Empowering People
Inferred needs	Translated needs	Self-recognized needs
The thing itself	Process and tools	Platform and vision
Users & Consumers	Creators & Designers	Collaborators & Participants

Three approaches to how people influence the design process ('Inclusive design and schools', Porter, 2018)

Key Documents and Reference Material

- **Education (Scotland) Act 1980**
National legislation covering the main aspects of Education in Scotland
- **Education (Additional Support for Learning) (Scotland) Act 2004**
Local Authorities must provide support for any child with additional support needs.
- **UN Convention on the Rights of the Child (UNCRC)**
A human rights treaty that protects the rights of children and young people including their right to be heard in decisions affecting them (Article 12) and their right to play.
- **Getting It Right for Every Child**
Central to all government and local authority policies, GIRFEC places children and young people at the heart of decision-making with a focus on what actions will make a positive difference to their circumstances and how these can be delivered.
- **Curriculum for Excellence**
The Scottish national curriculum for 3-18 year olds aimed at helping children and young people gain the knowledge, skills and attributes needed for life in the 21st century.
- **Curriculum for Excellence Through Outdoor Learning**
Recognises the importance of outdoor learning and provides guidance to practitioners to embed the use of outdoor learning and teaching in school activities.
- **Schools (Health Promotion and Nutrition) (Scotland) Act 2007**
Places health promotion at the heart of a school's activities. Every school pupil in Scotland should receive at least two hours per week of physical education and two periods in S1 to S4.
- **The Children and Young People (Scotland) Act 2014**
Provides the legislative framework for looked after children and young people and their rights.
- **Scotland's Learning Estate Strategy: Connecting People, Places and Learning**
Sets out the national vision for Scotland's learning estate and the guiding principles and objectives.
- **Vision 2030+: Learning for Sustainability**
National Action Plan to embed learning for sustainability in Curriculum for Excellence to enable building of a socially just, sustainable and equitable society.
- **Space to Grow**
Design guidance for early learning and child care and out of school care settings. While aimed at pre-school, many of the principles apply to early stages at primary school.
- **City of Edinburgh Council Business Plan**
Sets out the Council's priorities and how it will deliver on the aims of Edinburgh's Community Plan.
- **Edinburgh Poverty Commission: A Just Capital – Actions to End Poverty in Edinburgh** Final report of the Edinburgh Poverty

Commission following its inquiry into poverty in Edinburgh, it's causes, consequences and solutions.

- **Edinburgh Climate Commission**
The Edinburgh Climate Commission is an independent body working to accelerate action on climate change in Edinburgh.
- **SportScotland**
Scotland's national sporting authority provides guidance on development of sporting facilities and is a statutory consultee through the Planning process.
- **Participants, Not Pawns: Guidance on Consulting Children and Young People on School Closures (and Other Significant Changes)**
This guide from Children in Scotland is focused on the Schools (Scotland) (Consultation) Act 2010 requirements but its principles are applicable in all kinds of change projects affecting children and young people.
- **"How Good Is Our School? 4th Edition 2015**

"Care needs to be taken to ensure that ambitions to improve the sustainability of the school estate are kept up front at each stage of the design process to achieve the desired outcome. Buildings and grounds need to support learning for sustainability pedagogy and practise and include the provision of thoughtfully developed greenspace to support learning and facilitate daily contact with nature and natural play."

Vision 2030+ Concluding Report of the Learning for Sustainability National Implementation Group, March 2016



Education Children and Families Committee

10am, Tuesday, 12 October 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 Agree next steps at 5.1 – 5.2.
 - 1.1.3 Agree that updates on the work detailed in this report and the Action Plan are presented at every Committee until further notice.

Julien Kramer

Interim Executive Director Education and Children's Services

Contact: Annemarie Procter, Depute Head Teacher

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Promoting Equality

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 Early Years settings, primary, secondary and special schools, the ASL Service, Quality Improvement and Curriculum Service, Lifelong Learning, and partner organisations.
- 2.2 This report describes work to raise awareness of discrimination and inequality. We re-affirm our commitment to confronting and addressing the harmful and deep-rooted problem of interpersonal and systemic racism and discrimination in all its forms.
- 2.3 We re-affirm our commitment to opposing and tackling sexual harassment and gender-based violence. This report describes whole-school approaches to addressing the issue.

3. Background

- 3.1 Previous reports on equalities and inclusion and measures to improve the opportunities, experiences and outcomes for children and young people have been presented to the Education, Children and Families Committee, most recently an update at the August 2021 Committee (<https://democracy.edinburgh.gov.uk/documents/s36506/6.1%20Business%20Bulletin.pdf>). A previous report was presented at the May 2021 Committee (<https://democracy.edinburgh.gov.uk/documents/s33920/7.3%20Promoting%20Equality.pdf>) together with the Anti-Racism Action Tracker (<https://democracy.edinburgh.gov.uk/documents/s33959/5.3%20Racism%20Action%20Tracker.pdf>)
- 3.2 The 2021-22 Equality, Diversity and Inclusion Action Plan can be found in Appendix 1.

4. Main report

- 4.1 A Senior Development Officer for Equalities has been appointed and will work with an Associate Head Teacher and a Depute Principal Psychologist to strengthen leadership and capacity for this important work.

- 4.2 We welcome the recent publication of three national resources to support Race Equality and Anti-Racist Education <https://education.gov.scot/improvement/learning-resources/promoting-race-equality-and-anti-racist-education/> . These resources affirm the Race Equality and Anti-Racist work already underway in our establishments and will support next steps.
- 4.3 As part of Race Equality seminars for school leaders (April - June 2021), school leaders were asked to consider three questions: what has worked well?; what has not worked well and what would you have done differently?; what are you planning on doing next? The information collated demonstrates the varied work schools are doing in this area and practice that can be shared, as well as areas for further development. A summary of responses can be found in Appendix 2. The data collated will be used to inform a recall session for school leaders in October 2021.
- 4.4 The following aim and reflective questions guide our work on the Curriculum.

HGIOS 2.2 ‘Our curriculum is grounded in our commitment to securing children’s rights and wellbeing.’

In our diverse school communities, our aim is that all children and young people will experience a curriculum that:

- positively reflects their identities, languages, cultures and histories
- is delivered with cultural awareness and sensitivity, using high quality resources
- develops critical literacy

The below suggested reflective questions to support discussion in staff groups and faculties will be shared with school leaders and Equalities Coordinators:

1. Do teaching resources - across all curricular areas - support this aim?
2. Do we intentionally represent multiple perspectives / worldviews on a topic?
3. Do we critically examine the resources we use to teach sensitive topics, especially topics which may have particular significance for and impact on individual learners or groups of learners? e.g. slavery, migration

- 4.5 Planning is underway for children and young people to participate in the consultation on Edinburgh’s Slavery and Colonialism Legacy in November 2021.
- 4.6 Information, resources and good practice continue to be shared across schools through the bi-monthly Equalities Newsletter for all staff and the Edinburgh Learns Equalities Tile (internal site).
- 4.7 We welcome the launch of the first phase of the national implementation of LGBT Inclusive Education (<https://education.gov.scot/improvement/learning-resources/lgbt-inclusive-education/>). These resources will support our ongoing work to achieve our stated aim for the curriculum (see 4.4).

- 4.8 We welcome publication of the new national guidance on supporting transgender young people: (<https://education.gov.scot/improvement/learning-resources/supporting-transgender-young-people-guidance-for-schools-in-scotland/>) and will now progress revising our previous local authority guidance. We will ensure that we discuss this important theme with our Parent, Pupils and Staff Reference Groups.
- 4.9 We are committed to opposing and tackling sexual harassment and gender-based violence in all its forms. We will continue to raise awareness amongst children, young people and the wider learning community through the whole school approaches, including addressing issues of gender equality across the curriculum, in the national 'Relationships, Sexual health and Parenthood' programme, and through whole school approaches such as the Rights Respecting Schools Award and Mentors in Violence Prevention peer mentoring project. We welcome the recently launched **Equally Safe at School** (<https://www.zerotolerance.org.uk/equally-safe-at-school/>) resource which will strengthen this work.
- 4.10 Bullying and prejudice incidents data continue to be monitored closely and a summary for school session 2018-2021 is found in Appendix 4.
- 4.11 The SEEMiS Bullying and Equalities module for recording all bullying and prejudice-based incidents was introduced in June 2019, following pilots in a small number of schools. Prior to June 2019, schools submitted an annual return of bullying and prejudice-based incidents. The SEEMiS Bullying and Equalities module records more detailed information than previously collated, including a wider range of categories for the perceived reason. The new categories are highlighted in blue font in Appendix 4. It should be noted that the incident count shown in Appendix 4 is the highest possible count of incidents: it includes each instance of the perceived reason being displayed, per pupil and per nature of incident. For example, if one pupil experienced racism by 2 other pupils and this involved both name-calling and abusive messages, this would show as 4 instances of racism. In the previous system (up to June 2019) this would have counted as only one incident.
- 4.12 There has been a marked increase in the total number of recorded incidents from 2019-20 to session 2020-21. In both primary and secondary, there has been a five-fold increase: in primary from 157 to 838 recorded incidents; and in secondary from 223 to 1131 recorded incidents. As noted in previous reports, the total number of incidents for session 2019-20 in both primary and secondary is significantly lower than would be expected. This is explained by the lack of familiarity with the new recording system and also by the period of school closures from mid-March to end June 2020.
- 4.13 The main difference (from session 2019-20 to 2020-21) in the percentage of incidents for perceived reason is a marked reduction in proportion of incidents where the reason was 'not known' and a marked increase where the perceived reason was 'race and racism incl. culture', across primary and secondary. There have also been slight increases in the proportion of incidents for a small number of other perceived reasons.

- 4.14 Without accurate baseline data (2019-20), it is not possible to draw firm conclusions about the reason for the marked increase in incidents where the perceived reason was 'race or racism'. However, in session 2020-21, as an immediate action in response to allegations of racism in some secondary schools, we introduced a strengthened procedure for preventing and responding to bullying and prejudice, with supplementary guidance on tackling racist incidents and creating an anti-racist culture. All schools were required to review their school policy and procedure. This was supported by training on tackling racist incidents for all school Equality Co-ordinators and Race Equality seminars for school leaders. In addition, all schools established or reconstituted pupil-led Equality groups. We know from school leader evaluations that there is raised awareness and understanding of what racism looks like and its impact on children and young people. In addition, it is recognised that historically there has been under-reporting and recording of racism, therefore an expected impact of focused work in this area is an increase in the number of reported and recorded incidents.
- 4.15 It is worth noting that over the same period, the bi-annual pupil wellbeing survey indicates mainly positive trends for questions related to bullying. The table below shows the percentage of children and young people who agree with each statement.

	2019	2021
Secondary		
Staff are good at dealing with bullying behaviour	43%	49%
I would know who to go to if I was being bullied	73%	77%
There seems to be a lot of bullying at school.	36%	31%
Primary		
Adults in school are good at dealing with bullying	80%	84%
Bullying happens in my school.	39%	34%
I would know who to go to if I was being bullied	87%	86%

Whilst there is clearly still work to do to eliminate bullying and prejudice in all its forms, these trends would suggest that our work in this area is beginning to have an impact.

- 4.16 In session 2020-21, we continue to support schools with robust implementation of the procedure. We will continue to monitor the data to gain accurate information about children and young people's experiences and to evaluate implementation of measures to address bullying and prejudice.

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.

6. Financial impact

- 6.1 Training for History teachers on teaching the Transatlantic Slave Trade – match funding TBC.

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 Education and Children's Services, Equality, Diversity and Inclusion Action Plan 2021-22
- 9.2 Appendix 2 Race Equality Survey – summary of school responses
- 9.3 Appendix 3 Equalities Newsletter September-October 2021
- 9.4 Appendix 4 Bullying and Prejudice-related Incident Count 2018-2021

Appendix 1

Education and Children's Services Equality, Diversity and Inclusion Action Plan 2021-22 (Year 2 of 3)

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 2020 - 2023.

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"> probationer teachers and mentors: Equalities training for probationers on induction day 12th August raise awareness of bias and inequity: Head Teachers and Lifelong Learning managers – promote 'Leading in Colour' consultation with staff from groups of interest – experience in the workplace (teacher/PSA/youth workers) – recommendations. identify ways to recognise and support aspiring minority ethnic teachers and youth workers (see above) 	Teachers & practitioners GTCS School and LL leaders Local Authority Local Authority	August 2021 Oct/Nov. 2021 June/Aug. 2021 Dec. 2021	<ul style="list-style-type: none"> completed HT Race Equality Seminars delivered April/May /June 2021. Follow-up task. Recall planned for Oct/Nov. 2021 Online survey open during June 2021. Analysis in progress. Follow-up focus groups. Recommendations Dec. 2021
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 BME / black history and culture across all curricular areas in primary school education through youth work 	<ul style="list-style-type: none"> Map work to decolonise secondary Curriculum [R] Professional Learning: Teaching the Transatlantic Slave trade (secondary History) [R] Map work to create an inclusive curriculum (primary) [R] Explore supports for community/heritage languages as L3 (1+2 Language Strategy) 	Teachers, Partners Local Authority Local Authority Local Authority, Partners	Nov. 2021 May 2022 Jan. 2022 Jan. 2022 Ongoing	<ul style="list-style-type: none"> SLWG Planning underway – Edinburgh and Glasgow Universities SLWG

Pathways	<ul style="list-style-type: none"> • Heartstone Story Circles • IYS Restless Natives 	Schools & partners Schools	August 2021 - ongoing	St. Augustine's HS, Stenhouse PS, Craighour Park PS Tynecastle HS and St. Augustine's HC
<p>3. Health and Wellbeing Preventing and responding to bullying and prejudice - ongoing implementation of revised procedure and evaluation.</p> <p>Youth Work</p> <p>Support for LGBT young people</p> <p>Strengthen approaches to tackling gender-based violence (Equally Safe)</p>	<ul style="list-style-type: none"> • Further awareness-raising of procedures with parents-carers • Professional Learning: <ul style="list-style-type: none"> ✓ training for new Equality Co-ordinators and PSAs ✓ training for wider staff on dealing with racist bullying and racist incidents [R] • Ongoing authority level analysis of recorded bullying and equalities incidents data by protected characteristics / other factors [R] • Support for schools to use this data effectively: guidance on effective use of SEEMiS Bullying and Equalities module; training • Deliver training for anti-racist youth work [R] • Revise Edinburgh guidance on supporting transgender young people following publication of new national guidance (August 2021) • Progress LGBT Charter in 11 schools; develop pupil survey to support LGBT Charter schools • Write guidance on tackling homophobic, biphobic and transphobic incidents • Support ongoing implementation of Mentors in Violence Prevention 	Parents & Carers, partners Local Authority, Partners Local Authority Local Authority, teachers LL with LAYC and partners Teachers & practitioners, Local Authority and Partners Schools and Partners Teachers & practitioners, Partners Local Authority	December 2021 November 2021 February 2022 Ongoing December 2021 May 2022 March 2022 Sep. 2021 - ongoing Feb. 2022	

	programme and new Equally Safe at School resource.		September 2021 - ongoing	
4. Professional Learning See also Themes 1, 2 and 3.	<ul style="list-style-type: none"> Race Equality recall session for school leaders (follow-on from May/June Race Equality seminars) [R] Embed core Equalities training (online) for all school staff (leadership, teaching and non-teaching), CLD managers and youth workers in essential learning matrix. Create 'professional learning packs' to support whole-school Equalities CAT (Collegiate Activity Time) sessions 	School Leaders Teachers & practitioners Local Authority	November 2021 October 2021 Oct 2021/Jan 2022/May 2022	<ul style="list-style-type: none"> 5 hours ring-fenced for Equalities in Working Time Agreement
5. School Renewal Planning Edinburgh Learns for Life	<ul style="list-style-type: none"> planning for all themes gives due regard to equality including socio-economic disadvantage, sustainability and human rights [R] Equality, Equity and Inclusion page in school renewal plans 2021-22 	Local Authority School leaders	ongoing August 2021	
6. Communication and engagement: children and young people, staff, parents, partners	<ul style="list-style-type: none"> Workshops to support effective pupil equality groups IYS Race Ambassadors programme continuing in Liberton HS and Royal HS; starting in Broughton HS, Boroughmuir HS, Craigmount HS [R] Edinburgh Saroj Lal Award Consultation with children and young people on Edinburgh's Slavery and Colonialism Legacy Children and Young People's Equalities Event 	Local Authority / Practitioners Schools and partners Local Authority, partners	Ongoing Feb. 2021 Nov./Dec. 2021 Nov. 2021	

Note Updates are shown in blue font. [R] indicates actions related to the recommendations from the investigation in allegations of racism

Appendix 2 Race Equality Survey: Summary of School Responses, June 2021

From the responses, the three most common actions that have worked well in primary are: equality training for all staff and subsequent recognition about a need to move on; the leadership of pupils through Equality groups; staff reviewing resources and developing materials. In secondary, head teachers noted the impact of initial equality training and the need to build on this; the success of staff equality groups in developing this work; the strength in the involvement of young people.

Concerns noted by both sectors were: lack of opportunity for face-to-face meetings with staff, parents and pupils; time pressures due to impact of COVID; staff having time to understand and absorb the changes required in relation to race equality.

The three most common areas for development in the primary sector are: to provide more opportunities for staff training to increase their understanding and knowledge so that they are more confident in their teaching and children's learning; reviewing the curriculum and resources to ensure that they reflect diversity and inclusion and an anti-racist perspective; and to involve children and parents more in the school's equality developments. The three most common areas for development for the secondary sector are: to provide more opportunities for staff training to increase their understanding and knowledge so that they are more confident in delivering an anti-racist curriculum in their own subject area; to improve the reporting and recording of racist incidents through relevant and appropriate staff training and systematic changes to their current practices; and to provide a focus on race equality in the school improvement planning to change culture through staff training



Equalities Newsletter

September to October 2021



Welcome to the September — October 2021 Equalities newsletter!

Welcome, everyone, to the first Equalities Newsletter of the new session! We hope you had a lovely—and hugely well-deserved—summer break, and that the new session has started well.

We have quite a year ahead of us in all kinds of ways— not least Equalities—and every couple of months, we'll be highlighting for you key issues, guidance, resources and support.

As an authority, our 3 main areas of work are: increasing ethnic diversity in the workforce; preventing and responding to bullying and prejudice; and developing and inclusive, diverse and decolonised curriculum. If you're interested in supporting Equalities work in your school, your school Equality Co-ordinator would love to hear from you!

For now, we have lots to share with you in this Newsletter—we hope you enjoy the read and that you're inspired! Thank you, as ever, for all you're doing to promote equality, diversity and inclusion.

In this issue...

- **Calendar of events** for September and October with links to selected resources
- **Sharing Good Practice:**
Castlebrae Community High School
Firhill High School
- **Focus on Black History Month**
- **Equalities Training Opportunities**
- **Additional information and resources**

We hope to put together

The Best of Black History Month 2021

Sharing good practice

We're looking forward to hearing about what's happening in your school!

Please send in your contributions

sandra.1.scott@ea.edin.sch.uk

Nikhat.Yusaf@ea.edin.sch.uk

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



SEPTEMBER

- 1st-30th** **Sickle Cell Awareness Month**
- 6th-8th Rosh Hashana (Jewish)
- 8th** **International Literacy Day**
- 11th Enkutatash-Ethiopian/Coptic New Year (Rastafari, Ethiopia)
- 15th-16th Yom Kippur (Jewish)
- 20th-27th International Week of Deaf People
- 21st** **International Day of Peace**
- 22nd Autumn Equinox ; Mabon Ostara (Wicca Pagan)
- 23rd Bi Visibility Day
- 26th European Day of Languages
- 27th Meskel (Ethiopian and Eritrean Orthodox)

OCTOBER

- 1st-31st** **Black History Month*; ADHD Awareness Month; Global Diversity Month**
- 1st Older People's Day; Mid Autumn (Moon) Festival (China)
- 2nd Dyslexia Scotland Education Conference
- 4th-10th** **Challenge Poverty Week**
- 9th** PANS/PANDAS Awareness Day
- 11th International Day of the Girl
- 9th-16th National Hate Crime Awareness Week
- 15th** **Dussehra (Hindu)**
- 17th International Day for the Eradication of Poverty
- 26th Intersex Awareness Day
- 28th Eid Milad un—Nabi. Prophet Muhammad's birthday. (Muslim)

*See focus pages in this newsletter.

Selected Resources

SEPTEMBER

1st-31st Sickle Cell Awareness Month

Information for schools:

<https://www.sicklecellsociety.org/resources/>

<https://www.tes.com/news/how-schools-can-support-pupils-sickle-cell-disease>

8th International Literacy Day A day to remind the international community that literacy is a human right and the foundation of all learning

<https://worldliteracyfoundation.org/international-literacy-day>

<https://globaldimension.org.uk/event/international-literacy-day/2020-09-08/>

<https://www.twinkl.co.uk/event/international-literacy-day-2020>

21st International Day of Peace A day to call on all nations to observe a day of non-violence. Peace Day provides a powerful and inspiring opportunity to engage children and youth in diverse activities related to peace, unity and making a positive difference in their world.

<https://internationaldayofpeace.org/get-involved/children-and-youth/>

<https://globaldimension.org.uk/event/international-day-of-peace/2020-09-21/>

<https://www.tes.com/teaching-resource/international-day-of-peace-assembly-6112248>

OCTOBER

1st-31st Black History Month

As we look forward to celebrating Black History Month this October. Schools have a wonderful opportunity to be part of the national celebrations and events to honour the accomplishments of Black Britons throughout our history. See the BHM website for resources and information.

[Black History Month 2021 - Proud To Be](#)

1st Mid Autumn Festival (China)

The Mid-Autumn Festival is celebrated in many East Asian communities. In China, it's a reunion time for families, while in Vietnam, it's more like a children's day.

<https://www.chinahighlights.com/festivals/mid-autumn-festival.htm>

15th Dussehra (Hindu)

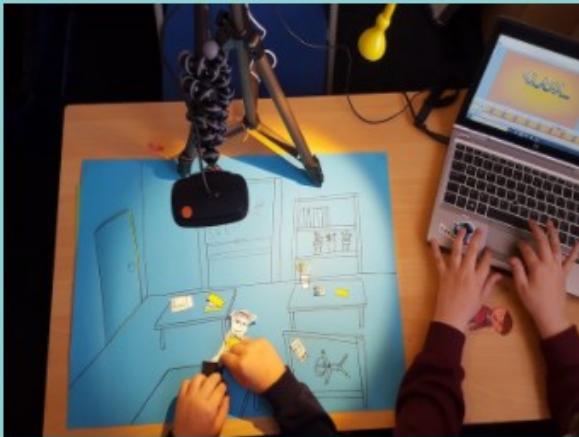
Dussehra signifies the victory of good over evil and truth over falsehood. Please see classroom resources here: [7 Top Dusshera Teaching Resources \(twinkl.co.uk\)](#)

Sharing Good Practice

A collaboration between Castlebrae Community High School and STEP/Edinburgh University

Myself and a third-year pupil from a Traveller/Showman family engaged with the STEP/Edinburgh University project, hoping to tackle past and current prejudices faced by these communities.

The STEP/Edinburgh University project are creating a cultural awareness animated video about Traveller/Showman communities and are using first-hand invaluable input from our student. Through our regular online Teams meetings with the project lead and the animator, our pupil has enthusiastically engaged in the conversation. Along with asking other family members, they have provided information, photographs and many facts and stories about their lifestyle and heritage.



The aim of this educational animated video is to help educate both pupils and staff about the lifestyle/heritage of the traveller/showman communities, looking at traveller culture and customs including their family/homelife, work life, travelling, language, education, and other traditions. Hopefully, this information will help prevent prejudices these communities regularly face. Regrettably, our student and their family have experienced various prejudices in the past, so this project is much needed.

In recognition of our pupil's enthusiasm and engagement, the Project team presented them with an award for their involvement and stated that their 'contributions were so valuable'. This was so well deserved by our pupil and demonstrated how much they personally wanted to participate with this project, in order to highlight and tackle these prejudices in our society.

Ann Dunlop, Pupil Support Officer, Castlebrae Community High School

Please see the [STEP website](#) for further information on the animation project. We would particularly like to highlight STEP's work on gathering the views of young people from GRT communities

The views and experiences of children and young people from travelling communities can tell us much about the problems with our education system. Listen to these views then find out about taking action for change.



Sharing Good Practice

Firrhill High School Rights Respecting Schools Equalities Group launches a new Podcast Series

The student group at Firrhill has launched a new series of podcast exploring the UN Convention of the Right of the Child's articles which were chosen by the all Firrhill students last year. Podcast guests will be invited to discuss articles where they have an interest or expertise.

The first in the series is out now and relates to Article 30 of the Convention which is that : Every child has the right to learn and the language, customs and religion of their family whether or not they are shared by the majority of the people in the country where they live. Firrhill Maths teacher Simone Kupisz discusses the influence of Soca Music on her growing up.



The students in the group are busy researching other articles to discuss with guests and would welcome any potential guests to the pod. Please contact the school if you think you can help and speak to Mrs Kerr - who runs the group - in the first instance.

The podcast is available on most podcast platforms - search 'Firrhill' to find it!

[Listen on Apple Podcasts](#)



Photo - Ms Kupisz with some of the S5 RRS Equalities group students running through sound checks

World events—Afghanistan

You will have seen the crisis unfolding in Afghanistan in recent weeks. This may affect students in schools from the Afghan diaspora and young people from resettled families who might soon be starting in education settings. The impact will also be felt by Muslim families who might see an increase in Islamophobia. Added sensitivity will be needed when working with our refugee and migrant learners and families who have been here for a while, as all this media coverage and focus could bring up traumatic experiences.

A good read for teachers when trying to explain the refugee experience. [‘We tried to be joyful enough to deserve our new lives’: What it’s really like to be a refugee in Britain’](#) - article by Zarlasht Halaimzai about how she and her family escaped Afghanistan when she was a child and their experiences in London. It’s beautifully written and heart-breaking to read.



Training/courses:

Supporting Refugees and Asylum Seekers Introductory module on MyLearningHub
Future Learn Courses: [Why Do People Migrate? Facts](#)

[Migrants and Refugees in Education: A toolkit for teachers](#)

EIS Welcome to Scotland Packs — The EIS has produced a suite of educational packs to welcome young people from migrant and refugee families into Scottish schools. The Welcome Packs are specific to three age ranges (P1-P4, P5-S3 and S4-S6), and are designed to inform young people and their parents of their rights as pupils/students in Scottish education and to convey a positive, welcoming message to the young people about Scotland as their new home. Packs will be distributed to schools during September and October.



Social Media

Some interesting accounts to follow on Twitter :

@SirGeoffPalmer Professor Emeritus in the School of Life Sciences at Heriot-Watt University in Edinburgh, Scotland, and a human rights activist

@CPAGUK Child Poverty Action Group

@PTCScotland The Poverty Truth Community in Scotland

@ANewChapterBks Children's Bookstore dedicated to diversity & inclusion

And on Instagram:

[Black History Month Scotland](#) - Scotland's annual Black History Month events programme. Raising awareness of Black history all year round

[Interculturalyouthscot](#) Intercultural Youth Scotland. A platform for emerging talent and anti-racist activism.

NOTE: views expressed on Twitter are those of the author and do not necessarily reflect those of the Equalities Newsletter editors.



Intersectionality—Equality and Poverty

Research shows that the key protected characteristics which intersect with poverty are disability and race. Also, lone parent families are at high risk of poverty. As 90% of lone parents are women, this relates to the protected characteristic of gender (sex). There is further intersectionality for disability and race; race and gender. Equity work is grounded in an examination of how policies, practices, and structures operate with factors such as race, gender, sexual orientation, class, and disabilities to limit or leverage access to learning opportunities.

Leadership for Equity Professional Learning This professional learning will provide participants with the knowledge, understanding, attitudes and skills to respond effectively to the challenge of delivering equity and closing the poverty related attainment gap at whole school strategic level (school leaders) or within their classroom (class teachers). Further course outline and booking information can be found on MyHR using the following course codes.

School Leaders CF2931

Class Teachers CF2930—Please note that these courses run during the school day. Class teachers should seek permission from their line manager before booking on.

Teacher Professional Learning: EIS PACT The PACT professional learning offer for Scottish teachers explores the nature, causes and consequences of poverty, as well as the possible practical and pedagogical interventions to mitigate its impact on children and young people's school education. Read the PACT report and watch the webinars here: [Report on PACT Anti-poverty Professional Learning \(eis.org.uk\)](#)

4th—10th Oct Challenge Poverty Week

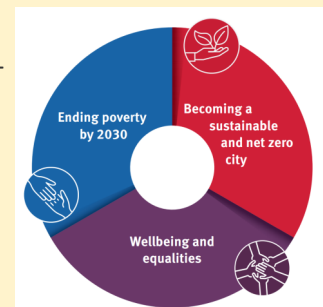
Challenge Poverty Week, co-ordinated by [The Poverty Alliance](#) is designed to highlight that poverty is a problem we can solve, and to showcase solutions we can all get behind. The week is an opportunity for you to raise your voice against poverty and unite with others in calling for a more just and equal Scotland. Each year, hundreds of organisations in Scotland do just that, including elected representative, charities and NGOs, local authorities, faith groups, businesses, school and colleges, trade unions, professional bodies and more. **Will you join us?**
#ChallengePoverty #NowIsTheTime

Schools can and do make a difference!

Poverty is a systemic issue stemming from ideological and political choices so schools cannot be expected to eradicate it. However, schools CAN make a difference. Crucially, schools can take action to ensure that they do not become poverty creators. The CPAG in Scotland (Child Poverty Action Group) [Cost of the School Day Toolkit](#) helps schools eliminate unnecessary costs from school life and provides resources for the classroom and for whole school action on poverty. More here: [Cost of the school day film](#)

CEC Anti-Poverty Work The [Edinburgh Poverty Commission](#) launched its final report [A Just Capital: Actions to End Poverty in Edinburgh](#) in September 2020. The Commission concluded that poverty in Edinburgh is real and damaging, but it is not inevitable. They made a call to action for the city to end poverty in Edinburgh by 2030

Our Future Council; Our Future City Priority 1: ending poverty and preventing adverse outcomes such as homelessness and unemployment



Focus on: Black History Month 2021

October is Black History Month.

[The Coalition for Racial Equality and Rights \(CRER\)](#) has co-ordinated a uniquely Scottish Black History Month during October since 2001. This encompasses the history of African, Caribbean and Asian people in this country; people who often have a direct link with Scotland through slavery, colonialism and migration. Black History Month focuses on people whose sacrifices, contributions and achievements against a backdrop of racism, inequality and injustice are often forgotten about.



Of course, one month is not enough. These stories are still largely absent from our history books and education system, and CRER campaigns to change this every month of the year. The new resources on Race Equality and Anti-Racist education highlighted on **page 14** can help us to do that.

Please take a moment to look at the full programme for [Black History Month Scotland](#) and decide how you'd like to honour this important event in your school.

Get involved : #Proud to Be

[Black History Month UK](#) is launching a new campaign to mark Black History Month 2021 in October. Inspired by the 2020 Black Lives Matter events, the new campaign is called 'Proud To Be'. It



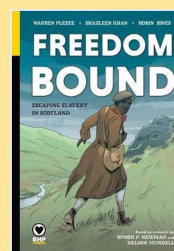
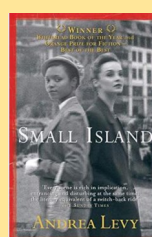
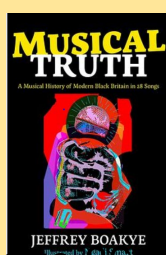
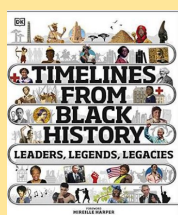
invites Black and Brown people of all ages throughout the UK to share what they are proud to be. For example, Proud To Be Black, Proud To Be Brown, Proud To Be Black & LGBTQ+, Proud To Be Me. The campaign will launch in September in the run up to Black

History Month in October and people will be able to get involved via Black History Month UK's magazine, website and social media. People will be able to share what they are Proud To Be via letter, email or social media, including video and audio clips. We would love to see some Edinburgh colleagues and learners featured. Follow the link above to find out more.

Scottish Book Trust- [Great Reads for Black History Month](#)

Genre: History, Identity Age group: 6-8, 9-11, 12-14, Adults

October is Black History Month, and the perfect time for readers of all ages to delve into these great reads about Black history in Britain.



Focus on: Black History Month 2021

Resources for schools

[New Black History Resource Pack for schools launched by Black History Month UK to champion black history all year round, across all of the curriculum - Black History Month 2021](#)

The Black History Month UK School Pack 2021 has been created by Black History Month UK in partnership with Museum and, The National Caribbean Heritage Museum and Bishop Grosseteste University in Lincoln.

The pack includes 14 collections of new teaching materials covering the whole curriculum including Black History in maths, science, history, English, Modern Foreign Languages (French and Spanish), art, literature, drama, music, RE, Citizenship and PSE.



Free Streamed Storytelling Performance for Primary Schools

For Black History Month 2021, inspire your KS1 and KS2 pupils with this live performance from award-winning storyteller Usifu Jalloh.

Join professional storyteller and educator Usifu Jalloh on an imaginative journey around Africa to celebrate Black History Month.

Find further details here: [Black History Month Storytelling For KS1 and KS2 | Settle Stories](#)

Learning opportunity for adults and over 14s

[Black History Walking Tour of Edinburgh](#)

[Multiple dates](#) in Sept and Oct



The tour will be led by Lisa Williams of the Edinburgh Caribbean Association. Hear the fascinating but little-known stories of Edinburgh's deep connections with Africa, Asia and the Caribbean from Tudor times to the present day. The walk around the centre of the town will make you see Edinburgh's statues and buildings in a whole new way. Please contact Edinburgh Caribbean Association for more details.

Email edincarib@gmail.com or text/call 07429 540849

Instagram: [@caribscot](#)

Twitter: [@edincarib](#)

www.eventbrite.com/e/black-history

Equalities Training Opportunities

EIS—Leadership Towards Management for Black and Minority Ethnic Teachers and Lecturers -

Dates: Thursdays 9th and 16th September 2021 Time: 5pm to 8pm

Location: online, via Zoom Book a place: [via the online booking form](#)

EIS PACT: Anti-Poverty Professional Learning for the Teaching Profession.

Open to all—no EIS membership required.

[PACT \(eis.org.uk\)](http://eis.org.uk)

Check out the Edinburgh Learns Equalities Tile for Professional Learning opportunities:

[Equalities - Professional Learning](#)

Working with Gypsy Traveller Children and Families

Click here for training recently delivered for Edinburgh schools by STEP and MECOPP

[Gypsy Travellers - Professional Learning](#)

Supporting Refugees and Asylum Seekers

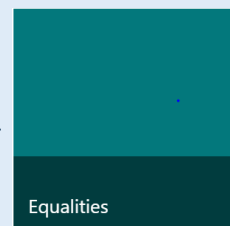
Introductory module on MyLearningHub

Respectme training

14th Sept—[Online Bullying](#) 28th Sept—[Bullying...It's never acceptable](#)

Note:

Equalities modules previously hosted on CECIL are now accessible on My Learning Hub Platform. Please follow the link to Edinburgh Learns > Equalities Tile > Professional Learning > MyLearningHub [Equality and Diversity Modules](#)



Additional Resources and Information

NEW Guidance on Supporting Transgender Pupils in Schools

The Scottish Government has published refreshed non-statutory guidance for education authorities and schools, that gives advice on the legislative, policy and practical considerations that they may wish to make, in supporting Transgender young people. The guidance replaces previously used guidance by LGBT Youth Scotland which has been in place since 2017.

With this publication, Scotland becomes one of the first countries in Europe to issue Government-led guidance on supporting Trans young people in educational establishments.

<https://education.gov.scot/improvement/learning-resources/supporting-transgender-young-people-guidance-for-schools-in-scotland/>



Additional Resources and Information

Equality, Diversity and Inclusion Calendars

Shap calendar of **religious festivals**: <http://www.shapworkingparty.org.uk/calendar.html> there is a cost

Another option is as follows: <https://www.interfaith.org.uk/resources/religious-festivals>

Online **Equality and Diversity** calendars:

Bradford University: [BC Plus Calendar \(nusdigital.s3.amazonaws.com\)](https://nusdigital.s3.amazonaws.com)

One page calendar dates: [keyinclusiondatescalendar2021-22.pdf \(gwh.nhs.uk\)](#)

[Diversity, Equality and Inclusion Calendar 2021 — Dual Frequency](#) – you need to sign up to download a copy of your interactive Diversity calendar which is linked to the Equality Act 2010

https://www.uxbridge.ac.uk/images/pdf/About-Us/Equality_Diversity/

[HCUC Diversity Calendar 2021.pdf](#)

[The Diversity and Inclusion Calendar 2021 | Inclusive Employers](#)

*You can also refer back to our [Equalities newsletters](#) that have the bimonthly calendar of (selected) religious and cultural events etc.

Note: Some events will need to be updated on a yearly basis as the dates change e.g. Ramadan. Eid ul Fitr , Easter etc

Something extra—Plan Global Learning into your curriculum using this calendar of global days and annual events. [Events Calendar > Global Dimension](#)

A suggestion for setting up EDI calendar of events in school life:

Members from pupil equalities group/Equalities Coordinator/staff members/parents etc to form a short life working group to pull together a calendar of events that can then be part of school's yearly calendar. This group can meet once a year at start/end of session to check dates/consult and finalise EDI calendar dates as part of school's embedded equalities ethos and practice.



Shakti Women's Aid [Shakti Women's Aid \(shaktiedinburgh.co.uk\)](http://shaktiedinburgh.co.uk) have been awarded funds to operate the **Support for Migrant Victims Scheme (SMV)**, a one-year project to provide temporary support for migrant survivors of abuse and to build a better understanding of their needs. **This scheme is now open for referrals.**

Email: Abygail@shaktiedinburgh.co.uk

Phone: 07843 358 214



Additional Resources and Information

Young Filmmaker Competition—now open!

respectme has teamed up with Scotland's Junior Conservatoire of Film, part of the Royal Conservatoire of Scotland, to launch a new competition which invites 7-18 year-olds across Scotland to get creative and try their hand at filmmaking. With three entry categories, winning films will be announced and celebrated at a special online premiere event to mark **Anti-Bullying Week 2021 (15-19 November)**.

Budding filmmakers are being invited to bring their voices and experiences to the big screen by thinking creatively about the little, or the big things that can help make life better for young people experiencing bullying. The competition is part of respectme's latest campaign **#WhatMadeItBetter?**, which explores the approaches that have helped people respond to bullying behaviour.

The competition also provides entrants with the opportunity to learn about the filmmaking process through expert filmmaking guides and 'how to' videos produced by The Junior Conservatoire of Scotland film lecturers. All information relating to this new exciting competition can be found at www.whatmadeitbetter.com. Start your filmmaking journey today.



Ali gets hearing aids

A comic, aimed at primary-school-age children, about getting hearing aids.

Ali has been told he needs hearing aids.

The comic follows him as he goes to the audiologist to have ear-moulds made, then his hearing aids fitted, what a difference the hearing aids make and how he looks after them.

Free to download from :

[Ali gets hearing aids](#)

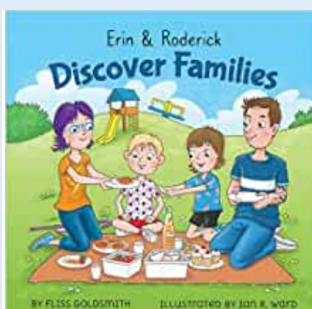


Additional Resources and Information

The Independent Thinking Children's Book Festival

[Children's Book Festival | Independent Thinking](#)

We would particularly like to highlight the following readings/interviews available on the website:

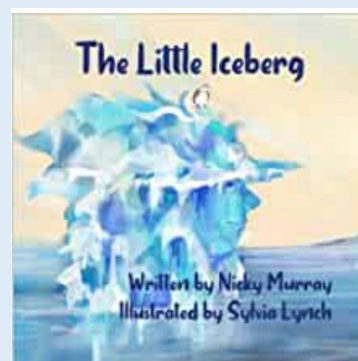


Erin and Roderick Discover Families by Fliss Goldsmith

A picnic in the park brings up questions as to what makes a family a family? They all look so different. We soon learn that whatever the question, let love guide the answer. Diversity, equality and inclusion through love, tolerance and understanding. Age 4-8

The Little Iceberg from Nicky Murray and Suzanne Zeedyk

The Little Iceberg holds a secret. She's not just cold and lonely. She's frightened too. It is a little bird, singing songs of compassion, who helps her find a place of belonging. This is the metaphoric story of a child who is able to embark on a journey of healing because she no longer has to cope with loss and trauma on her own. Age 4-11.



Scottish Rugby: Open door events to welcome BAME communities

Everyone is welcome at Scottish Rugby. We're the organisation that looks after the game of rugby in Scotland. For men. For women. For boys and girls, young or old. Those playing for a job, or those playing just for fun and friendship. We would like to tell you a bit about ourselves and our sport but, more importantly, hear from you, whether you've had any experience with rugby, or are just curious about it.

We'll be hosting open door events this autumn to welcome ethnic minority communities to our game at Scotland's biggest stadium, our home at BT Murrayfield in Edinburgh and at Scotstoun Stadium in Glasgow, where the Glasgow Warriors team play.

Whatever your experiences or perceptions it would be great to meet you. We're working with CEMVO Scotland to enhance inclusion and diversity in our sport and we'd really appreciate if you can join us at these events.



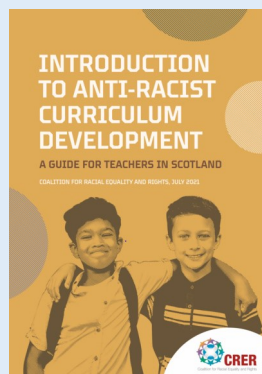
Additional Resources and Information

Curriculum - Embedding Race Equality in Schools—three new publications

[Promoting race equality and anti-racist education](#)—Education Scotland’s resource will ensure children and young people see language, content and imagery that reflects the diversity of culture, identities, and experiences, including their own. Race equality and anti-racism considerations in education are the responsibility of all and essential in all establishments across Scotland, regardless of geographical location. [An overview of race equality and anti-racist education](#)

[Introduction to Anti-Racist Curriculum Development](#) is a guide for teachers, aimed at supporting better practice in Scotland's schools. Guidance from anti-racism charity the [Coalition for Racial Equality and Rights](#).

[A' Adam's Bairns?](#) - The question mark is deliberate! This '[Anti-racist Toolkit for Teachers](#)' has been developed by [ScotDec](#) to be used in a flexible and creative way demonstrating the interconnectedness of today’s challenges and how these have been shaped by attitudes throughout history. The context is at once Scottish and global.



Equality and Equity toolkit

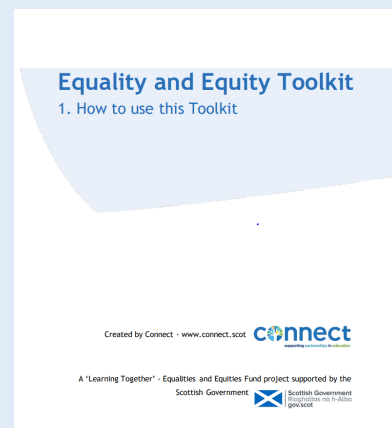
The Equality and Equity Toolkit has been developed to support Early Learning and Childcare settings, schools and communities to:

understand the principles of equality and equity, identify priorities for action, implement and evaluate a plan which will create positive impact for all.

Training Sessions: The first of a number of live free online introductory sessions for the Equality and Equity Toolkit, created by Connect with support from the Scottish Government. The Toolkit is designed to support school communities (staff, parents/carers, partners) as they consider equality and equity in their contexts.

Click the link below to book a free place on the Introducing the Equality and Equity Toolkit session - colleagues, partners and parents/carers can sign up too!

[introducing the Equality and Equity Toolkit](#): 21 Sept 7.30-9pm (other dates are also available to book)



Additional Resources and Information

Mental Health and Wellbeing Support

One Parent Family Scotland, Health in Mind and Salvation Army bring a new for Autumn 2021 Mental Health and Wellbeing support project. All services are free, have no waitlist, reimburse travel costs and can provide IT equipment if required - for anyone who has used a foodbank in the past, are currently using the foodbank or may need the foodbank in the future!

Please access information leaflets at the link below and share with parents and colleagues as appropriate
[Edinburgh Food Project - Mental Health and Wellbeing](#)



Hearts, heads and hands: help us celebrate Scotland's contribution to learning for sustainability.

From 16-18 November 2021, Learning for Sustainability Scotland (LfSS) will be hosting the 12th Global RCE Conference.

Through the overall Conference theme of '*Achieving the Sustainable Development Goals: action through learning in a time of global crises*', delegates will share, explore and build on the knowledge, skills and values within the network to support the capacities and actions needed to achieve the SDGs. The outcomes and outputs of COP26 and COP15 will also be a key part of our discussions.

You can register for the Conference here:
[The 12th Global RCE Conference: 16-18 November 2021 Tickets, Tue 16 Nov 2021 at 08:00 | Eventbrite](#)

Learning for Sustainability SCOTLAND

Scotland's Regional Centre of Expertise
on Education for Sustainable Development



[Exploring Climate Justice A human rights-based approach](#)

Covers climate justice with an intersectionality lens around equalities and UNCRC articles.

Lesson are ready to pick up and go with all links and additional needed resources provided.



Appendix 4 Bullying and Prejudice-related Incident* Count 2018-2021

*Incident count is the highest count of incidents, counting each instance of the perceived reason displayed – per pupil and per nature of incident (e.g. name-calling, hit/tripped, abusive messages)

		Perceived Reason											
		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												
Session 2018-19	464	269	150	30	1	6	2	n/a	0	6			
Session 2019-20	157	81 (52%)	25 (16%)	6 (4%)	0	4 (2.5%)	0	0	n/a	0			
Session 2020-21	838	290 (35%)	173 (21%)	39 (5%)	5 (1%)	29 (3%)	3	0	n/a	3			
Secondary													
Session 2018-19	257	169	47	24	7	5	2	n/a	0	3			
Session 2019-20	223	52 (23%)	51 (23%)	24 (11%)	3 (1%)	4 (2%)	2 (1%)	1 (0.5%)	n/a	0			
Session 2020-21	1131	159 (14%)	316 (28%)	132 (12%)	25 (2%)	44 (4%)	12 (1%)	0	n/a	16 (1.5%)			
		Other: please specify	Additional Support Needs	Asylum seeker or refugee status	Body image and physical appearance	Care Experience	Gypsy/Travellers	Marriage/civil partnership of parents/carers or other family members	Mental health	Pregnancy and maternity	Socio-economic prejudice	Young Carer	
Primary													
Session 2018-19		not gathered before 2019-20											
Session 2019-20		33 (21%)	3 (2%)	0	5 (2.5%)	0	0	0	0	0	0	0	
Session 2020-21		200 (24%)	46 (5%)	0	38 (4%)	6 (1%)	0	1	5 (1%)	0	0	0	
Secondary													
Session 2018-19		not gathered before 2019-20											
Session 2019-20		47 (21%)	13 (6%)	1 (0.5%)	23 (10%)	0	0	0	1 (0.5%)	0	1 (0.5%)	0	
Session 2020-21		251 (22%)	22 (2%)	1	138 (12%)	2	2	0	2	0	9 (1%)	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. 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 session 2020-21, a total of 838 incidents were recorded in primary and 1131 in secondary. Of the 838 recorded incidents in primary, 173 (21%) were based on race, 46 (5%) on additional support needs, 39 (5%) on actual or perceived sexual orientation and 29 (3%) on sexism and gender. 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 1131 incidents recorded in secondary, 316 (28%) were based on race, 138 (12%) on body image/physical appearance, 132 (12%) on sexual orientation, and 44 (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, each child/young person displaying the bullying/prejudice and for each nature of incident (e.g. name-calling, hit/tripped, abusive messages). This means that every incident of bullying/prejudice can show as multiple records for a given perceived reason (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

10:00, Tuesday 12 October 2021

New Primary School Name

Executive/routine	Executive
Wards	Morningside; Southside/Newington
Council Commitments	28

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 Note the content of this report and agree which survey method for determining the name of the new school should be progressed.

Julien Kramer

Interim Executive Director of Education and Children's Services

Contact: Crawford McGhie, Senior Manager Estates and Operational Support

E-mail: crawford.mcghie@edinburgh.gov.uk

New Primary School Name

2. Executive Summary

- 2.1 This report provides an update on the process being undertaken to establish a name for the new primary school currently under construction in Canaan Lane, Edinburgh.

3. Background

- 3.1 A new non-denominational primary school is being constructed in Canaan Lane and is due to open in August 2022. The primary school will open with nursery and primary one pupils only and the roll of the new school will grow each year.
- 3.2 The catchment area for the new primary school is made up of sections from the catchment areas of three existing primary schools – Bruntsfield, South Morningside and James Gillespie's. The primary school is being constructed on a site which is adjacent to the St Peter's RC Primary School and is the current location for the South Morningside Primary School Deanbank Annexe. Ideally, the name for the new school needs to be decided in advance of the school opening so that all the administrative requirements for the opening of a new school can be established.
- 3.3 A report was submitted to the Education, Children and Families Committee on 24 August 2021 and the following recommendations were approved:

To agree to continue the report to the October Education, Children and Families Committee to provide further details on the consultation/engagement methods used to gather views of local interest groups on options for names of the new primary school and to carry out the following actions:

- 1) To confirm with Headteachers what information has been sent to parents regarding the list of options for the new school name.*
- 2) To circulate the correspondence sent to parents from the Council on the naming option of Canaan Lane Primary School.*
- 3) To agree to include North Morningside Primary School on the list of options for school names.*
- 4) To engage with ward councillors and community councils on the options for names of the new primary school and the options for conducting the consultation.*

5) *To approach the groups and individuals responsible for the suggested suitable names to allow them the opportunity to create a briefing/leaflet on the context surrounding their name option.*

3.4 The remainder of this report provides an update on these five requests. Options for taking forward the process of naming the school are provided and Committee is asked to decide which option should now proceed.

4. Main report

4.1 The information sent to parents is included in appendix 1. A related email shared with ward councillors in June 2021 is also included. Further engagement has taken place with ward councillors in relation to the process for naming the new school should. Agreement could not be reached on the best option for the timing of a survey or who should be surveyed.

4.2 One option is to conduct the same survey process as was carried out for the opening of Frogston Primary school. A temporary identifier would be provided for the registration process and then pupils and families who attend the new school in August 2022 could be surveyed in relation to the permanent name for the new school. While the lessons learned from the naming of Frogston Primary School was one of the reasons for trying to get agreement on a name before the new school on Canaan Lane opened, it is possible to delay the decision until there are pupils and families attending the school.

4.3 The other main option would be to proceed with the process for a survey with school communities which was outlined in the report to Committee in August. This was to conduct a survey before the new school opens with families who have children currently eligible for a catchment place at the new school and the families who have children attending the three existing schools where parts of their catchment areas are going to make up the catchment area of the new school. The survey would be developed and managed so that each family can submit one vote for their favourite name for the new school from the list of names already suggested.

4.4 Committee is now asked to consider which of these options for determining the new name of the school should be progressed. As things stand, the current suggested names for the new school are as follows:

4.4.1 Canaan Lane Primary School (based on the location of the new school)

4.4.2 North Morningside Primary School (requested to be included by the)

4.4.3 Saroj Lal Primary School (suggested by the family of Saroj Lal)

It is suggested that these are the names taken forward into whatever survey option with pupils and families is agreed by Committee to be progressed.

4.5 Various local interests had suggested names for the new primary school. The local primary schools and the Community Council have also been approached and asked if they would like to suggest possible names for the new school. As a result of this engagement, several suggestions were made to name the primary school after a person.

4.6 As requested by Committee each of the groups and/or individuals responsible for the suggested suitable names were approached to allow them the opportunity to create

a briefing/leaflet on the context surrounding their name option. They were also asked if they had permission of the person's family to take forward the suggestion and promotion of the option. As a result of this request for further information only one suggestion for naming the school after a person (included in paragraph 4.4) remains.

5. Next Steps

- 5.1 A report on the outcome of the survey with the school community will be submitted to the first appropriate meeting of the Education, Children and Families Committee following completion.

6. Financial impact

- 6.1 There are no additional or new financial implications.

7. Stakeholder/Community Impact

- 7.1 The stakeholder and community engagement undertaken to date and still to be undertaken is outlined in the main report.

8. Background reading/external references

9. Appendices

- 9.1 Appendix 1 Information sent to parents

Appendix 1 – Information Sent to Parents

New school Canaan Lane

As you may know, a new school will open at Canaan Lane in our neighbourhood in August 2022. This new school is the new catchment school for some families in our school community. Full details at [New south Edinburgh primary school on Canaan Lane – The City of Edinburgh Council](#)

A new name is to be chosen for this school and all of the relevant school communities have been asked to give their views on this new name. Please see the message below from the City of Edinburgh Council manager responsible for this.

There has been a lot of discussion with the Education Committee Convenor and Vice Convenor and interest from other local elected members in the process. To date, as a result of these discussions, 3 potential names for the school have emerged. These are:

1. Canaan Lane Primary School – the reason for this choice is self-explanatory due to the name of the road where the school is being constructed.
2. Falcon Hall Primary School – this name has been chosen as the land the new school is being built on was once part of the Falcon Hall estate which has led to lots of the local streets and the play park using the “Falcon” name.
3. Saroj Lal Primary School – please see the information below provided by Vineet Lal (Saroj’s son) which covers the reasons for the option being included.

You should note that we have ruled out **North Morningside Primary School** as a potential name due to the administrative difficulties created by having schools with similar names.

If any parent or child in our school community would like to vote on the name they prefer, or suggest another name, please do so at this link. I will then pass this information to the senior manager responsible.

Once city council receive any further suggestions, it will finalise the options to be put into a preference survey with the Convenor and Vice Convenor. The intention is that survey will run for the first couple of weeks at the start of the new session in August and we will provide further details then on how everyone can vote for their preference.

Further information on Saroj Lal, provided by her son

SAROJ LAL: A LOCAL MORNINGSIDE STORY AN EDINBURGH ICON A SCOTTISH ROLE MODEL

Saroj Lal was a leading figure in Edinburgh and Scotland during the 1970s, 80s and 90s, fighting against racism, injustice and discrimination. She defended the rights of black, Asian and elderly people, and fought for equality for women and refugees. She helped communities to learn English, and minority group children to learn their mother tongue, traditional music and dance. She worked with many people to help her do this – the government, the immigration department, the local council, the police, schools, libraries, hospitals, prisons, social workers, charities, churches, temples and mosques. She even took a lonely patient all the way back to India to reunite him with his parents. It was in her nature. Saroj battled hard for things to change and improve, and she made life better for so many children and their families. Right here, in our city.

Email sent to ward Councillors 11 June 2021

Councillors

Please see below for information.

Hopefully this is self-explanatory and provides you with an update on progress with the process for naming the new school.

Hope you have a good weekend.

From: xxxxxxxxxxxxxx

Sent: 11 June 2021 16:48

To: Local primary school headteachers

Subject: Naming the new school in Canaan Lane

Importance: High

Colleagues

Following on from xxxxxx's email below I am writing to give you an update and ask for your help with the process to name the new school in Canaan Lane.

There has been a lot of discussion with the Convenor and Vice Convenor and interest from other local elected members in the process.

To date, as a result of these discussions, 3 potential names for the school have emerged. These are:

- 1) Canaan Lane Primary School – the reason for this choice is self-explanatory due to the name of the road where the school is being constructed.
- 2) Falcon Hall Primary School – this name has been chosen as the land the new school is being built on was once part of the Falcon Hall estate which has led to lots of the local streets and the play park using the “Falcon” name.
- 3) Saroj Lal Primary School – please see the attached information provided by Vineet Lal (Saroj's son) which covers the reasons for the option being included.

I would now like to ask you, between now and the end of term, to engage with your school community and get back to me if you would like to make any further suggestions of a name for the new school. I will leave it up to you how you wish to engage with the children but I am sure you will find a way to keep it simple and fun. However, if you could get back to me before the holidays with one additional name option (i.e. the favourite emerging from

any engagement you carry out) or alternatively let me know you are happy to progress with the options already identified, that would be really appreciated.

You should note that we have ruled out **North Morningside Primary School** as a potential name due to the administrative difficulties created by having schools with similar names.

Once we receive any further suggestions from you we will finalise the options to be put into a preference survey with the Convenor and Vice Convenor. The intention is that survey will run for the first couple of weeks at the start of the new session in August and we will provide further details then on how everyone can vote for their preference.

Hopefully this is all self-explanatory but if you have any queries just let me know.

Thanks for your help

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Education, Children and Families Committee

10:00, Tuesday, 12 October 2021

West Edinburgh High School

Executive/routine Executive
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.

Julien Kramer

Interim Executive Director of Education and Children's Services

Contact: Crawford McGhie, Senior Manager Estates and Operational Support

E-mail: crawford.mcghie@edinburgh.gov.uk

Report

West Edinburgh High School

2. Executive Summary

- 2.1 This report outlines the current situation with delivery of a new West Edinburgh High School following the recent approval of the proposed [City Plan 2030](#) by the Planning Committee on 29 September 2021.

3. Background

- 3.1 At the Education Children and Families Committee on 24 August 2021 the following motion was approved

Committee notes:

1. the decision of 12 December 2017 Education Committee, to explore options for a West Edinburgh High School in/around Kirkliston, following a consultation on the future feeder status of Kirkliston Primary School;
2. the interim informal updates issued by officers on work to identify a potential site, most recently at the March 2021 committee, where school roll projections identified Queensferry High School as breaching capacity from 2024 thus requiring a new West Edinburgh High School from that point;
3. that Council Officers advised the outcome of the new Local Development Plan (LDP) would inform the next steps and identify any potential site options; and
4. that given delays to the publication of the LDP, there is now a shortening time period before a new high school will be required, and recognises the concern and uncertainty facing parents and future pupils in Kirkliston around future high school provision.

Committee therefore agrees that a report be brought to the first Education Committee following the Planning Committee's first review of the draft LDP, which should outline the next steps for identifying a site for West Edinburgh High School, and set out a timetable and key milestones up to and including an expected building completion and intake of pupils.

- 3.2 On the 21st June 2018 the Education, Children and Families Committee considered a [report](#) on the informal consultation for schools in west and south-west Edinburgh. The Committee agreed that determination of locations for new school infrastructure in west Edinburgh (Kirkliston, Hillwood, Maybury and Cammo areas) would be

progressed through development of a West Edinburgh spatial strategy to be prepared as part of the new Local Development Plan process and that statutory consultations would be progressed when the spatial framework has been completed.

- 3.3 The proposed [City Plan 2030](#) was considered by the Planning Committee on 29 September 2021 and the accompanying Education Appraisal gave further consideration to the issues of education infrastructure requirements in west Edinburgh. The motion above focuses on capacity available at Queensferry High School. The most up to date baseline projections for Queensferry High School are those included in the proposed City Plan 2030 Education Appraisal as shown in the following table:

Secondary School	Notional Capacity	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
Queensferry High School	1200	1022	1059	1115	1196	1260	1308	1346	1436	1538	1606

- 3.4 The following extract about Queensferry High School is also taken from the proposed City Plan 2030 Education Appraisal:

Queensferry High School

Queensferry High School’s baseline projection (see Table 71 above) suggests that it will be required to operate over capacity before the impact of new housing is considered. Accordingly, contributions are sought for the 274 pupils estimated to be generated by new developments in the Queensferry catchment area. These contributions may be allocated against a new high school in the West of the city or Kirkliston area to realign Kirkliston Primary School with alternative secondary provision, creating space at Queensferry High School to accommodate pupils generated by new housing in the Queensferry area. Further informal consultation and, if necessary, a statutory consultation process will require to be undertaken before a decision about how these contributions are allocated is reached. Accordingly, flexibility to allocate the contributions received will be required.

Table 72: Breakdown of secondary school contributions for Queensferry High School – additional 274 ND SS pupils Plan	Pupil Generation Attributable	Contribution
LDP 2016	96% (264 pupils)	£13,888,776
City Plan	4% (10 pupils)	£526,090

- 3.5 For any project which requires to be progressed the proposed City Plan commits that the Council will carry out extensive informal engagement and consultation prior to initiating the statutory process and this will involve three key stages:

- 1) initial presentations, discussions and information gathering;
- 2) informal consultation on draft proposals and;

3) where necessary, progression of Statutory Consultations.

3.6 This process allows the views of the communities from the schools affected to be considered in the development of a proposal prior to it being taken through a formal process. While informal consultation has been carried out previously with the Kirkliston community, the delays caused by the pandemic, the knowledge of what housing allocations are now in the proposed City Plan 2030 and the ongoing issues with the construction sector require a new informal consultation process to be progressed in the Kirkliston community.

4. Main report

4.1 The proposed City Plan 2030 does not include any new housing in Kirkliston and therefore securing a site for education infrastructure through working in partnership with the landowners who were seeking housing allocations is now less feasible. However, the landowners can still be approached to see if they would be willing to negotiate in relation to the Council securing a site for education infrastructure.

4.2 The proposed City Plan 2030 does propose significant new housing in West Edinburgh along the A8 corridor. It is feasible that pupils from Kirkliston could attend a secondary school in this area in the future. However, irrespective of whether pupils from Kirkliston attended a West Edinburgh High School the significant number of new pupils generated by the sites in the proposed City Plan 2030 will require a site to be secured for a secondary school and discussions with developers will be progressed.

4.3 The COVID-19 pandemic has resulted in delay to the publication of the proposed City Plan 2030. It has also delayed the implementation of the education infrastructure projects in the Council's Capital Investment Programme (CIP) and all the construction projects on site continue to face delays due to the shortage of materials and labour in the construction sector. Further to this, the cost of projects continues to increase to unprecedented levels resulting in ongoing review of the CIP in relation to affordability. Contingency measures have therefore been required in order to ensure statutory provision of education capacity.

4.4 Based on the current situation it is proposed that detailed work on options, including contingency plans given the ongoing pandemic related issues in the construction sector, is progressed during the remainder of 2021. In 2022 informal and statutory consultation on feasible options could then be progressed.

4.5 As a result, an indicative timeline for the steps towards construction of a new school would be as follows:

4.5.1 Informal consultation on options – beginning January 2022

4.5.2 Engagement with landowners – ongoing through to March 2022

4.5.3 Update Reports to Committee – December 2021 and May 2022

4.5.6 Decision on preferred option to be progressed – target May 2022 Education, Children and Families Committee

4.5.7 Statutory consultation – May 2022 – January 2023

4.5.8 Design, approvals and procurement by summer 2024

4.5.9 Construction begins summer 2024 and complete by summer 2026

4.6 Due to the delays caused by the pandemic, the earliest a new school could now realistically be delivered is by summer 2026. There is also the possibility that the new housing in Queensferry will be delayed and the expected point that Queensferry High School breaches its capacity could be later than shown in the table above. However, in order to mitigate any delay in the provision of new education infrastructure contingency arrangements will be developed and considered as part of the informal consultation period. The school roll projections are also updated on an annual basis and will act as a strategic guide as to whether any contingency plans require to be implemented.

5. Next Steps

5.1 A further report to Committee will be submitted in December 2021 which will focus on the outcome of the detailed work on options with a view to an informal consultation process beginning early in 2022.

6. Financial impact

6.1 There are no additional or new financial implications.

7. Stakeholder/Community Impact

7.1 Detailed engagement with all relevant stakeholders is progressed for ever learning estate investment project. Any statutory consultation required for changes to the school estate will be undertaken according to the procedures set out in the Schools (Consultation) (Scotland) Act 2010 as amended by the Children and Young People (Scotland) Act 2014.

8. Background reading/external references

9. Appendices

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Education Children and Families

10am, Tuesday, 12 October 2021

School Sports & Extracurricular Activities/School lets: Progress Update

Item number
Executive/routine
Wards All
Council Commitments

1. Recommendations

- 1.1 The Education Children & Families Committee is asked:
- 1.1.1 To note this report and the progress made on implementing school sports & extracurricular activities.
 - 1.1.2 To note the progress and planned action for supporting community use of schools

Julien Kramer

Interim Executive Director of Education and Children's Services

David Bruce: Senior Education Manager

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

Education Children and Families

School Sports & Extracurricular Activities, School Lets: Progress Update

2. Executive Summary

- 2.1 It was agreed at Education Children and Families Committee on Tuesday 24 August 2021 to request a further report on progressing the implementation of school sports and extracurricular activities. This report outlines the approach taken in response to the Conservative motion which requests updates on the following:
- 2.1.1 How the new Active Schools funding model has been implemented and if it can deliver the previous (pre-Covid) programmes while fulfilling the obligation to offer sport free of charge to all children
 - 2.1.2 How many PTAs have been asked to provide funding for coaching to make-up the shortfall, and at which schools?
 - 2.1.3 If CEC will be providing additional funding to schools to address any funding gaps
 - 2.1.4 What CEC sports academies have restarted and what the full programme for academic year 21-22 will cover?
 - 2.1.5 What other extra-curricular activities have restarted (e.g., choirs, bands etc.) and what are still in abeyance – and reasons for delay?
 - 2.1.6 To include information on in-school lets in the report

3. Background

- 3.1 The council plans to eradicate poverty by 2030 and to make opportunities for wider achievement free and accessible for all. The national agency for sport, **sportscotland**, have stated “Active Schools activity should be free to all children and young people”. This fully complements our approaches to poverty proof the school day and to eradicate poverty by 2030.
- 3.2 In response to **sportscotland**’s statement, Active Schools will provide an extra-curricular activity programme where the participant will not be charged. Active Schools Co-ordinators, (ASCs), will focus on recruiting volunteers from parent groups, school staff, club coaches and senior pupils and in cases where paid coaches are recruited the ASC will be required to source funding, to ensure a wide

range of activities are offered. Active Schools are responsible for ensuring as many opportunities in physical activity and sport are offered to pupils and school led demand may require the ASCs to source clubs/organisations that can deliver activities and will do so for a charge, with the agreement that free places will be offered to those who need it.

Such sessions will be organised by Active Schools but not run by them. It will be the responsibility of the club/organisation to take bookings, produce registers, collate medical information and collect payment however ASCs will help. The Active Schools team will be responsible for agreeing the Let terms with the club/organisation.

The Active Schools team will continue to have a presence during the school day, reaching pupils in need of support and who benefit the most from participating in physical activity, narrowing the gap between those who can and cannot access physical activity. It is important to note that sessions during curricular time will not replace PE lessons. While we are not at this stage able to determine exactly what level of ECA in schools there will be, plans are still being developed, and it should be noted that Head Teachers and Parent Councils will continue to receive support from ASCs to address issues as they arise during these challenging times.

4. Main report

Specific responses to the Conservative motion are shown below.

4.1 **How the new Active Schools funding model has been implemented and if it can deliver the previous (pre-Covid) programmes while fulfilling the obligation to offer sport free of charge to all children**

ASCs are working with their schools to provide a complete programme with a wide-ranging comprehensive array of activities for pupils to participate in. ASCs are recruiting volunteers from a range of sources. In partnership with schools ASCs are also working with clubs and other organisations who will deliver activities for the school for a charge, as described in the background information. A full programme will gradually be resumed but will take time as many coaches and volunteers have moved on to do other things during the pandemic. It is also important to understand that work is required to build the confidence of people to restart their commitment to coaching and to ensuring that they are not anxious about the level of risk and the expectations on them to keep others safe and comply with all safety measures.

4.2 **How many PTAs have been asked to provide funding for coaching to make-up the shortfall, and at which schools**

ASCs will provide extracurricular opportunities free of charge by engaging volunteers from, for example, clubs, the local community, colleges and Universities.

The following sets out the proposals for payment of some extracurricular activity. NB: No PTAs have been asked to fund shortfalls. ASCs are not asking PTAs to fund programmes previously funded by pupil payment to Active Schools. It is possible that some schools will choose to take on organisations that charge and will either charge pupils; request support from PTAs; or find other sources of funding to pay for this provision. Therefore, PTAs/HTs are being asked to accept payment where necessary from pupils for their participation in some extracurricular activity.

4.3 **If CEC will be providing additional funding to schools to address any funding gaps**

There is no additional funding to address funding gaps and there is no evidence to support the assertion that there will be any funding gap. ASCs, HTs, PTAs and clubs and coaches are required to find new ways of working that maintain and increase opportunities but without additional costs.

4.4 **What CEC sports academies have restarted and what the full programme for academic year 21-22 will cover**

Girls Football, Hockey, Girls Netball and Badminton will resume in September/October 2021. In January/February 2022, Rugby, Cricket and Volleyball/Beach Volleyball will resume.

4.5 What other extra-curricular activities have restarted (e.g. choirs, bands etc.) and what are still in abeyance – and reasons for delay?

Some Duke of Edinburgh's Award (DofE) provision is delivered via extracurricular activity, including day and overnight expeditions. This was introduced in the Summer Term linked to Scottish Government advice. The Sport and Outdoor Learning Unit provided forward planning position statements and resources such as template risk assessments to support the incremental reintroduction of DofE activity.

- 4.5.1 The Sport and Outdoor Learning Unit has updated the COVID-19 Excursions Toolbox in response to updated SG guidance to support offsite activity.
- 4.5.2 The Arts and Creative Learning Team is supporting IMS (Instrumental Music) instructors to re-start school-based bands, orchestras, choirs and ensembles with appropriate Risk Assessments and infection Control measures in place. Schools and instructors are working together to re-start these at a time and scale that best suits the school community.
- 4.5.3 The city-wide bands, orchestras and ensembles are not yet re-started. School closures, Education Scotland Guidance and specific restrictions on singing, brass and wind, stopped all citywide groups in March 2020. The reasons they have not yet re-started are as follows:
 - 4.5.3.1 IMS numbers were down because of the pandemic. IMS instructors are currently actively recruiting new pupils onto IMS timetables, including younger cohorts who either missed selection or were too young last year
 - 4.5.3.2 Many of the core and experienced pupils in citywide bands, orchestras, choirs and ensembles have now left school. Once new pupils are recruited onto IMS timetables they will be encouraged and supported to join bands, orchestras, choirs and ensembles when their playing is at a stage where they will benefit. They will first be supported to join school based / extra-curricular groups before progressing to the citywide groups. This process is designed to build numbers back up and to ensure the citywide groups are a safe and positive experience for pupils.
 - 4.5.3.3 An online concert involving many city primary and secondary schools was streamed in June 2021. A further online concert is currently being planned in order to ensure the new skills in creative technology are not lost. This will help inform a new and modern blended learning music offer.
 - 4.5.3.4 The impact of Covid and consequent pause in school and citywide groups affords Arts and Creative Learning an opportunity to re-design the citywide groups. These will be based on discussion with young musicians and the re-launch will be reflective of the interests and potential offered by creative technology. Some on-line rehearsals are also being considered as part of a blended approach to a refreshed citywide offer.
 - 4.5.3.5 Discussions about venues for Easter concerts are underway – these discussions will inform how and when city-wide groups re-start, Concerts at Easter are likely to be a blend of citywide and school-based bands, orchestras and ensembles.

- 4.6 Arts and Creative Learning is currently recruiting YMI (Youth Music Initiative) tutors who will work in school time in primary and special schools. If schools want to develop extra-curricular YMI activities, they will be supported to do so.
- 4.7 Extra-curricular arts, film and other creative opportunities are delivered by a wide range of providers including the Arts and Creative Learning Team (Screen Education Edinburgh). Much of this activity is delivered independently by the organisations. The Team regularly collates opportunities and shares these with schools. In addition, some schools have re-started activity which is not brokered through the Arts and Creative Learning Team.
- 4.8 IMS, YMI, SEE and other arts provision is all free of charge to the participants.
- 4.9 Wider Achievement Plan proposal:
As part of the wider ambitions set out in Edinburgh Learns for Life there is a proposal to create a discreet plan for Wider Achievement for our children and young people and for key performance measures to be agreed and reported on an annual basis or more regularly if required .Key activities will be participation in art and creative learning , skills development for learning, life and work, sport and outdoor learning, youth work and family learning.
This will align with the Lifelong Learning Service Plan and Edinburgh Learns for Life. A strategic plan for Wider Achievement will take cognisance of:
- 4.9.1 Certificated wider achievement awards: what is currently offered and what could be developed based on children and young people’s interests and goals.
- 4.9.2 What is captured through school and what is captured out of school and how those are joined up.
- 4.9.3 What non-certificated wider achievement children and young people are participating in and how that may lead to progression pathways in school, out of school and beyond school.
- 4.9.4 certificate and non-certificated family learning activities and awards

4.10 Information on in-school school lets:

- 4.10.1 Primary/ASN schools:
Primary and ASN schools can be accessed between 3.30 and 6pm for school led ECA of all kinds, sport and non-sport. School led means that the activity is sanctioned/endorsed by the HT and can involve Active Schools co-ordination and support, or Parent Council led activity. OOSC providers are also able to operate.

We are currently auditing interest in lets from 6pm. This will require lease holder to do some touch point cleaning and may require some lets to be redirected to alternative locations.

Like most local authorities we are planning for that possibility after the October break and working through the implications of things .We can

support the use of outdoor spaces e.g. pitches and playgrounds but no access to toilets or changing facilities

All activity in all schools between 3.30 and 6pm and outdoor use of pitches and playground require a permit to be issued by the school lets tea. There will be no charge for any HT sanctioned activity in a school between 3.30 and 6pm.

4.10.2 Secondary Schools

Edinburgh Leisure is managing the community use of Secondary School sports facilities after 6pm and at weekends (with the exception of WHEC and Leith Academy). Well established practices are in place and this is working well.

There is no approval in place for non-sports space community use of schools after 6pm as this would involve additional FM services.

Individual Secondary School offices manage the approvals process for a let in non-sports spaces and applicants apply to the school office. This activity has no approval to restart but will require CIMT approval given the resource implications.

ECA activity in Secondary Schools is possible between 3.30 and 6pm including sport and non-sport and is managed through the school office.

There is work ongoing to consider the use of ASN school swimming pools for Support for disabled children and to restart OOSC services for ASN pupils.

5. Next Steps

- 5.1 To progress the implementation of a full extracurricular programme.
- 5.2 To monitor the restart of the Sports Academy.
- 5.3 Continue to support school-based bands, ensembles, choir and orchestras and build numbers to feed into new citywide groups.
- 5.4 Re-design and launch new citywide bands, orchestras, groups and ensembles.
- 5.5 Develop a Wider Achievement Plan informed by key stakeholders including young people and provide a further report on this in March 2022

6. Financial impact

- 6.1 There is no additional financial impact.

7. Stakeholder/Community Impact

- 7.1 The consultation process was conducted during the period November 2018 to February 2019 through both face to face presentations to a wide range of external

stakeholders and an online public survey through the City of Edinburgh Council's 'Have Your Say' consultation hub from which 409 responses were received.

8. Background reading/external references

n/a

9. Appendices

n/a

Education, Children and Families Committee

10am, Tuesday, 12 October 2021

Attainment in the Broad General Education in Edinburgh Primary Schools, 2020-21

Executive/routine
Wards
Council Commitments

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 Note the update regarding the position in educational attainment in Edinburgh primary schools within the Broad General Education for session 2020-21.
 - 1.1.2 Agree the next steps as outlined in section 5 below.
 - 1.1.3 Agree to receive further annual reports on attainment/improvements in performance.

Julien Kramer

Interim Executive Director of Education and Children's Services

Contact: Lorna French, Acting Head of Schools and Lifelong Learning

E-mail: lorna.french@edinburgh.gov.uk

Attainment in the Broad General Education in Edinburgh Primary Schools, 2020-21

2. Executive Summary

- 2.1 This report provides a summary of the analysis of attainment in the Broad General Education (BGE) for City of Edinburgh's primary schools for the year 2020-21.
- 2.2 There is evidence of an overall decline in attainment, attributable to the impact of the Covid-19 pandemic and resulting interruptions in learning for our children and young people.
- 2.3 There is also evidence that the decline has more keenly been felt by those children living in areas of greater deprivation.
- 2.4 The final figures overall do show, however, a significant increase when compared to predictions made earlier in the session (November 2020).
- 2.5 Next steps are identified in the report.

3. Background

- 3.1 This report provides the members of the Education, Children and Families Committee with a summary of the key outcomes in relation to attainment/improvements in performance in the Broad General Education (BGE) within the City of Edinburgh primary schools for the academic session 2020-21. The measures of attainment are based on the Achievement of Curriculum for Excellence Levels (ACEL) from Early to Second Level for numeracy and literacy (comprising the three elements: reading; writing; and listening & talking).
- 3.2 It should be noted that in session 2019-20, there was no government collection of ACEL data for any year groups. We have therefore used teacher *predicted* grades as a measure for that year, although this should be treated with some caution. The methodology behind this was explained in the committee paper *Attainment in the BGE, 2019-20 (with 20-21 update)* which was presented to committee on 2 March 2021. That paper also provided an overview of teacher predicted grades for session 2020-21; these predictions are revisited and updated in this paper.

- 3.3 Similarly, it should be noted that there was no national collection of *secondary school* ACEL data in session 2019-20 or session 2020-21, due to the demands being placed on schools by SQA assessments at this time.
- 3.4 No comparison of the primary data for Edinburgh can be made with national data, or with other local authorities, as this data has not yet been published by the Scottish Government. (It is usually published in December each year.)
- 3.5 This report should be read in conjunction with the report *Education Standards & Quality Report 20-21 (Part 2): Learning, Teaching & Assessment*, which is also being presented at this committee meeting. Note in particular the sections on *Closing the Gap in Learning and Assessment & Moderation*.

4. Main report

4.1 Comparing teacher predicted grades (Nov 2020) with final grades (Aug 2021)

Chart 1.1 below compares the predicted ACEL grades for session 2020-21, which were made in November 2020 (and reported to committee in the paper *Attainment in the BGE, 2019-20 (with 20-21 update)*, 2 March 2021) with the final grades as recorded in August 2021. The percentage point change is shown in green in the final row.

Chart 1.1 – predicted grades from November 2020 compared to actual reported grades in August 2021

Changes since predicted grades	Numeracy			Literacy: Reading			Literacy: Writing			Literacy: Listening & Talking		
	P1	P4	P7	P1	P4	P7	P1	P4	P7	P1	P4	P7
Predicted (Nov 2020)	81%	75%	77%	79%	75%	77%	77%	70%	73%	83%	82%	83%
Actual (Aug 2021)	85%	79%	78%	81%	80%	81%	79%	74%	76%	89%	86%	86%
Change	4%	4%	1%	2%	5%	4%	2%	4%	3%	6%	4%	3%

It is encouraging to note the increase in all levels, compared to earlier predictions.

We noted in the previous report that there may have been some issue with teachers exercising caution when making predictions in November, and that does seem to have been the case. This is understandable in a context where children had not been physically in school buildings from March to July 2020, and where staff may have spent some of the first term consolidating work covered remotely before moving on to newer content.

We will however continue to work with staff in order to ensure greater consistency and validity, in terms of the link between predicted grades (usually uplifted in November and March) and final ones. This will be done by a continuing focus on moderation and assessment in literacy and numeracy, supported by networks and *Edinburgh Learns* professional learning offers.

4.2 ACEL attainment data over time

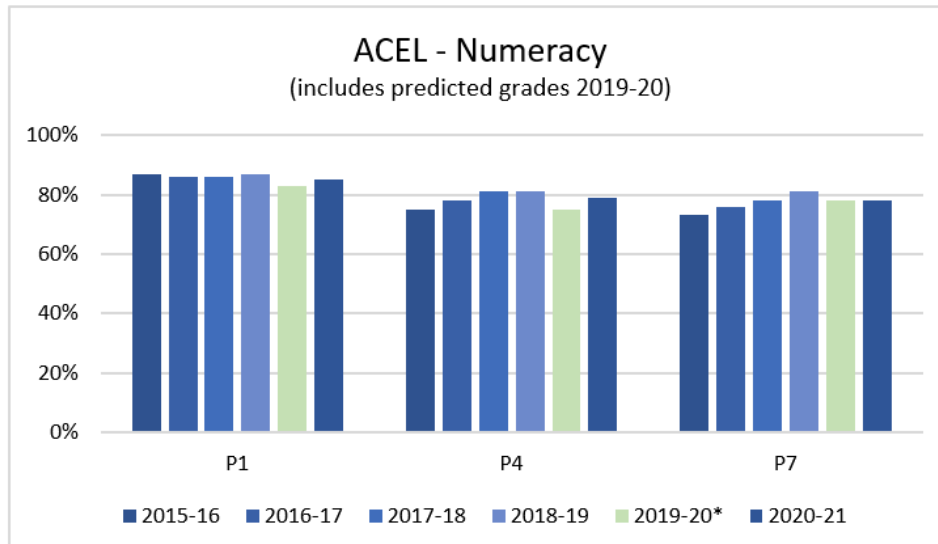
Charts 1.2 to 1.5 below show the percentage of pupils achieving the expected CfE level by the end of P1 (Early Level), P4 (First Level) and P7 (Second Level), in numeracy and literacy (reading, writing, listening & talking), based on teacher judgement.

The columns for 2018-19 and 2020-21 are highlighted to emphasise that ACEL levels were collected in these sessions, in contrast to session 2019-20 where we have used predicted grades. The final column in red shows the change (in percentage points) when we compare 2020-21 with 2018-19. As was anticipated in our earlier report, ACEL levels have fallen for all measures when compared in this way.

Note that in most cases 2020-21 figures are higher than those estimated for 2019-20, which may suggest that the impact of the first lockdown (Mar-Jun 2020) was more severe, in terms of educational attainment, than later ones.

Chart 1.2 – Numeracy: percentage of P1, P4 and P7 achieving the expected level

Numeracy	2015-16	2016-17	2017-18	2018-19	2019-20*	2020-21	Change
P1	87%	86%	86%	87%	83%	85%	-2%
P4	75%	78%	81%	81%	75%	79%	-2%
P7	73%	76%	78%	81%	78%	78%	-3%



The largest drop for numeracy is at P7 (3 percentage points down from 2018-19). Note the pattern throughout the table, whereby levels for P1 are higher than P4, which are in turn higher than for P7.

Chart 1.3 – Literacy – Reading: percentage of P1, P4 and P7 achieving the expected level

Reading	2015-16	2016-17	2017-18	2018-19	2019-20*	2020-21	Change
P1	82%	82%	84%	84%	79%	81%	-3%
P4	75%	79%	82%	82%	78%	80%	-2%
P7	76%	80%	81%	84%	81%	81%	-3%

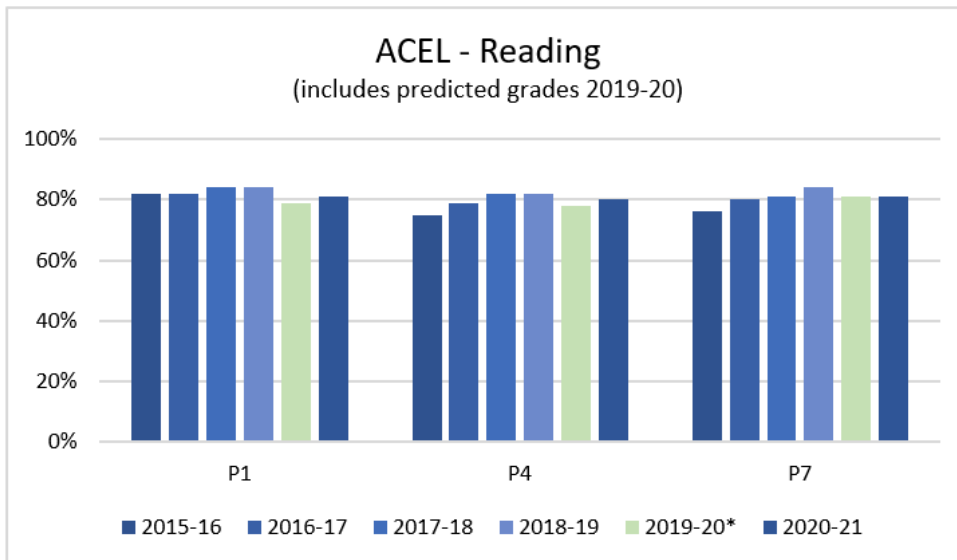


Chart 1.4 – Literacy – Writing: percentage of P1, P4 and P7 achieving the expected level

Writing	2015-16	2016-17	2017-18	2018-19	2019-20*	2020-21	Change
P1	80%	78%	81%	81%	77%	79%	-2%
P4	72%	74%	77%	78%	73%	74%	-4%
P7	68%	73%	77%	79%	76%	76%	-3%

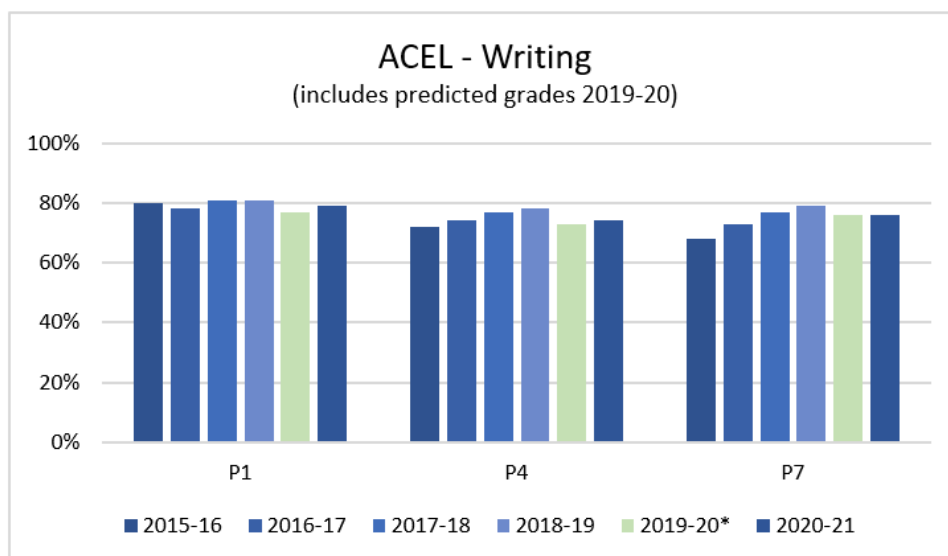
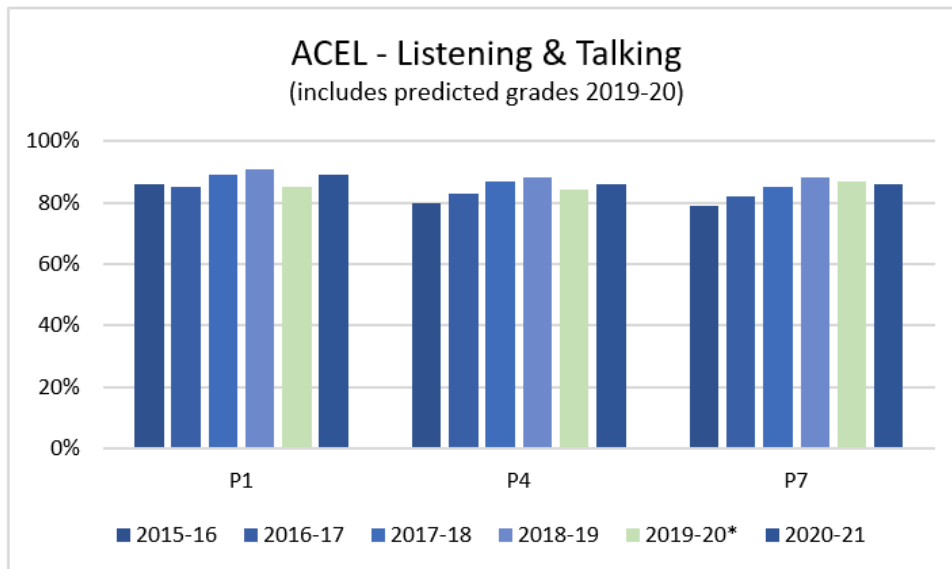


Chart 1.5 – Literacy – Listening & Talking: percentage of P1, P4 and P7 achieving the expected level

L&T	2015-16	2016-17	2017-18	2018-19	2019-20*	2020-21	Change
P1	86%	85%	89%	91%	85%	89%	-2%
P4	80%	83%	87%	88%	84%	86%	-2%
P7	79%	82%	85%	88%	87%	86%	-2%



The largest drop for the literacy measures is in writing at P4 (3 percentage points down from 2018-19). Note that in contrast to numeracy, the pattern throughout the tables is for the figures at P7 to be higher than those for P4.

In analysing this data at school level, we have identified schools which require particular support this session to address relatively low levels of attainment. Support is already planned and being delivered by Quality Improvement Education Officers as well as Edinburgh Learns staff. This includes a focus on ensuring effective support for pupils now in secondary schools (in S1), with Head Teachers of the primary and secondary schools in question meeting to agree actions and systems to monitor progress for targeted individuals.

4.3 Closing the Gap data

Charts 1.6 to 1.9 below give the ACEL data from 2016 to 2021, broken down to compare the percentage of children from the most deprived areas of the city (SIMD quintile 1) achieving the relevant level, to those from the least deprived areas of the city (SIMD quintile 5). The “gap” between these two figures is shown for each level.

Note that there is no available data for session 2019-20 as the Scottish Government did not collect ACEL data that year, and the format which we used to gather predicted grades did not allow for any analysis by SIMD at the individual pupil level.

Chart 1.6 – Numeracy: ACEL data for SIMD quintiles 1 and 5

Numeracy	2016-17			2017-18			2018-19			2020-21		
	Q1	Q5	Gap	Q1	Q5	Gap	Q1	Q5	Gap	Q1	Q5	Gap
P1	75%	94%	19%	75%	93%	18%	77%	95%	18%	71%	92%	21%
P4	65%	88%	23%	65%	90%	25%	68%	90%	22%	62%	89%	27%
P7	60%	87%	27%	64%	88%	24%	67%	90%	23%	63%	88%	25%

Chart 1.7 – Literacy: Reading ACEL data for SIMD quintiles 1 and 5

Reading	2016-17			2017-18			2018-19			2020-21		
	Q1	Q5	Gap	Q1	Q5	Gap	Q1	Q5	Gap	Q1	Q5	Gap
P1	69%	92%	23%	71%	92%	20%	72%	94%	22%	66%	90%	24%
P4	65%	90%	25%	67%	92%	24%	68%	90%	22%	64%	88%	24%
P7	65%	90%	25%	65%	91%	26%	71%	93%	22%	67%	89%	22%

Chart 1.8 – Literacy: Writing ACEL data for SIMD quintiles 1 and 5

Writing	2016-17			2017-18			2018-19			2020-21		
	Q1	Q5	Gap	Q1	Q5	Gap	Q1	Q5	Gap	Q1	Q5	Gap
P1	69%	92%	23%	66%	91%	25%	67%	92%	25%	64%	90%	26%
P4	57%	86%	28%	62%	87%	26%	62%	86%	24%	56%	83%	27%
P7	57%	85%	29%	58%	88%	30%	65%	89%	24%	62%	87%	25%

7

Chart 1.9 – Literacy: Listening & Talking ACEL data for SIMD quintiles 1 and 5

Listening & Talking	2016-17			2017-18			2018-19			2020-21		
	Q1	Q5	Gap	Q1	Q5	Gap	Q1	Q5	Gap	Q1	Q5	Gap
P1	74%	93%	19%	80%	95%	15%	85%	96%	11%	78%	94%	16%
P4	72%	92%	19%	76%	94%	18%	78%	95%	17%	73%	93%	20%
P7	68%	92%	24%	71%	94%	23%	77%	95%	18%	74%	93%	19%

These charts indicate that the drop in figures for 2020-21, compared to 2018-19, is greater for those living in areas of high deprivation, compared to those living in areas of low deprivation. In almost all cases, the gap between these two has therefore widened. This is in contrast to the pattern from 2016-17 to 2018-19, where in most cases the gap narrowed.

These gaps are widest for writing (all levels) and numeracy (P4 and P7). The gaps are “narrowest” for listening & talking.

5. Next Steps

- 5.1 Targeted support will be provided for schools where the attainment of pupils in SIMD quintile 1 is of particular concern. This will include cross-sector working between primary and secondary schools to ensure that the progress of new S1 pupils is tracked effectively.
- 5.2 We will promote effective, evidence-based strategies to raise attainment in literacy (writing) and numeracy, supported by Edinburgh Learns staff as well as staff from Additional Support for Learning. This will include providing universal and targeted professional learning for staff. Work in this area will be under the governance of the Edinburgh Learns Learning, Teaching and Assessment Board.
- 5.3 We will continue the now-established practice of gathering predicted ACEL grades from each school in November and March of each session. The data gathered will be analysed to ensure that appropriate supports are in place, where predicted attainment patterns are of concern. This data will also be shared at cluster level, to facilitate effective planning and support across the learning community.
- 5.4 We will ensure effective arrangements are in place to track and monitor progress through the Broad General Education. This will include moving to a universal system across all CEC schools in consultation with Head Teachers, with full implementation in session 2022-23.
- 5.5 Throughout this work we will continue to focus on improvements for our most disadvantaged pupils, in particular Care Experienced Young People and Young Carers.

6. Financial impact

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

7. Stakeholder/Community Impact

n/a

8. Background reading/external references

- 8.1 The Scottish Government's National Performance Framework resource *Scotland's Wellbeing: The Impact of COVID-19* includes a chapter on children and education:
[Scotland's Wellbeing: The Impact of COVID-19 - Chapter 5: Children, Education | National Performance Framework](#)
- 8.2 The Educational Endowment Foundation has brought together several papers which seek to investigate the impact of Covid-19 on attainment (studies taken from several countries):
[Best evidence on impact of Covid-19 on pupil attainment | EEF \(educationendowmentfoundation.org.uk\)](#)

- 8.3 The Institute for Fiscal Studies (IFS) and Nuffield Foundation published a report looking at how the pandemic was impacting inequalities in education and skills, as well as inequalities in the labour market and household incomes, in March 2021:

[BN-Inequalities-in-education-skills-and-incomes-in-the-UK-the-implications-of-the-COVID-19-pandemic.pdf \(ifs.org.uk\)](#)

9. Appendices

n/a

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Education, Children and Families Committee

10:00am, Tuesday, 12 October, 2021

Education Standards & Quality Report 20-21 (Part 2) Learning, Teaching & Assessment

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 impact, within Teaching, Learning & Assessment, reported in this section (part 2) of the S&Q report.
 - 1.1.2 Agree next steps at 5.1 – 5.3
 - 1.1.3 Agree that updates on the work detailed in this report are presented at Committee as required.

Julien Kramer

Interim Executive Director of Education and Children's Services

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Education Standards & Quality Report 20-21 (Part 2) Learning, Teaching & Assessment

2. Executive Summary

- 2.1 This aspect of the Standards & Quality report provides a summary of the progress and impact within Teaching, Learning & Assessment. (HGIOS 4 Quality Indicator 2.3) The full Standards & Quality Report, related to this area of practice, is provided (Appendix 1) stating the outcomes, key strengths and next steps evidenced by evaluative data. Also included is a summary of the HGIOS Quality Indicator Values for 2.3 which all schools submitted, as part of their own Standards & Quality Reports, based on their self-evaluation processes. The next steps section, in the S&Q report (Appendix 1), sets out the actions which will be taken to continue to provide support and challenge to schools to drive continuous improvement. This report should be read in conjunction with the Attainment in the Broad General Education Committee Report (October 2021).

3. Background

- 3.1 Professional actions, associated with Teaching, Learning & Assessment, are governed through the Edinburgh Learns Board led by the Acting Senior Education Manager, supported by the SDO Edinburgh Learns Teaching and Learning Team. This Board has strong senior leadership representation from each school sector and from partner agencies. This ensures empowerment of senior leaders to lead strategy at school, and Local Authority, levels, including taking a central role in decision-making. This also enables the gathering of data, from a range of stakeholders, to support the evaluation of the progress and impact of the actions agreed by the Board.
- 3.2 Progress reports are regularly provided at senior leadership meetings, and at Head Teacher briefings, to share agreed actions, the impact of these actions and to consider whether plans need to be adapted to ensure positive outcomes for learners.
- 3.3 The overarching aim of the Quality Improvement and Curriculum Service is to ensure consistency in the provision of high-quality teaching, learning & assessment, leading to improved outcomes for learners and positive destinations. The impact of the Covid pandemic has meant that initial plans have been adapted to reflect the local and national context and Health & Safety guidance. This has meant a rapid acceleration in the development of digital skills to support remote learning, an

increased focus on outdoor learning and the need to adapt to new ways of working whilst continuing to improve outcomes for learners.

4. Main report

4.1 Impact of the Covid Pandemic

The Covid pandemic has impacted the provision of teaching, learning and assessment in many ways. School leaders and staff teams have responded to the need to provide remote and blended learning, during periods of lockdown and self-isolation. This has required a rapid acceleration in digital skills with new, essential ways of working emerging. This has presented some challenges in terms of pupil engagement in learning which has, in some cases, impacted progress in learning. Teachers have had to adapt assessment and moderation practices which has, in some examples, affected confidence in teachers' judgements about pupils' progress.

4.2 Edinburgh Learns for Life Strategy

The Edinburgh Learns for Life Strategy provides a fairer, greener, healthier vision for education in Edinburgh:- to create a world class learning city, which enables all young people to "find their passion" whilst eradicating poverty-related, and other, barriers to success. These are collective goals which all schools should hold at the heart of their practice. Plans already in place, to deliver this strategy, provide the fertile ground needed to achieve excellence in teaching, learning and assessment in order to ensure all learners access the highest quality provision.

4.3 Edinburgh Learns Teaching, Learning & Assessment Board

The Board action plan priorities focus on the provision of high-quality professional learning, including the 4 aspects of the Edinburgh Learn Teachers' Charter. There has been positive practitioner engagement in all aspects of the Charter with key performance indicators included in the Council Business Plan and Education Improvement Plan 2021-24 to increase this engagement over the next 3 years.

4.4 Digital Strategy

The advancements in Digital practice have been well supported by professional learning to ensure practitioners demonstrate a high level of skills and confidence. The Digital strategy will be augmented through the implementation of the Empowered Learning (1:1 devices) strategy which will enable all young people to access learning with equity in a world class digital environment.

4.5 Closing the Gap in Learning

Additional staffing capacity has provided schools with resources to address identified gaps in learning which has resulted from the impacts of the pandemic. Following consultation with senior leaders, Additional Covid Recovery Funding 2021-22 has been allocated on a per capita basis, to allow schools to support learners on the basis of need, requiring an analysis of school/learning community data.

4.6 Assessment & Moderation

CEC Assessment & Moderation practice has been shared across the SEIC, increasing the engagement of Secondary practitioners with the moderation model endorsed by Education Scotland. Further work is required to increase rigour in teachers' professional judgements about pupils' progress.

4.7 The Voice of Young People

A firm commitment to ensuring adherence to the UNCRC, and to improving outcomes for young people living in poverty, those with additional support needs and those who are care experienced, transcends all outcomes and key strategic actions. This extends to consulting with learners about the curriculum and pathways on offer to them to ensure equality of access and to enable them to find their passion.

4.8 Progress in Learning

Achievement of Curriculum for Excellence Level data for P1, 4 & 7 is detailed in the "Attainment in the BGE" Committee Report (October 2021). S3 data was not collected by Scottish Government this session. Since the data was last collected in 2018-19, the data for 2020-21 reflects a drop of between 2-4% in each of the measured areas. The most noticeable decreases are in P7 for Numeracy (3%), P4 Writing (4%). Compared to attainment predictions gathered in November 2020, an increase has been evidenced in all measured areas

4.9 Schools' Self-Evaluation

QI Value 2.3	2 (Weak)	3 (Satisfactory)	4 (Good)	5 (Very Good)
Primary	1	18	63	7
Secondary		3	17	3
Special	1	4	6	

The majority of schools have self-evaluated their practice as "Good (4)" for Teaching, Learning & Assessment.

Self-evaluation over time

Mean 2.3 value	2017-18	2018-19	2019-20	2020-21
Primary	3.90	3.86	3.88	3.86
Secondary	3.73	3.91	3.96	4.00
Special	3.73	3.36	3.36	3.45

% 4 or better	2017-18	2018-19	2019-20	2020-21
Primary	78.6%	77.3%	76.1%	78.6%
Secondary	63.6%	73.9%	78.2%	86.6%
Special	72.7%	54.5%	45.5%	54.5%

4.10 Support & Challenge

Actions to support schools with continuous improvement are detailed in the Standards & Quality Report (Appendix 1)

The QICS will provide proportionate support to schools with the greatest decreases in attainment and to those self-evaluating with a QI value of 3 (satisfactory) or less. There will be a strong focus on strategies for raising attainment, including at transition from P7 to S1. Additionally, schools will be supported in tracking, and developing strategies to improve, pupils' attendance.

5. Next Steps

- 5.1 The EL Board will take forward the action plan priorities, as detailed in the next steps section of the Standards & Quality report (Appendix 1).
- 5.2 Evaluation of progress and areas for development within the Action Plan, will be undertaken throughout Session 2021-22. Actions are fully aligned to the City Vision, Council Business Plan, Edinburgh Learns for Life Strategy and key city objectives such as eradicating poverty.
- 5.3 Core improvement activities will continue to focus on developing high quality teaching and learning skills, to improve outcomes for all learners. They will also focus on bringing about the culture change needed to eradicate poverty. This will include narrowing the poverty related attainment gap, increase positive destinations and increase the wellbeing and resilience of all young people.

6. Financial impact

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

7. Stakeholder/Community Impact

- 7.1 The Edinburgh Learns Board has strong representation from school leaders and relevant partner agencies. We will continue to engage with stakeholders in a range of ways, for example by inviting presentations and consulting reference groups. The reach of the Boards is increased through the Learning, Teaching & Assessment Leads' network.
- 7.2 Each year schools evaluate themselves against the HGIOS? 4 2.3 Quality Indicator.
- 7.3 The 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>
- 8.2 Attainment in the BGE Committee Report (October 2021)
Education, Children and Families Committee 12 October 2021 v0.2

9. Appendices

- 9.1 Appendix 1 Edinburgh Learns Standards & Quality Report 2020-21 Teaching, Learning & Assessment

APPENDIX 1

CEC STANDARDS & QUALITY REPORT

TEACHING, LEARNING & ASSESSMENT



October, 2021

Edinburgh Learns

“Our Goal is that every learner experiences the best teaching and learning”

Our Outcomes

- To promote the Edinburgh Learns for Life strategy:- To value learning as a means to transform lives; value all types of learning; develop healthy bodies, minds & attitudes for effective learning; save our planet as we learn about sustainability and climate change.
- To ensure all teaching staff in our city use the 4 modes of excellent teaching (Edinburgh Learns Teaching Charter) and to evaluate the impact on improved outcomes for learners.
- To establish network of Learning, Teaching and Assessment leads, supported by centralised professional learning. To ensure all staff, are mentored or coached to improve through feedback and the revised PRD process.
- To support Schools to work with their communities to shape and build the best local Curriculum.
- To ensure all learners make progress in learning including addressing identified gaps.
- To improve outcomes for young people living in poverty, those with ASN and those who are care experienced.
- Ensure all schools participate in CLPL to further develop Digital skills to support Empowered Learning (1:1 devices).
- To strengthen the Digital Learning Coordinator network to ensure participation of all schools in the delivery of the Empowered Learning strategy.
- To review the CEC Assessment & Moderation CLPL offer.
- To ensure compliance with UNCRC across all aspects of practice.

What Does Our Evidence Tell Us?

Edinburgh Learns for Life

The Edinburgh Life Strategy, as our new vision for education, has been positively received by school leaders following its launch. Feedback has indicated that the inherent values:- the need to create a world class learning city, which enables all young people to “find their passion” whilst eradicating poverty-related, and other, barriers to success are collective goals which all schools should hold at the heart of their practice. This has created early fertile ground from which to build on the outcomes within the Edinburgh Learns Teaching, Learning & Assessment Action Plan.

Edinburgh Learns Teachers’ Charter

The 4 key themes from the Edinburgh Learns Teaching and Learning Framework have been branded under the “Teachers’ Charter.” This gives schools, and individual practitioners, a clear steer on priority practice areas to develop high quality teaching and learning. Engagement data, for each of the 4 themes to date, are below.

Engagement with our professional learning (number of attendees):

	Formative Assessment	Differentiation	Skills	Leadership of Learning
Full course	131	176	101	111
Aspect of the course (focused webinar)	200 (approx.)	333 (approx.)	0	25

*Number of attendees for aspects are approximate as some practitioners attended more than one session. We have reduced the engagement numbers to aim to reflect this.

Confidence and Skills Evaluation:

	Formative Assessment	Differentiation	Skills	Leadership of Learning
Confidence in planning increase*	1.3	1.0	1.7	0.9
Skills in using approaches increase*	1.1	1.0	1.9	0.8

*Teachers are asked to rate their confidence and skills on a 1-5 scale before and after. The data in the table is the mean increase across all attendees.

Impact on educator and learners' data is as follows:

	Formative Assessment	Differentiation	Skills	Leadership of Learning
Positive impact on educator (% agree/strongly agree)	100%	93%	100%	78%
Positive impact on learners (% agree/strongly agree)	70%	100%	100%	100%

Most teachers agree that engagement with professional learning has had a positive impact on their practice and the majority of teachers agree that their learning has had a positive impact on learners.

Addressing Gaps in Learning

Closing the Gap staff were deployed to each Secondary school and to Primary School Clusters. This was centrally allocated with an increased allocation to schools with a predicted downwards trend in attainment during terms 3 and 4. Senior leaders were surveyed to ask them about the deployment of Additional Covid Recovery Funding for 2021-22. £2,692,000 has been deployed to schools to secure additional staffing, to enable a needs-based model to address identified gaps in learning. Senior leaders are encouraged to adopt a "learning community" approach to financial, and improvement, planning which maximises impacts for learners and yields cost efficiencies to ensure a best value approach to financial stewardship of available funds.

Curriculum Reform and Design

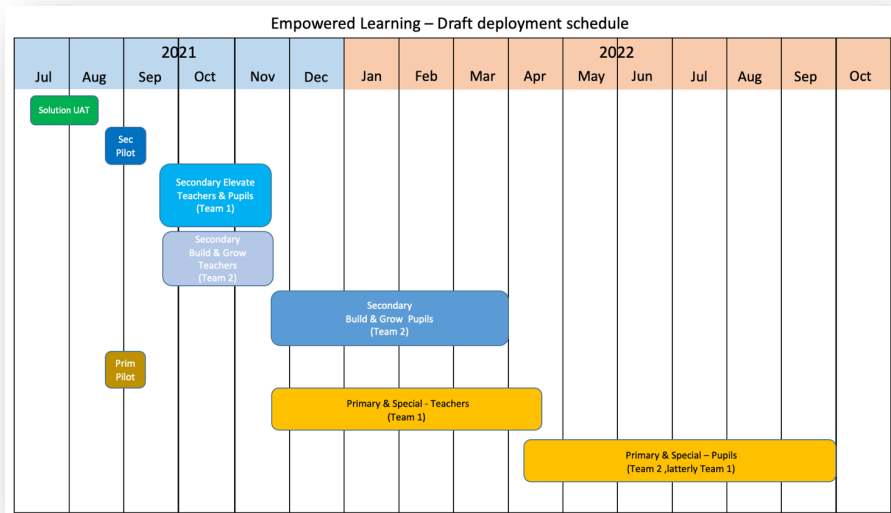
Schools are self-evaluating their curriculum offer as part of Renewal/Improvement planning as detailed as a priority in the Education Improvement Plan 2021-24. Reform and design will be undertaken, in collaboration with learners, and wider community stakeholders over the next 3 years. This is to ensure that equalities is at the heart of pathways offered which enable young people to find their passion.

Outcomes for Care Experienced Young People

An experienced Head Teacher, with lived experience of care, has been seconded full time to raise the profile of the Care Experienced Community, secure interventions to support attainment in Literacy, Numeracy and Health and Wellbeing, and to strengthen multi agency working in line with our commitments in our Corporate Parenting Plan and The Promise. The team has been augmented by an additional 1.0 FTE Educational Psychologist and 0.6 FTE ASL leader.

Empowered Learning Project (1:1 Devices)

The pandemic created the need for a digital remote learning model to be developed by all schools to ensure that young people continued to progress in their learning. This required a rapid acceleration of skills development for staff who have delivered both synchronous and asynchronous learning experiences throughout. Building on this rapid development of the Digital Strategy is the Empowered Learning Project which is an extensive investment (£17.6m) providing 1:1 devices for all pupils P6-S6 and 1:5 for pupils P1-5 (39,000 devices), the aim of which is to create a world class learning environment in Edinburgh’s schools. The rollout will focus on 3 stages:- Deployment Preparation, Deployment & Support and Training for staff, completed by December 2022. Site visits are now completed.



Assessment & Moderation

Professional learning in the CEC Assessment & Moderation model has been delivered, by the Edinburgh Learns team to secondary lead teachers at SEIC level. 100% of attendees stated that they would use their learning in the classroom/establishment. The Edinburgh learns suite of Assessment and Moderation professional learning has also included self-led training on engagement with benchmarks to support achievement of a level, and live webinars to improve confidence and rigour in teachers’ judgements about pupils’ progress.

UNCRC

The Rights of the Child permeate many areas of current school practice as evidenced e.g. in the number of schools who have received accreditation as a Rights Respecting School:-

74 Primary schools (24 registered, 24 Bronze, 19 Silver, 7 Gold)

21 Secondary schools (4 registered, 11 Bronze, 3 Silver, 3 Gold)

9 Special schools (6 Bronze, 2 Silver, 1 Gold)

What Were Our Strengths?

- The Edinburgh Learns for Life strategy provides an ambitious vision for education which has been launched with senior leaders across the school estate. This strategy is aligned to the Council Business Plan and is being actioned through the Edinburgh Learns Empowerment Boards and, at

school level, through Renewal Plans. This strategy has strong transdisciplinary connections to other Council services e.g. Digital and Learning Estates.

- The four key themes from the teaching and learning framework have been branded under the “Teachers’ Charter.” This gives schools, and individual practitioners, a clear steer towards professional learning to facilitate high quality teaching and learning.
- The wide range of Edinburgh Learns professional learning opportunities are offered in addition to the Teachers’ Charter. A self-led professional learning offer to support the development of teachers’ digital skills has been provided. In addition, the Edinburgh Learns team has delivered live digital webinars for all probationer teachers this session to support the implementation of the Empowered learning strategy (1:1 devices). Most teachers agree that this has had a positive impact on their practice with the majority agreeing that there has been a positive impact on outcomes for learners.
- The additional Closing the Gap workforce enabled targeted cohorts of young people to receive additional support to address gaps in learning. This additional staffing capacity also proved essential in ensuring schools stayed open, as part of the emergency deployment model.
- A learner-led approach to curriculum reform and design is being developed as part of the Granton Learning Strategy, to ensure young people are fully consulted on what they want to learn and that they are well supported, to progress their learning, by those who work with them in the places in which they live. This approach seeks to ensure parity of esteem in curricular pathways, supporting all young people to “find their passion.” Central to this approach is ensuring equality of access to all learners, eliminating any conscious, or unconscious bias which may be present in the curriculum offer and supporting resources.
- The launch of the Empowered Learning (1:1 device) strategy will build on the acceleration of practitioners’ digital skills which has emerged as a strength of practice throughout the pandemic. This aspect of the Digital strategy will facilitate innovation in a world class digital learning environment across the school estate.
- A deeper understanding of the care experienced community has been developed across the school estate. City-wide systems are in place to effectively track the attendance and attainment of care experienced young people is in place. This includes ensuring effective support at key transition points. A self-evaluation tool has been developed to support senior leaders in evaluating their current care experienced provision and to inform renewal planning. Partnerships to raise attainment of CE young people have been extended e.g. with Volunteer Tutor Organisation, Columba 1400 and MCR Pathways.
- The CEC Assessment and Moderation Framework is now published. The document includes sample quality calendars and case studies to support schools with creating, and self-evaluating, their assessment and moderation strategy. The framework also shares the LA (Education Scotland endorsed) moderation process. The Edinburgh Learns team continues to upskill colleagues in this model through high-quality professional learning at Local and SEIC levels which has evidenced increased levels of engagement, particularly from Secondary practitioners.

What Are Our Next Steps?

- All schools will detail their strategies for taking forward the Edinburgh Learns for Life strategy in Renewal & Improvement plans.
- Continue to offer professional learning in all 4 themes of the Teachers’ Charter. Key performance indicators of 30%, 50% & 70% workforce engagement respectively over this 3-year period are included in the Council Business Plan/Education Improvement Plan 2021-24. The impact of this CLPL on improving outcomes for learners will be evaluated, including raised attainment in Literacy and Numeracy.
- Increase collaboration with other teams, including the ASL service, to widen the range of professional learning opportunities offered to support teachers and pupil support assistants.

- Deliver the implementation plan for Empowered Learning (1:1) project, ensuring school leaders, staff, parents/carers and learners experience equitable access. The impact on learners' outcomes will be closely evaluated through progress in renewal plans, stakeholders' views and impact on pupil attainment, including young people experiencing barriers to learning. Three digital development officers have been recruited to support the rollout of the Empowered Learning (1:1) project. The Edinburgh Learns team will work closely with this team, and the Lead Digital QIEO, to upskill teachers in the delivery of high quality (evidence-based) learning, teaching and assessment using digital resources.
- School plans for the use of Additional Covid Recovery funding will clearly define the appropriation of funds, with decisions based on an analysis of available data at school/ learning community levels. These plans will be evaluated by the QICS to ensure plans are appropriate and the impact measured by schools on an ongoing basis. Impact will be quality assured by the QICS as part of Standards & Quality reporting 2021-22.
- Continue to promote the LA model for Assessment & Moderation to upskill practitioners and leaders to augment teachers' judgements about learners' progress. This is supported through the Engagement in the Benchmarks professional learning offer. Live webinars will be offered timeously to support schools in submitting attainment predictions (Nov & March). The existing QAMSO network will be increased and augmented.
- Establish a Learning, Teaching & Assessment Leads Network (Primary and Secondary) to develop a learning community approach to improving teaching, learning and assessment. Members will be prioritised for EL Teachers' Charter professional learning and Local/National CLPL in Assessment & Moderation. Seek to ensure diversity of membership e.g. BAME colleagues are represented.
- Ensure all education staff are aware of their role as corporate parents and the fundamentals in "The Promise" to improve outcomes for care experienced young people.
- Ensure schools are supported to embed effective system to track attendance and attainment of all young people including those who are care experienced, those living in poverty and those with other protected characteristics.
- Impacts on outcomes for learners will be evaluated through QICS activities :- quality assurance of renewal plans (progress and impact), support and challenge conversations with senior leaders, Supported/Validated self-evaluation processes, analysis of predicted attainment, pupil attendance data.

Education, Children and Families Committee

10am, Tuesday, 12 October 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 note progress with the next steps agreed at May Committee
 - 1.1.4 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

Julien Kramer

Interim Executive Director of Education and Children's Services

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

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 authority is currently undertaking a review of the criteria for allocating distribution of EAL Teacher support to all primary schools, to be completed by November 2021.
- 2.4 The current report provides an interim update on the implementation of the 'Language and Literacy Collaboration' in Dalry Primary school, which started in summer 2021. An overview of the Language and Literacy Collaboration can be found in Appendix 1.

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 for agreed in March 2020 were significantly impacted by COVID-19 although it is important to note that the EAL Team (EAL Teachers and Bilingual Support Assistants) worked with schools and other agencies throughout, with a focus on supporting the most vulnerable learners.

4. Main report

- 4.1 Phase 1a of the Language and Literacy Collaboration, which had been started with two teachers in the school in January 2020 and then been delayed by COVID-19, was implemented fully from Summer 2021.
- 4.2 Phase 1a was delivered through work with the first block of four individual class teachers, underpinned by ongoing bespoke training for all teachers. This block has been evaluated positively, with all teachers saying they gained from the collaboration, increased engagement of learners and increased attainment in Writing. More detailed analysis of the data is available in Appendix One.
- 4.3 The data will be shared with the individual teachers and also with the sub-group of the Parent Council. There will also be a whole-school update on progress with the collaboration.
- 4.4 EAL colleagues have worked collaboratively with the Headteacher to agree next steps for the teachers who participated in Phase 1a, as detailed in Appendix Two. This will be further supported by discussion with the Headteacher and the teachers in attainment conversations.
- 4.5 The collaboration will continue 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. In addition, pupils' writing will be sampled and assessed using the Scottish Criterion Scale.
- 4.6 In discussion with the school and Parent Council, an updated model of support was agreed to effectively provide an increased amount of support during Phases 1b and 1c, with two days of additional EAL Teacher input per week rather than one day to support the implementation of the collaboration.
- 4.7 Alongside the work on Learning and Teaching, EAL specialist teachers have continued to support information-gathering for new arrival EAL learners and other wider work identified in discussion with the school. This included a focus on enrolment which had been identified as a key issue for the school. Further information is available in Appendix Three.
- 4.8 In addition to the EAL Teacher support for the collaboration, an additional 0.65FTE teacher funding was initially provided to the school to support the transition to a capacity-building model. Due to the delay to this model resulting from COVID-19, this was used to deliver 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 March 2023, with ongoing review as part of whole-school evaluation. An overview of the additional staffing currently being provided to Dalry Primary School is in Appendix 4.

5. Next Steps

General

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

Specific to Dalry Primary School

- 5.3 Implement and evaluate Phase 1b and 1c of the Language and Literacy Collaboration at Dalry Primary School, with a report back to December Committee.

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 with Headteachers and other relevant stakeholders will be undertaken to inform the review of the criteria for allocating distribution of EAL Teacher support to all primary schools.

Specific to Dalry Primary School

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

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 Phase 1a Action Plan and Evaluation
- 9.2 Appendix 2 Dalry Language and Literacy Next Steps
- 9.3 Appendix 3 Dalry Wider School Development Action Plan
- 9.4 Appendix 4 Dalry EAL Staffing updated

Appendix 1 Phase 1 – Action Plan

Background Information			
Setting:	Dalry Primary School	English as an Additional Language (EAL) & Gypsy, Roma and Traveller (GRT) Teacher/s	X 2 Teachers
Setting Manager/HT/ DHT/PT etc	Head Teacher, Depute Head Teacher and a PEF Development Officer	Dates for Phase 1 support	1a) April-June 2021 1b) Aug-Oct 2021 1c) Oct-Dec 2021
School staff: Class teacher/EYP/ PSA etc	2 x Teachers Support Staff Pupil Support Assistant	Other EAL & GRT staff working in the setting (if applicable)	3 x Support Staff (1 remote working)
		Other ASL Service staff working in the setting / EP	1 x Additional Support for Learning Teacher
Key Areas (Highlight as relevant)	<p>Key Area 1 - High expectations of attainment & achievement of bilingual and minority ethnic children</p> <p>Key Area 2 – Learning & Teaching: Meeting the needs of bilingual and minority ethnic learners</p> <p>Key Area 3 - Strong policies and practice for race equality and inclusion</p> <p>Key Area 4 - Meaningful two-way partnership with bilingual and minority ethnic parents / communities</p>		
Context	<p>P2 – EAL Teacher (EALT) working with 1 Class Teacher (CT) x 2 lessons a week and 30-minute planning once a week. Focus was on science reports and descriptive writing. The majority of the class had EAL with the main languages spoken being Tamil and Hindi. The focus learners in this collaboration were all bilingual apart from one monolingual learner who was observed due to concerns around general concentration. Almost all lessons were attended by the CT (either observed or team taught). Those missed, were due to absence.</p> <p>P3 - EALT working with 1 CT x 2 lessons a week and 30-minute planning once a week. The focus was on descriptive writing. The majority of the class had EAL with the main languages spoken being Arabic, Hindi, Telugu, Turkish and Urdu. The focus learners were all bilingual, 2 of whom were Stage 1 and 2 learners and new to the school (had arrived in the last 3 months). All lessons were attended by the CT (mainly observing the EALT).</p> <p>P5 – EAL T working with Class Teacher for part of block and student teacher (ST) for majority of block. 2 x lessons per week plus 30 mins planning and liaison once a week. The focus was on persuasive writing and advertising. The advantage of this</p>		

was that some collaborative work could be done with both CT and ST. However, the block of support was quite disrupted due to the changes between CT-ST-CT and the need for the ST to have full responsibility for the class for a good portion of the time. Sometimes it was difficult to find liaison and planning time with both teachers due to their other commitments. The measures of impact at the start and end could not all be completed – for example CT confidence - as she had not worked with the EAL T for the full block. The majority of the class had EAL and there was a wide spread of languages. The focus learners were all bilingual and at stages 2, 3 and 4 (there were no learners at stage 1 in the class). Some lessons were attended by the CT but not when the ST had full responsibility.

P5-6 – EAL T working with CT and ST together for the majority of the block. 2 x lesson per week plus 30 mins planning once a week. There was a focus on descriptive writing – setting and character. This worked well as both CT and ST were present for planning and teaching and therefore all measures and impact could be evaluated in the usual way in the same way as P2 and P3. The majority of the class had EAL with a wide spread of languages. The focus learners were at stages 2, 3 and 4 (there were no learners at stage 1 in the class). Two of the learners identified had periods of absence so not all the measures could be done pre/post and with the same learners. All lessons were attended by the class teacher. Those missed were due to absence.

Learning and Teaching – Part 1

Key Area 1 - High expectations of attainment & achievement of bilingual and minority ethnic children
Key Area 2 – Learning & Teaching: Meeting the needs of bilingual and minority ethnic learners

HGIOS4 QIs

Intended outcome and impact on teacher

- Class Teachers can identify the language demands in writing and plan to support language while teaching the content
- Class Teachers feel confident and skilled in supporting EAL learners at all stages of English to develop independence in and improved outcomes for writing
- Class teachers feel confident using the teaching & learning writing cycle to plan and deliver lessons

Intended outcome and impact on children’s learning

- Bilingual learners show improved engagement with learning in focus curricular area
- Bilingual learners show improved attainment in writing
- Bilingual learners show improved independence in writing

2.3 Learning, Teaching and Assessment
2.4 Personalised support
2.7 Partnerships
3.1 Equality and Inclusion

Actions/Tasks	By whom	Resources	Timescale
Meeting with SMT to agree whole-school priorities and agree staff involvement	EALTs & HT	EAL Framework SEEMiS information	Jan 21
Initial liaison	EALTs/class teachers/SMT	Time Planning documents – CTs Gibbon's grid – EALTs Self-evaluation - CTs	March 21
Observation – pre and post teaching block	EALTs	Observation tools - EALTs	April 21
Planning and liaison	EALTs/CTs	Joint planning records – EALTs & CTs Lesson Planners – EALTs & CTs Gibbon's Grid – EALTs & CTs <i>Tower Hamlets Language Structures</i> document – EALTs Emailed minutes from feedback meetings - EALT	April-June 21
Evidence gathering Data collection	EALTs/CTs	Pupil views questionnaires - EALTs Questionnaires for staff/self-evaluation - EALTs & CTs Reference to EAL strategies in planning	April (pre) and June (post) 21
Mid-term and final meeting with class teachers	EALTs and CTs	Mid-point teacher self-evaluation	June 21
End of Phase 1 SMT meeting	EALTs and SMT	EAL Action Plan – Phase 1	August 21

Learning and Teaching - Part 2

Key Area 1 - High expectations of attainment & achievement of bilingual and minority ethnic children

Key Area 2 - Learning & Teaching: Meeting the needs of bilingual and minority ethnic learners

Outcome and impact on teacher	Measure	Evidence - based on Data (D) Views (V) Observation (O)
<p>Class Teachers can identify the language demands in focus curricular area and plan to support this language while teaching the content</p> <p>Class Teachers feel confident and skilled in supporting EAL learners' access to the curriculum and language development at all stages of English language development</p>	<p>Staff Self-Evaluations (pre-& post-collaborative work)</p> <p>(Appendices 1a-1d)</p>	<p>Across all classes:</p> <p>(D) On average, staff have increased in confidence in 7 out of 13 areas post-collaboration. The highest increase seen was in 9 out 13 areas and the lowest was in 5 out of 13 areas.</p> <p>(V) Feedback from all teachers was that the writing cycle approach was useful to support bilingual learners. This was due to the increased time spent on learning and practising language prior to writing.</p> <p>P2:</p> <p>(D) CT confidence increased in 5 out of 13 areas post-collaboration. All 5 improved outcomes increased by 1 (mainly from 4-5). The majority of areas were ranked high pre-collaboration (4-5).</p> <p>(V) CT felt that the collaboration had been useful for their teaching practice. They believe that the learners in their class have more enthusiasm for writing and it has built confidence in their spoken English as well. Spending more time on one piece of writing and using talk homework has been most useful and they are keen to continue using these approaches in their continued teaching practice. See Appendix 1a</p> <p>P3b:</p> <p>(D) CT confidence increased in 9 out of 13 areas post-collaboration. The biggest increase (ranked 3 pre-collaboration and 5 post-collaboration) was seen in the outcomes: <i>I identify the language demands across all curricular areas, and I understand the importance of bilingual children using and developing their home language and build this into learning and teaching.</i></p> <p>See Appendix 1b</p> <p>(V) CT felt that the collaboration had been useful for their teaching practice as a reminder of strategies to use and lots of new ones to try. The impact of the collaborative work has been that the learners have new skills (paragraphs), they can apply their new learning (cold piece at end) and that the standard of writing at the end of the collaboration was extremely high. The strategies that have been most useful for the class have been the modelled text used and referred to, to support learning, lots of visuals and writing frames to support the planning section of the T&L writing cycle. The CT would like to use them all to support writing in the future. See Appendix 1b</p> <p>P5:</p> <p>(D) Due to the change in teacher no data was collected for this class</p> <p>(V) Student teacher (ST) completed a post-collaboration questionnaire about the collaborative work. She felt she had a good understanding of planning using the writing cycle and felt confident to use this going forward. She identified all of the strategies introduced as ones would use again and as important in supporting learning. She felt that some of the most</p>

		<p>important features of the approach to writing were the opportunities to practise and rehearse new language and the importance of revisiting and building up writing over time. See Appendix 1c</p> <p>P5-6: (D) CT confidence increased in 6 out of 13 areas post-collaboration. There was the largest increase in confidence seen in the area of planning opportunities which focus on preparatory activities before writing tasks where confidence moved from 3 to 5 (on a scale of 1-5). The other 5 areas all increased by 1 on the scale. (V) CT felt that the approach to writing that was shared involving gradual and planned language development had made a significant impact on his teaching practice. He felt that the range of strategies that were used were all very helpful. He felt that the impact of the collaboration was that pupils had made good progress with their writing and their independence when writing had improved. The evidence of this could be seen during independent work well as in the cold piece and writing assessment. See Appendix 1d</p>
<p>Bilingual pupils engage with learning in focus curricular area</p> <p>Page 150</p>	<p>Leuven Scale of Involvement (Appendix 2)</p>	<p>Across all classes: (D) 11 out of the 12 focus learners observed increased in involvement post-collaboration.</p> <p>P2: (D) One learner was absent for the post-observations, so no data was collected or included. 2 out of 3 focus learners' levels of involvement increased from pre to post collaboration. One learner decreased slightly (from 5 to 4). This was in the plenary and may have been due to distraction from other learners. (This particular focus learner was chosen due to challenges around concentration). The parts of the lesson where there was the biggest improvement in engagement for all the focus learners was during the introduction and group work sections where 2 out of 3 of the learners improved their engagement. (O) Post-collaboration: The class teacher used supportive talk partners/trios and modelled and shared writing to increase engagement. See Appendix 2</p> <p>P3b: (D) 4 out of 4 learners' levels of involvement increased. T's (New to English) level of engagement doubled from pre to post observations (from 2 to 4). The parts of the lesson where there was the biggest improvement in involvement was during independent writing, where all learners increased their levels of involvement. Involvement doubled for 2 out of 4 learners (both New to English) in the introduction of the lesson, when visuals were added to support learning. (O) Post-collaboration: The CT used a modelled text and visuals at the start of the lesson to support involvement and independence during independent writing. She also scaffolded responses given by learners which had a positive impact on their engagement. See Appendix 2</p>

Pupil Voice
questionnaire
(Appendix 3)

P5: Pre-measure collected with CT but no post measure as ST had been in for majority of the block and this affected involvement.

P5/6:

(D) 5 out of 6 focus learners **increased** their level of engagement between the start and end of the collaboration. One learner decreased overall however this may have been to do with external factors on the day of data gathering (possible home/school move). The parts of the lesson where there was the **biggest improvement** in engagement for all of the focus learners was during the **main teaching input** and first part of **independent work**, where 5 out of 6 of the learners improved their engagement.

(O) Post-collaboration strategies used by the CT to improve involvement during these sections of the lesson included, using **visuals** in the introduction which helped to engage and support pupils and **scaffolding and supporting learners to give responses** by using **oral cloze** and **multiple choice**. The CT had also increased the use of **talk partners** which helped to increase involvement for all learners. The **improved clarity** of the main teaching input also had a positive impact on the learners' ability to carry out their **independent work**. See Appendix 2

Information about individually tracked children and their levels of engagement is also available in Appendix 2

Across all classes:

(D) Most learners agreed that they **liked writing lessons** and thought they were **better at writing** post-collaboration. Post-collaboration, learners reported that a range of specific writing frames/supports were most useful, including substitution tables and sentence starters.

P2:

(D) (based on 22 responses pre-collaboration & 16 post)

When asked if they like writing (based on strongly agree or agree response):

Pre-collaboration – 64.5% Post-collaboration - 75%

When asked if they are good at writing:

Pre-collaboration - 68% Post-collaboration - 75%.

When asked what they do if they get stuck:

Pre-collaboration: The class identified **10 strategies** they could use including **23% ask a friend** and **18% thinking**.

Post-collaboration: The class identified **7 strategies** they could use. Ask a friend **increased to 44%** and **think to 25%** this suggests an increase in understanding and independence (relying less on the teacher) for support with the task.

Post-collaboration: Learners may have been able to be more **selective** about appropriate strategies to use when stuck.

Asking the teacher decreased from 18% (pre-collaboration) **to 6%** (post collaboration) as a strategy to support writing, again supporting a possible increase in learner understanding and independence.

When asked about which strategies they found helpful:

Pre-collaboration: all learners found **paired writing made writing easier**. Most found **visuals** helpful (**77%**) and the majority found **word mats/banks (68%), writing templates (68%) and video/media (59%)** helpful.

Post-collaboration: most learners found using **sentence starters (88%) and substitution tables (81%)** most helpful for their writing and the majority found **talk homework** helpful (**69%**). Some learners also found using **vanishing cloze (38%)** activities and using **home language (31%)** helpful as well. **See Appendix 3a**

P2 Focus Pupils responses information can be found in **Appendix 3a** and these responses are similar with what the whole class have said.

P3b:

(D) (based on 22 responses both pre- and post-collaboration)

When asked if they liked writing:

Pre-collaboration - 51% Post- collaboration - 78%

When asked if they are good at writing:

Pre-collaboration - 59% Post- collaboration - 41%

When asked what they do if they get stuck:

Pre-collaboration - The class identified **9 strategies** they could use including **asking the teacher (45%), asking a friend (14%) and spelling it out (14%)**.

Post- collaboration - The class identified **8 strategies** they could use. **Asking the teacher decreased** to 32%, **asking a friend decreased** to 9% and **spelling it out increased** to 32%. This may be due to learners **understanding** more and able to work more **independently** on tasks.

Post-collaboration: Learners were able to be more **selective** about appropriate strategies to use when stuck.

When asked about which strategies they found helpful:

Pre-collaboration: The majority of learners found having **worked examples (visuals) and word banks** made writing easier (64%). Less than half found worked examples (**video/media) and talk partners helpful (36%)**.

Post-collaboration: Most learners found **writing frames** helped to make writing easier (**82%**). The majority of the class thought that **substitution tables (73%), vanishing cloze activities (73%), talk homework (59%) and sentences starters (50%), helped** their writing and less than half thought that using **home language** helped (**36%**).

2 New to English learners (T & H) liked writing and thought they were **good at writing, both** pre- and post-collaboration.

Pre-collaboration: both **asked the teacher for help** as a strategy to help their writing and thought **word banks** were helpful for their writing
 Post-collaboration: one learner **asked peers and thought more** as strategies to help their writing. Both thought that **using home language, writing frames, vanishing cloze and substitution tables** were helpful strategies and tools to support their writing.

P3b Focus Pupils responses information can be found in **Appendix (3a)** and these responses reflect the way the whole class have responded.

P5:

(D) Due to the change in teacher no data was collected for this class

(V) Some pupil voice was collected from groups at the end of the block, although not in the same way as the other classes due to the changes described above.

All pupils were able to identify **what they had learned** including **working well as a team, learning new words and phrases** relating to the genre and the **features to include in persuasive writing (adverts)**. Most pupils found the strategies introduced were helpful and could explain why they thought that. For example, pupils could identify that a **checklist of features** was helpful to prevent **missing out or forgetting to include things**. **Almost all pupils** identified that **talking** with another person or in groups was helpful for learning because it both **increased the number of, and improved, ideas**. See **appendix 3c**

P5-6:

(D) based on 20 responses pre-collaboration & 17 post-collaboration:

When asked if they liked writing (based on strongly agree or agree response):

Pre-collaboration - 75% Post- collaboration - 88%

When asked if they are good at writing

Pre-collaboration - 65% Post- collaboration - 77%

When asked what they do if they get stuck

Pre-collaboration: The class identified **5 strategies** they could use including **asking the teacher, asking a friend and thinking**.

Post- collaboration: The class identified **8 strategies** they could use including using **things around you** and **referring to previous work**.

The increase in the range of strategies could be observed to improve independence when writing.

When asked about which strategies they found helpful

	<p>Pre and post writing samples – (cold piece) Assessed using the Scottish Criterion Scale (SCS) and EAL Stages of English Tracker (Appendix 4a - Assessment Standards framework)</p>	<p>Pre-collaboration: The majority of learners found learning new words (75%), using a modelled example (55%), using a ‘stories as movies’ approach (70%) and talking through ideas (65%) made writing easier. Less than half found using a dictionary or thesaurus (45%) or VCOP (40%) helpful</p> <p>Post-collaboration: Almost all learners found using visuals helped to make writing easier (94%). The majority of the class thought that sentences starters and opener supports (71%) substitution tables (65%) and shared writing (71%) helped their writing and less than half (42%) thought that freeze frame activities helped.</p> <p>The focus pupils’ views gathered post-collaboration are in line with the views of the class about their preferred strategies and their attitudes towards and ability in writing. See Appendix 3d</p> <p>Across all classes: (D) Almost all learners’ writing improved, either going up a level, standard or, in some cases, a Stage of English. Most significant improvements were seen in the development of vocabulary and sentence structure. See Appendix 4b</p> <p>P2: (D) Focus learners: Post collaboration: All learners increased in writing attainment. 2 out of the 4 learners went up within a Standard in writing. One learner stayed at the same standard but achieved more outcomes within that standard. This smaller progress may also be due to the number of absences she had during the writing collaboration. All bilingual learners stayed at Stage 3 but progressed by achieving further outcomes within the stage. (One other learner was absent for the post-collaboration writing sample, so no data was collected.) (O) The areas where most pupils showed significant improvements were with vocabulary and sentence structure as well as at text level by including appropriate features of a scientific report. See Appendix 4a (Assessment Standards framework) & 4b and c (focus pupil writing summary and profiles)</p> <p>(D) Focus learners: P3b Post collaboration: All learners increased in writing attainment. 3/4 learners went up a Standard in writing. 1/4 went up within a level. Both New to English learners went up a Standard and one moved from Stage 1 to Stage 2 in their Stage of English (writing). The learner who remained at Stage 1 made progress within the stage by achieving further outcomes (O) The areas where most pupils showed significant improvements were with vocabulary and sentence structure. See Appendix 4a (Assessment Standards framework) & 4b and d (focus pupil writing summary and profiles)</p>
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		<p>P5 – this assessment was not carried out as a cold piece due to student teacher placement.</p> <p>P5/6: (D) Post-collaboration: All learners increased in writing attainment. 4 out of 4 of the learners went up a standard (SCS) and 3 out of 4 of the learners went up a Stage of English (writing). The pupil who remained at their stage of English progressed by achieving further outcomes within the stage. (One other pupil was absent at the time of the post-collaboration cold writing piece and her data is not included.)</p> <p>(O) The areas where most pupils showed significant improvements were with vocabulary and sentence structure as well as at a text level where learners were using more appropriate features of descriptive narrative in their writing. See Appendices 4a (Assessments) & 4b and e (focus pupil writing summary and profiles)</p> <p>P5/6 - A further case study was carried out for a monolingual learner with an identification of Dyslexia. The impact on this learner was significant as we saw improvements in the learner’s attainment, self-esteem and motivation throughout the collaboration. See Appendix 5</p>
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Appendix 2 Next Steps for Phase 1a

Key Area Key Area 2 – Learning & Teaching: Meeting the needs of bilingual and minority ethnic learners			HGIOS 4 QIs 2.3 Learning, Teaching and Assessment 2.4 Personalised support 2.7 Partnerships 3.1 Equality and Inclusion		
Next steps	By whom	Resources	Timescale	Intended Impact	Review
P2 Continue to use strategies in class Share learning from Phase 1 and collaborate with school staff (shadowing opps/CAT sessions/staff meetings etc) Involvement in EAL CPD – sharing of strategies and experience	CT	EAL T Planning from Phase 1 Planning tools and documents (e.g. Tower Hamlets language structures, Pauline Gibbons book)	2021-22	Continued support for bilingual learners with a focus on Stage 1 and 2 learners Increased knowledge and expertise within school staff to support planning for and teaching bilingual learners	
P3 Continue to use strategies in class Share planning and resources across school/stage partners Involvement in EAL CPD – sharing of strategies and experience	CT	EAL T Planning from Phase 1 Planning tools and documents (e.g. Tower Hamlets language structures, Pauline Gibbons book)	2021-22	Continued support for bilingual learners with a focus on Stage 1 and 2 learners Increased knowledge and expertise within school staff to support planning for and teaching bilingual learners	
P4 – Revisit phase 1 with new class	CT/EAL T	Phase 1 materials	Jan-April 2022	To ensure all class teachers have had an equitable amount of language and literacy collaboration involvement	
P5/6 Continue to use strategies in class Share planning and resources across school/stage partners Involvement in EAL CPD – sharing of strategies and experience	CT	EAL T Planning from Phase 1 Planning tools and documents (e.g. Tower Hamlets language structures, Pauline Gibbons book)	2021-22	Continued support for bilingual learners with a focus on Stage 1 and 2 learners Increased knowledge and expertise within school staff to support planning for and teaching bilingual learners	

Appendix 3

Wider School Development- Part 1

Key Area 1 - High expectations of attainment & achievement of bilingual and minority ethnic children
Key Area 2 - Learning & Teaching: Meeting the needs of bilingual and minority ethnic learners
Key Area 3 - Strong policies and practice for race equality and inclusion
Key Area 4 - Meaningful two-way partnership with bilingual and minority ethnic parents / communities

HGIOS4 Qis

1.5 Management of resources to promote Equality
 2.6 Transitions

Intended outcome:

- A streamlined enrolment system which allow for a smooth transition for pupils and parents new to the school

Intended impact:

- Pupils will have their learning and Health and wellbeing needs understood prior to starting and met when they start
- Teachers will feel better prepared for a smooth transition for new pupils to their class
- New parents will feel well informed about school processes and curriculum

Actions/Tasks	By whom	Resources	Timescale	Outcome and evidence - interim
Develop and review streamlined enrolment process for new pupils	School admin, SLT, EAL teachers	Old EE form New draft enrolment procedure	By June 2021	More streamlined process based on SLT discussions More clarity for all staff about their role in the process Building capacity of school staff with enrolment (Admin) Next steps - To be reviewed with EAL/ SLT – (e.g., check questions asked by admin – do these overlap with questions asked on Parent info form?) October 21
Trial delayed start date for new pupils	School admin, SLT, EAL teachers, class teachers	New draft enrolment procedure	By May 2021	Started this April/May 2021 Next steps - increased number of pupils with a delayed start (based on enrolment process) Get feedback from learners, parents, teachers to inform future adaptations
Draft and trial new parent information form	EAL teachers, school admin	New parent information form	Draft by April 2021	Introduced in May 21 for use with families who are not getting a full enhanced enrolment

			Trial by June 2021	Next steps: review criteria for use (e.g., to be included for all parents, when to use this form and when to do the fuller pupil information gathering)
Create e-folder of resources for new arrivals	EAL Teachers	Useful resources for new learners	June 21	Completed Next steps – to share with staff at a staff meeting on 14 th Sept 21 and collect feedback

Suggested new development tasks 21-22

Draft new school leaflet to share with parents (based on school handbook)	EAL Teachers	School handbook website		
Create e-folder with info to provide new parents when they enrol	EAL Teachers/SLT	New school leaflet Relevant parent information		

Appendix 4: 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 for L&L Collaboration	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
EAL Specialist teacher provision for RWI Literacy Intervention	Phase 1b and 1c: 2 full days funded	2 full days funded	2 full days funded – reviewed annually through whole-school evaluation

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

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Education, Children and Families Committee

10:00am, Tuesday, 12 October 2021

Award of Contract for 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 the positive recognition of progress with implementing Young Carer supports indicated in three schools receiving the We Care, Schools for Young Carers Award.

Julien Kramer,

Interim Executive Director of Education and Children's Services

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. The partners approved for the award of the Young Carer Support Service from October 2020 were Broomhouse t/a SPACE (lead), Edinburgh Young Carers and Capital Carers.
- 2.2 The partners have continued to provide support throughout the pandemic as schools have reopened, and recognise the impact of the lockdown on Young Carers and the need for specific additional supports for this group.
- 2.3 The partners have also updated their Young Carer Statements, which were approved at their Strategic Partnership Group meeting in June, and are now focusing on training for schools in identifying and supporting Young Carers.
- 2.4 Three local authority schools have recently been granted the We Care, Schools for Young Carers Award demonstrating their success in identifying and supporting young carers.

3. Background

- 3.1 The Carers (Scotland) Act 2016 places a number of legal duties on local authorities and the NHS. Duties under the Act include:
 - 3.1.1 Widening of the definition of a Carer, to encompass a greater volume of Carers
 - 3.1.2 Preparation of Adult Carer Support Plans or Young Carer Statements for anyone identified as a Carer, or for any Carer who requests one
 - 3.1.3 Providing support to Carers that meet local eligibility criteria
 - 3.1.4 Involving Carers in Carer's Services
 - 3.1.5 Preparation of a Carers Strategy
 - 3.1.6 Establishing and maintaining information and advice services for Carers

- 3.2 Communities and Families and The Edinburgh Health and Social Care Partnership worked to commission and procure a range of Carer Support Services.
- 3.3 The contract was divided into eight Lots according to the type of support, the Lot strategy being chosen to encourage smaller organisations to bid.
- 3.4 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.
- 3.5 This contract is for a duration of 60 months, with the possible extension of a further 36 months.

4. Main report

- 4.1 The partners who were awarded the contract have continued to develop supports for Young Carers across the four localities, particularly important in light of the impact of the COVID-19. As the funding period is 1 October 2020 – 30 September 2021 a full year report can be provided for December Committee. A summary of the work to date is also detailed in Appendix One.
- 4.2 The revised Young Carers' Statement template, developed using a strengths-based approach underpinned by the Wellbeing Indicators and Outcomes, were approved at the Strategic Partnership Group meeting in June. Two versions of the template were created to meet the needs of the Young Carers, depending on their age and stage. The revised documents and guidance will now be introduced across all four localities.
- 4.3 This work will involve a launch via school websites, stakeholder communication pathways and social media to encourage and support the identification and engagement of Young Carers. Updated Young Carer information will be on the CEC website to provide information for Young Carers, school staff and other professionals supporting them. This will include a section on Young Carer statements.
- 4.4 Information has been shared with schools around their responsibilities to Young Carers including information on the young carers statements, their need to ensure they have a young carer coordinator identified, training dates and their points of contacts in terms of partners.
- 4.5 Four dates have been identified for citywide training for schools. All three providers are also offering individual training to schools, to provide schools with more personalised training at a date/time that suits them if required.
- 4.6 The training will be augmented by good practice guidance which is being developed for schools in collaboration with Young Carers. An outdoor event for young carers was held over the holidays to begin drafting the guidance.

- 4.7 Edinburgh Young Carers were delighted to announce that three schools in the city have recently been awarded We Care, Schools for Young Carers Award. This award celebrates good practice in identifying and supporting Young Carers. The schools receiving this award, James Gillespie's High School, Niddrie Mill Primary School and Tollcross Primary School, have been recognised for the contribution they've made to improving outcomes for young carers.
- 4.8 Contract Monitoring meetings are being undertaken as part of ongoing service evaluation.

5. Next Steps

- 5.1 Training for all establishments is being provided, with a locality approach and also the offer of individual training sessions where needed.
- 5.2 Contract Monitoring meetings are being undertaken with partners as part of our ongoing service evaluation.

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 the 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 lifetime 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>
- 9.4 [Award of Contracts for Edinburgh Carer Supports](#) Policy and Sustainability Committee August 2020

9. Appendices

- 9.1 Appendix 1 Lot 7 – Young Carer Support in Edinburgh – Additional figures requested.

LOT 7 – YOUNG CARER SUPPORT IN EDINBURGH

ADDITIONAL FIGURES REQUESTED

1st October 2020 – 8th September 2021

Number of Young Carers Supported	525
Number of New Referrals	260
Number of Young Carer Statements Completed*	41
Number of group respite opportunities offered during summer**	90 groups
Number of Edinburgh schools engaged in YC awareness-raising	118 schools
Number of Young Carer Co-ordinators identified in Edinburgh Schools	113 schools have Young Carer Co-ordinators identified
Number of schools receiving awareness-raising assemblies or workshops	46 schools (4,078 pupils)
Number of training events delivered	13 training events (6 school specific and 7 open to all professionals)
Number of professionals attending training events	504

***Young Carer Statements (YCS)**

Team members from each of the three services have been involved in the creation of the YCS paperwork, guidance and processes as part of the YCS Short-Life Working Group with City of Edinburgh Council. The paperwork was signed off on 29th June 2021, and since this time all young carers supported by the three services have been advised again of their right to a Young Carer Statement, and have been offered to complete one with the support of a Development Worker / Support Worker.

During summer, the focus of the young carers services was in provision of respite support, reducing isolation and creating memories from a full and varied summer programme of activities. This was in addition to continued provision of emotional support to young carers who were struggling with the effects of being at home full-time during the summer holidays and in the context of post-lockdown recovery and resulting anxieties.

Since schools have returned, we have been able to free up more staff time to deliver Young Carer Statements. All young carers supported by the services have been offered a YCS, 41 have been completed, 42 are ongoing and 1 young carer has declined a statement.

****Group Respite Opportunities During Summer**

Continuing to deliver group respite opportunities for young carers during school holidays is an important part of our service delivery and of the contract requirements. Young carers can feel an

intense isolation, high levels of anxiety and huge pressures from their caring role when faced with a summer at home away from school and their peers. By delivering groups during the summer period we help to support peer relationships, increase opportunities for fun and creating memories, and help to support the emotional wellbeing of Edinburgh's young carers. We have been privileged this year to offer such a variety of opportunities due to each of our organisations receiving additional funding (Carers Trust, Mental health foundation/THRIVE partnership, Summer of fun/play funding) to support exciting trips and days out, including:

- Blair Drummond Safari Park
- Silverknowes beach and BBQ
- Adventure Golf Island
- Jupiter Artland
- 8-week outdoor programme of activities called Nurture in Nature
- Kayaking and paddleboarding
- Horrible Histories bus tour
- Weehailes Adventure Playground
- Horse Therapy Sessions
- Foxlake ropes course and ringos
- St Andrews aquarium and beach trip
- Inchcolm Island boat trip
- John Muir Alpaca experience
- East links family park
- Almond valley adventure park
- Extreme combat
- Loch Lomond treezone
- Yellowcraigs
- Bridge 8 watersports
- Go karting
- Frankie and benny's

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Education, Children and Families Committee

10am, Tuesday, 12 October 2021

***Discover!* in Partnership with Edinburgh Community Food**

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 continuing to work in partnership with **Edinburgh Community Food** to deliver the ***Discover!*** programme;
 - 1.1.3 agree to awarding Edinburgh Community Food a grant of £111,000 per year for the continued provision of **Discover in a Box** and other aspects of a strong and evolving partnership;
 - 1.1.4 note that ***Discover!*** contributes to the End Poverty Edinburgh Delivery Plan
 - 1.1.5 agree to receive a further report in October 2022 updating Members on progress

Julien Kramer

Interim Executive Director of Education and Children's Services

Contact: Linda Lees, Lifelong Learning Strategic Manager (Creativity, Health and Wellbeing)

E-mail: linda.lees@edinburgh.gov.uk

Tel: 07592 328644

***Discover!* In Partnership with Edinburgh Community Food**

2. Executive Summary

- 2.1 The aims of ***Discover!*** Are:
 - 2.1.2 reduce food and financial stress during school holidays
 - 2.1.3 help close the poverty related attainment and achievement gap
 - 2.1.4 reduce social isolation and improve health and wellbeing
- 2.2 With families' need clear and growing, and as a reaction to Covid and lockdown, **Discover in a Box** (boxes containing food, recipes, utensils, art/craft materials and information etc) was developed in Summer 2020 and has since become a key aspect of ***Discover!*** It is now intrinsic to the online and in person programme and carries a cost of £25 per box with very tight margins.
- 2.3 **Edinburgh Community Food**, (a partner and member of the Discover Planning Group) used £50k of its own funding to support the provision of Discover in a Box during summer 2020. Since then ***Discover!*** has paid Edinburgh Community Food for the boxes. This unit cost is not reflective of any staff time planning, programme delivery or evaluation – it is simply the cost of the food box. That both parties continue to work in collaboration demonstrates the motivating factor is to improve outcomes for families with children who live in poverty.
- 2.4 The partnership, trust and increasing collaborative potential is not a simple payment for goods or services. That it is a strong partnership delivering best value, justifies awarding a grant to Edinburgh Community Food.
- 2.5 This report describes the relationship between, ***Discover!*** (led by Lifelong Learning) and Edinburgh Community Food, and the rationale for awarding a grant from the ***Discover!*** budget

3. Background

- 3.1 ***Discover!*** (Edinburgh's response to holiday hunger), was piloted in summer 2018 and is now established city-wide, supporting children and families living in poverty. It is highly valued and is viewed very positively as having impact.
- 3.2 ***Discover!*** is a key 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 officers, the Transport team and Edinburgh Community Food.

- 3.3 Children are recommended to **Discover!** primarily by schools, although other professionals and third sector partners can also make recommendations. At least one parent/carer must attend however many children are in the family. The number of new recommendations for each holiday is steadily and cumulatively increasing.
- 3.4 A keystone principle of **Discover!** is to be stigma free and genuinely meet the needs of families living in poverty with dignity and kindness. It strives to meet its stated aims, and its success is so doing is demonstrated by feedback from families.
- 3.5 **Discover!** is delivered during every school holiday; previously it was in person taking place in Hubs in school buildings. Since Easter 2020 it has been delivered remotely. With Covid restrictions easing, **Discover!** Summer 2021 adopted a blended approach, delivering a live and pre-recorded online programme and trips to local parks and beaches, country parks and outdoor venues further afield.
- 3.6 Since its inception, **Discover!** has maintained a strong focus on healthy eating, food education and sustainability. The partnership with Edinburgh Community Food has developed from an informal arrangement, to a genuine partnership where each holiday programme is jointly planned - and where shared endeavour is underpinned by shared values and outcomes.
- 3.7 The relationship between **Discover!** and Edinburgh Community Food, inevitably and rightly involves payment for food boxes. Edinburgh Community Food and **Discover!** have evolved how and what they do, and together deliver best value. Working flexibility towards common aims providing additionality through staff time, shared resources and capacity, defines true collaboration.
- 3.7 The programme is constantly evolving to achieve this with feedback and rigorous evaluation of each holiday helping inform its development and confirms the value families place on the programme and boxes
- 3.8 Edinburgh Community Food is a key partner in both planning and delivery.

4. Main report

About Discover

- 4.1 This report is not a full report on **Discover!** and its impact, rather it provides background to the aspects of **Discover!** that underpin and exemplify the partnership with Edinburgh Community Food.
- 4.2 A significant aspect of **Discover!** is about cooking, nutrition, fun and sustainability in healthy eating. It delivers a programme of activities including cooking, arts and music, sport and outdoor, family learning through fun, all linked to a theme, usually topical and/or seasonal.
- 4.3 In addition to the work with Edinburgh Community Food other delivery partners such as CHAI, Maximise, SDS, The Transactions Team, Edinburgh School Uniform Bank, Home Energy Scotland, (to name just some), regularly provide information, workshops, 1:1 drop in sessions and other advice and support.
- 4.4 There are also weekly trips giving families opportunities they would not otherwise have and building happy shared memories of holidays. This impacts positively on family relationships, wellbeing, reduces social isolation and improves confidence.

- 4.5 With food and financial insecurity being a constant in families' lives, particularly during schools holidays, the partnership with Edinburgh Community Food has become increasingly important in the ethos of **Discover!**.
- 4.6 If providing food was the only consideration, any number of organisations could have delivered this. However, a recognition that each of the aims of **Discover!** is interconnected has led to a rich programme each holiday, not least of which is Discover in a Box, around which pivots much of the activity. This is highly valued by the families, who often refer to **Discover!** as a 'family' and regularly share stories about the difference it makes - not just within families but also between families.

Discover in a Box

- 4.4 Edinburgh Community Food works closely with Schools and Lifelong Learning Officers to pack and deliver boxes every week of every holiday to each recommended family's home address. The boxes contain the following:
- fresh and packaged ingredients, recipes and utensils (linked to the online (or in person) programme of cookery workshops for children and families
 - art and craft resources for the online (or in person) programme of arts/crafts— all of which share the holiday theme with the recipes and cookery workshops
 - sport resources also linked to the theme of the holiday
 - financial advice, leaflets and other support information for families
 - weekly gift/book for the children
 - food vouchers, bus tickets and other useful additions as appropriate

Discover online

- 4.5 Discover online is planned and delivered by the Discover Planning Group of which Edinburgh Community Food is a key partner. A private Facebook group offers a weekly programme of live and pre-recorded workshops and activities (supported at home by the contents of Discover in a Box).
- 4.6 Families are encouraged to engage with the programme and are supported by Lifelong Learning Development Officers in both the locality and strategic teams. Facebook posts are moderated by members of the Planning Group
- 4.7 The Discover online programme is delivered by a range of partners and providers. one of the main contributors being Edinburgh Community Food. They deliver live streamed and pre-recorded cookery workshops and live talks on topics such as:
- healthy eating and how to reduce food waste – save money
 - safe food storage
 - food and herb growing in community gardens and window boxes

Discover Edinburgh and Beyond

- 4.8 Because in person hubs are not currently operating due to Covid restrictions and mitigations, Summer 2021 re-introduced family trips to the weekly programme. Each trip took place outdoors and families in small groups enjoyed local picnics in the park, picnics in country parks, visits to beaches and other outdoor venues
- Each trip/picnic was accompanied by activities such as outdoor music workshops, games and there was an early programme for families with babies and very young children at the local parks.

- 4.9 The weekly cookery workshops delivered by Edinburgh Community Food included making interesting and healthy picnics for the trips the following day.

Barriers to participation

- 4.10 Schools recommend children to **Discover!** The Lifelong Learning Team then follows these up with phone calls and emails to the families. In the main positive contact is made which usually results in some form of engagement. Occasionally the family cannot be contacted because they have no email/changed their email and/or changed their mobile number.
- 4.11 Some families are reluctant to answer a call from an unknown number. The team always leaves a voicemail message where there is the facility to do so and arranges to call back later. Officers find as many ways as possible to reach families. Occasionally a family does not want to participate despite being recommended by the school.
- 4.12 When the family is initially contacted the Lifelong Learning Officer talks to them about potential barriers such as IT connectivity. Through successful applications to Connecting Scotland and People Know How, Chromebooks, iPads and Mifi devices have been given to families to enable participation.
- 4.13 Most families sign up for Discover in a Box which then encourages them to participate in the linked online workshops and activities (both live and pre-recorded)
- 4.14 Some families participate in all/almost the events, while others select only some. Being a working parent/carer can mean missing live events, but many parents/carers feedback that they enjoy catching up with recorded activities at a later stage.
- 4.15 Being a blended offer this summer meant it was harder to build relationships and confidence between and among staff and participants. This meant the trips could be more daunting for some, although a lot of effort was made to encourage participation. Other parents/carers posting on the Facebook group provides good reassurance for others to try things, and these posts are actively encouraged by staff, delivery partners and moderators.
- 4.16 The self-led trips using bus and rail tickets were very popular and uptake was good.

5. Next Steps

- 5.1 Formalise a grant award of £110,000 per year to Edinburgh Community Food for the continued partnership delivery of **Discover!**
- 5.2 The next cohort of newly recommended children and parents/carers will be invited to be part of a year long study of the impact of **Discover!**
- 5.3 An Educational Psychologist on placement with Communities and Families will evaluate the impact of **Discover!** during term time when children are back in school

6. Financial impact

- 6.1 The cost to deliver **Discover!** is contained within the existing council budget, which is £250k per year (with an additional £250 in the current financial year).

- 6.2 Awarding Edinburgh Community Food a grant of £110,000 from the existing core budget of £250k is affordable at the current levels of participation and takes account of predicted growth over the current year.
- 6.3 Increases in numbers and associated costs will be closely monitored and any changes will be reported back to this committee before the next financial year if required.

7. Stakeholder/Community Impact

- 7.1 Parents/carers regularly provide feedback on Discover! via the Facebook Group and through formal evaluations. This is used to inform and develop **Discover!**

8. Background reading/external references

- 8.1 Education, Children and Families Committee, 15 December 2020: Child Poverty Update, Item 7.1
<https://democracy.edinburgh.gov.uk/documents/s29882/7.6%20Child%20Poverty%20Update.pdf>
- 8.2 Education, Children and Families Committee, 18 May 2021: Lifelong Learning Service Plan Update, Item 7.
<https://democracy.edinburgh.gov.uk/documents/s33922/7.5%20Lifelong%20Learning%20Service%20Plan%20Update.pdf>
- 8.3 Policy and Sustainability, 5 October 2020: End Poverty in Edinburgh – Annual Progress Report

9. Appendices

- 9.1 Appendix 1 – Evaluation overview of Discover Summer 2020

Discover! Summer 2021 Programme

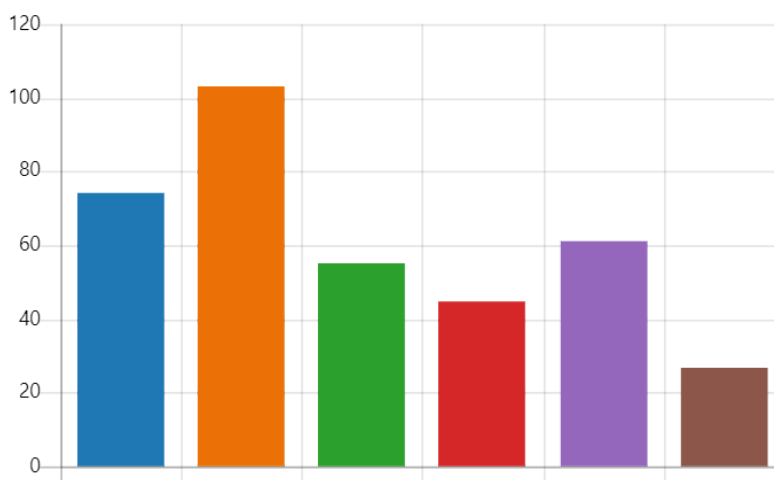
108
Responses

05:26
Average time to complete

Active
Status

1. What Discover Programme activities have you benefited from this summer 2021?

Discover Facebook Online (On...	74
Discover in a Box (Food, Art P...	103
Discover Picnic Trip to Countr...	55
Discover Picnic in the Local Pa...	45
Discover ScotRail Trips	61
Discover Advice and Support (...)	27



2. If you received it, how would you rate Discover In a Box (food, recipes, art materials, resources, bus tickets)? 5 stars = Excellent, 1 star = Poor

Insights

106
Responses

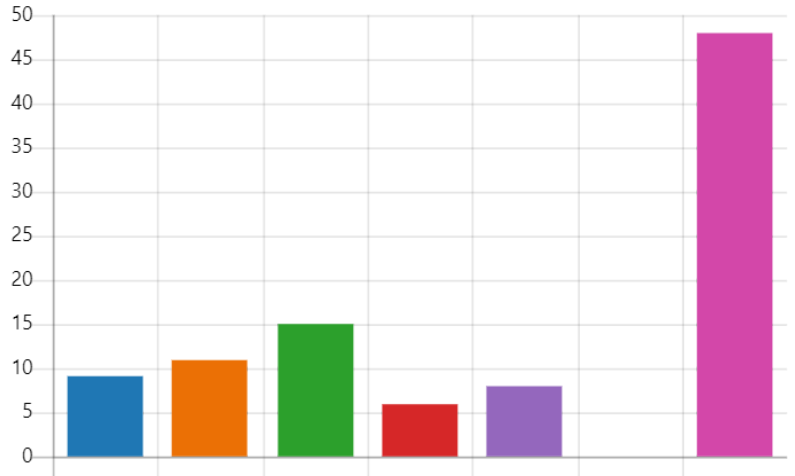


4.96 Average Rating

3. If you attended a Discover Picnic in Country Park, which one did you attend?

💡 Insights

● Beecraigs Country Park	9
● Newhailes House and Gardens	11
● Yellowcraigs Beach	15
● Jupiter Artland	6
● Vogrie Country Park	8
● Penicuik House and Garden	0
● Did not go on a trip to a coun...	48



4. If you attended one of the above trips, how would you rate the Discover Picnic to the Country Park (staffing, transport, activities)? 5 stars = Excellent, 1 star = Poor

💡 Insights

58
Responses



4.78 Average Rating

5. Do you know which Discover Locality Group you are in?

● North West	💡 Insights	14
● North East		15
● South West		12
● South East		13
● Not sure		53



6. If you have attended a Discover Picnic in your local park how would you rate this (staffing, activities etc)? 5 stars = Excellent, 1 star = Poor

💡 Insights

57
Responses



4.79 Average Rating

7. If you have engaged with Discover Facebook Online activities, what do you think about the variety on offer?

💡 Insights

- Too many activities 4
- Too few activities 6
- Just the right amount of activi... 86



8. In general, how would you rate Discover Online (Facebook Activities, Online Cooking, Art & Science Workshops etc)? 5 stars = Excellent, 1 star = Poor

💡 Insights

102

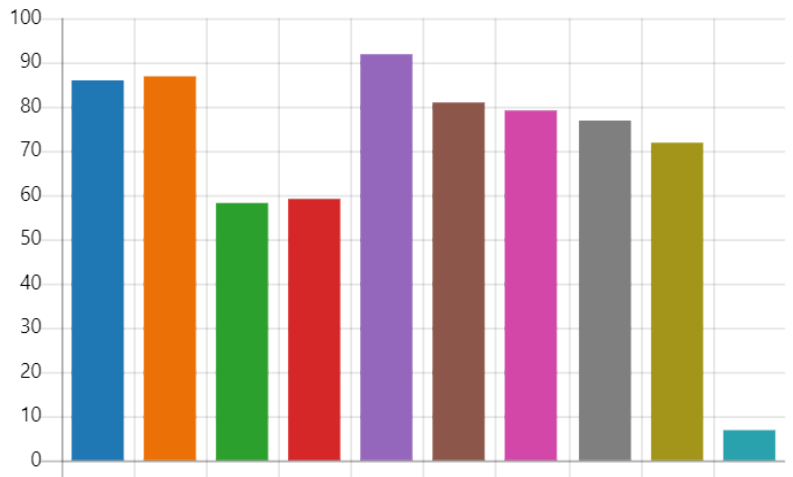
Responses



4.79 Average Rating

9. In what way has being part of the Discover summer 2021 programme made a difference to you and your family? (Tick any that apply).

- Encouraged us to spend more... 86
- Helped children to learn new t... 87
- Helped parents and carers to l... 58
- Helped us to connect with oth... 59
- Helped reduce the costs of fo... 92
- Helped reduce the costs of act... 81
- Helped us to eat healthier as a... 79
- Helped our family to feel less i... 77
- Helped reduce family stress 72
- Other 7



10. If you selected 'other' to Question 6, please provide some more details below.

15  Insights
Responses


Latest Responses

"Myself & my son now eat fresh & healthy meals which we have been ..."
"Uniform bank is amazing and so helpful "

5 respondents (42%) answered **family** for this question.



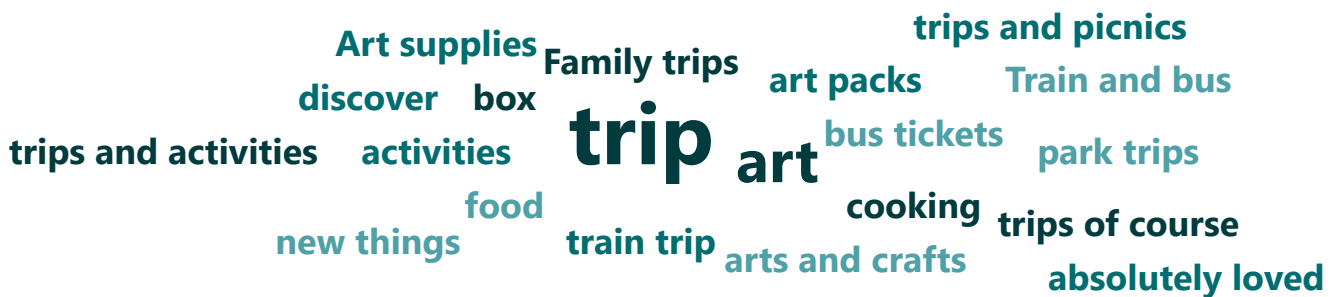
11. What would your children say was the best thing about the Discover programme this summer?

103  Insights
Responses

Latest Responses

"He loved all the art packs as it helps his well-being, he does mindful c..."
"Cooking new things "
"Being a part of a group outing, they like that. "

30 respondents (31%) answered **trip** for this question.



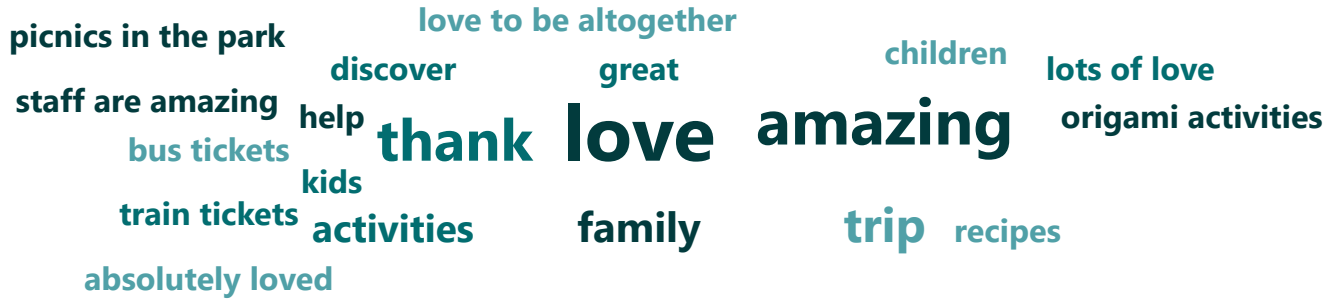
12. Do you or your children have any other feedback or suggestions for future Discover programmes?

71  Insights
Responses

Latest Responses

"To get back to the way we used to attend discovery. "

14 respondents (21%) answered **love** for this question.





Discover Summer 2021

Page 180

- Discover Online and Discover in a Box
- Picnic in the Local Park
- Picnic in the Country Park

- Discover Families Explore Together



A reminder of our Aims

- To reduce food and financial stress during the holidays
- To reduce social isolation during the holidays
- To promote and encourage healthy eating
- To contribute towards closing the poverty related attainment and achievement gap



Discover Online and Discover In a Box

- 310 Boxes delivered in Week 1 and rising weekly to 345 in Week 6.
- 900 Discover Art Packs, Historic Environment Activity Packs and Edinburgh University Chromotography sets distributed.
- 23 online workshops from independent artists, The Royal Observatory, Edinburgh University, Heriot Watt University and Edinburgh Museum.
- 395 posts, 1,143 comments, 5,127 reactions



Healthy eating



- 24 recipes for healthy meals sent out to families
- 6 LIVE cooking sessions around the themes of Soil, Seed, Sun, Shoots, Share and Store
- Lots of information on healthy eating advice

Page 183

I am so so grateful for everything you helped us with over the holidays ... 🥰 now my son eats new (healthier) food that he wouldn't normally eat, this is an absolutely amazing help for mums like me.. I struggle with so many health issues but this summer holiday has been a little less stressful thanks to Discover for Families 🥰 myself & my son would like to thank you again ❤️



Picnics in the Local and Country Parks



Page 184



- 46 Picnic in the Park events overall (only one cancelled by the rain!!!!)
- 42 staff involved
- By the end of week 2- 62 parents and carers and 106 children and young people had attended a trip.

Discover Families Explore Together

- 1700 Family Daysavers distributed
 - 710 adults and children benefited from ScotRail tickets to North Berwick, Linlithgow, Burntisland, Glasgow and Stirling.
- Also zoo trips offered to newly recommended families, those who couldn't attend trips

“Going on the trains they’re not going far but for them it was like they were in a different country for the day. Also the [Discover] staff have all been so friendly and helpful and I've loved my stress free summer this year”



And on top of this we had.....

- 219 children receive free school uniform
- Parents and carers received support an employment from Access to Industry and energy advice from Home Energy scotland
- Young People attended a BBC: Microbit course and are working towards a DYW
- Over 200 JASS Award Packs were distributed to families

Thankyou so much for the school clothes for start of term . You have absolutely no idea how much this helps me . My husband passed away this year and I am a kinship carer for my 3 grandchildren . This has taken so much of the worry I am overwhelmed and emotional for the kindness of others helping others 😊

So What Did the Families have to say?

- 85% felt it had reduced costs of food during school holidays
- 81% that it helped children to learn new things (81%)
- 78% that it encouraged them to spend more quality time together as a family
- 73% that it helped them to eat healthier as a family e.g. eating more fruit and vegetables
- 73% that it helped reduce costs of activities during school holidays
- Families reported they felt more connected to others.

Page 187

The boys have had a ball. The delivery drivers were lovely and all the staff we have been in contact with are kind, friendly and so helpful. Team Discovery must be the best support team around. Thank you so very much



Thank you so much for everything and thumbs up for all the staff that have made discover such a great success!! We cant wait till the next time! Thank you so much!!

Thank you so much for everything! We had one of the best summers ever xx

By the end we all felt a little like this.....

Thankyou for all your hard work and dedication in making Discover such a success!!!

Now over to you.....



Education, Children and Families Committee

10 am, Tuesday, 12 October 2021

Distribution of Scottish Government Asylum, Migration and Integration Funds

Executive/routine

Wards

Council Commitments 34

1. Recommendations

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

- 1.1.1 Note the action taken to award the Scottish Government Asylum, Migration and Integration grant funding to project partners, and to approve the departure from Grant Standing Orders, awarding a grant to The Mental Health Foundation for the amount of £76,981 under the Urgency Procedure paragraph 4.1 of the Committee Terms of Reference and Delegated Functions.

Julien Kramer

Interim Executive Director of Education and Children's Services

Contact: Andrew McWhirter, Senior Manager

E-mail: Andrew.Mcwhirter@edinburgh.gov.uk

Distribution of Scottish Government Asylum, Migration and Integration Funds

2. Executive Summary

- 2.1 This report details how the City of Edinburgh Council proposes to distribute the Asylum and Migration Integration Fund, which was successfully awarded by the Scottish Government for the financial year 2021/2022. The total amount, approved on 13 August 2021, equates to £114,997.
- 2.2 The project focuses on 'Improving the mental health young refugees and separated children in Edinburgh'.
- 2.3 Project partners include the South West Children's Practice Team and Through Care and After Care (City of Edinburgh Council); UK-based charity the Mental Health Foundation, and the Meadows Team, part of NHS Child and Adolescent Mental Health Services.
- 2.4 This report is to advise Committee of the action taken to award the full amount to project partners, under the urgency procedure.

3. Background

- 3.1 This project seeks to improve mental health and reduce loneliness and social isolation of refugees and separated children in Edinburgh by developing targeted wellbeing groups and supporting staff development. Separated children are Looked After and Accommodated Children, until age 18. Local Authority support continues up to age 26, via Through Care and After Care.

- 3.2 Whilst having considerable resilience, many refugees and separated children experience some level of trauma. This project aims to increase capacity and confidence of staff working directly with these young people, and also to develop two targeted wellbeing groups for refugees and separated children.
- 3.3 Refugees and separated children have experienced numerous challenges, in their country of origin, during the journey, and following arrival to the UK. They are often living with bereavement and loss; many have been trafficked. Mental health issues can impact on their ability to reach their potential, socially integrate, and access services. The project also responds to the risks of further exploitation, and it is hoped that increasing stabilisation and promoting a more secure future will support diversion from such risks.
- 3.4 Referrals for refugees and separated children to the Meadows team in 2020 comprised 16% of all referrals (of which 89% were separated children). 31% were age 16, and 69% 17. Child and Adolescent Mental Health Services ends input at 18. Capacity to offer longer-term support for young people nearing 18 is therefore limited. Interviews conducted with and by Meadows clinicians in 2021 highlighted that most of their work with refugees and separated children focuses on safety and stabilisation, offering psychoeducation about trauma and potential impact. Common issues include difficulties with sleep, psychosomatic difficulties and managing anxiety. Trauma processing work was not typically interventions' main focus.
- 3.5 The Meadows Team offer different services following referral, from professional consultations to direct assessment/treatment. Currently, however, there is no agreed pathway into Adult Mental Health Services for refugees and separated children. Adult Mental Health Services are likely to have higher thresholds; average waiting times are 12-14 months. The project therefore aims to increase capacity, by reaching refugees and separated children under and over 18, who may or may not be accessing a mental health service.
- 3.6 The Scottish Government prioritises upskilling the workforce about trauma as relevant (Transforming Psychological Trauma Knowledge & Skills Framework (NHS Education for Scotland)). Whilst a useful resource, this is not specific for supporting refugees and separated children. Tailoring Continuous Professional Development material will therefore increase its relevance. Residential staff in Edinburgh have had limited training about refugees and separated children and trauma-informed

training is usually at level 1. Learning materials developed as part of this project will be at Level 2/3. Some host carers have been recently recruited, making the Peer Group Mentoring model particularly suitable for building confidence

4. Main report

- 4.1 The project focuses on 'Improving the mental health young refugees and separated children in Edinburgh'. It will be overseen by the lead applicant, social work, at the South West Children's Practice Team (City of Edinburgh Council), which supports refugees and separated children across Edinburgh.
- 4.2 Other project partners include Through Care and After Care (City of Edinburgh Council); UK-based charity the Mental Health Foundation, voluntary organisation Cyrenians and the Meadows Team, part of NHS Child and Adolescent Mental Health Services.
- 4.3 All partners will support enabling refugees and separated children's ongoing participation. This will include ensuring their views are represented within the steering group, to inform decision-making.
- 4.4 Project participants will include:
 - 4.4.1 Residential staff in 6 Young People's Centres (City of Edinburgh Council).
 - 4.4.2 Host carers (Family Based Care, City of Edinburgh Council), who offer refugees and separated children a supportive family-type setting.
 - 4.4.3 English for Speakers of Other Languages tutors and the Wellbeing Team at Edinburgh college.
 - 4.4.4 Cyrenians voluntary service, who support refugees and separated children in semi-independent living, at the Lotus Community in Edinburgh.
- 4.5 Social work will coordinate and connect partners and participants, facilitating regular communication, including through the steering group. This will keep the project on track, aligned with project aims, while flexibly responding to any unforeseen outcomes.
- 4.6 All partners will participate in scoping, and be responsible for ongoing monitoring and evaluation. Learning activities will take an early prevention approach regarding the potential impact of mental health on refugee and separated children's social integration, and vice-versa.

- 4.7 Partners will support the development of wellbeing events for refugees and separated children, and knowledge exchange, respecting the confidentiality and ongoing voluntary consent of all participants.
- 4.8 The project will be delivered in two phases
- 4.8.1 Firstly, scoping will involve arts-based participation with refugees and separated children about what promotes their good mental health. Perceived gaps in knowledge and skills, and potential barriers and solutions, will be explored with staff. Drawing on this, partners will then adapt existing generic trauma-informed training materials, to specifically support staff working with refugees and separated children, focusing on promoting cultural competence. This will form a series of blended learning resources and support the process of establishing a network of professional peer support. These will inform the Continuous Professional Development activities, which will be delivered through a Peer Group Mentor model, to promote sustainability.
- 4.8.2 Secondly, the project takes a group-based approach. This intends to increase capacity, collaboration and peer support. Partners will support the design, development and delivery of two wellbeing groups, targeting ages 16-21, again informed by the scoping process. Overall evaluation of both groups will subsequently inform the development of a wellbeing group model, with the aim of promoting sustainable practice.
- 4.8.3 The project will culminate in outputs decided by and developed with refugees and separated children, including wellbeing events, and knowledge exchange, to share the project's learning and outcomes within and beyond Edinburgh.

5. Next Steps

- 5.1 To avoid delays, we will be providing project partners with a 25% advance payment on the funds to enable the project to get started as soon as possible, with the right resources in place. This is especially significant given that the New Scots project guidance reflects the expectation that the project will be completed, and all monies spent, by 31 October 2022.
- 5.2 Moreover, the project was intended to commence in July 2021. However, due to high numbers of applications, decisions about applications were finalised in mid-

August 2021. Due to this unforeseen situation, the project is therefore already 1 ½ months behind its original planned schedule. Activities may need to be slightly adjusted to reflect this. This increases the need for access to finance in advance in order to achieve the project's outcomes in a timely manner.

- 5.3 Timelines have therefore been planned accordingly and are outlined in detail in Appendix One (p.35 and 36)

6. Financial impact

- 6.1 The funds have been agreed and released by the Scottish Government under the Asylum, Migration and Integration Fund. A detailed breakdown of the costs can be found in Appendix Two.
- 6.2 Scottish Government has confirmed that the full amount of £114,997 will be paid in quarterly instalments over the project's duration. The first instalment is due imminently and will be released to the partners to fully engage with and prepare all project activities.
- 6.3 Agreement under urgency measures was sought to enable payment to be released and delivery of the project to start.
- 6.4 If urgency powers had not been invoked, we would have incurred a high risk of not meeting the project timescales in line with the Scottish Government requirement and consequently losing the allocated, and much needed, fund.
- 6.5 The City of Edinburgh Council will distribute the funds to the partners and ensure financial accountability.
- 6.6 Financial risks are low, as robust measures will be put in place to monitor and review the project. The New Scots Project Team and Convention of Scottish Local Authorities will provide ongoing support with monitoring and evaluation.

7. Stakeholder/Community Impact

- 7.1 For refugees and separated children to feel orientated in their new home, it is crucial their needs and experiences are understood, and sensitively supported to promote confidence, positive mental health and skills to contribute and have greater control of their future. The collaborative, participative approach to developing

culturally sensitive understanding of these needs also aims to support wider issues including social integration.

- 7.2 'The Promise' (Independent Care Review, 2020) (<https://www.carereview.scot/wp-content/uploads/2020/02/The-Promise.pdf>) reviewed Scotland's care system, and emphasises that those caring for refugees and separated children should understand their religious and cultural backgrounds and the impact of potential trauma. This will be promoted in this project, including through Continuous Professional Development opportunities.
- 7.3 'The Promise' also asserts there should be no barriers to refugees and separated children's participation. The project is closely aligned with Council priorities including promoting participation of Looked After and Accommodated Children. The Mental Health Foundation has considerable experience in promoting refugee engagement. They will bring learning gained from this, as well as their capabilities in promoting participation, to this project.
- 7.4 Much of the project will be conducted online, which will support in reducing carbon impacts, as well as reducing potential risks relating to Covid-19.

8. Background reading/external references

- 8.1 Further information about the New Scots Refugee Integration Project is available at: <https://www.gov.scot/publications/new-scots-refugee-integration-delivery-fund-guidance/>

9. Appendices

- 9.1 Appendix One – Application for the Asylum Migration and Integration Fund
- 9.2 Appendix Two – Budget (Excel spreadsheet)

NEW SCOTS REFUGEE INTEGRATION DELIVERY PROJECT

MEDIUM AND LARGE GRANTS APPLICATION FORM

This fund aims



PURPOSE



Scottish Government
Riaghaltas na h-Alba
gov.scot

to enhance the implementation of the **New Scots** **refugee**



University
of Glasgow



integration strategy 2018-2022 Scotland's

refugee integration policy framework. 'New Scots' aims to promote effective integration of refugees by ensuring they live in safe, welcoming and cohesive communities which enable them to rebuild their lives. The fund will make grants available, upon application, to groups, organisations and individuals working directly



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and indirectly with refugees and associated groups. All applications will be assessed using 'New Scots' strategy and its principles. It also aims to actively support current and future priorities for refugee integration to create an exemplar for how Governments and regional authorities globally can develop, deliver and evaluate a comprehensive national refugee integration strategy.

There are two separate funding streams that can be applied for:

1. Spreading good practice: widening the impact of successful documented integration approaches, practices and tools.

Funding will support proposals that seek to widen the impact or reach of successful documented integration projects, approaches and practices previously or currently developed in Scotland. This might involve taking an approach applied locally to a larger scale, or adopting good practice and applying it to a different population or in another geographic area.

2. Supporting innovation: piloting new approaches, practices and tools that support integration.

Funding will support projects that aim to pilot or test new approaches, practices or tools to refugee integration in Scotland. This might involve establishing wider partnerships, piloting approaches aimed at meeting gaps in current provision, testing new practices or tools or adopting projects tested elsewhere in Europe or beyond.

All activities must take place in Scotland.

APPLICATION PROCESS

Please refer to the accompanying Guidance Note and read this carefully before you submit your application. Email NewScotsProjectInfo@gov.scot if you have further questions.

Applications and supporting evidence must be submitted by **11.59 p.m. on 22 May 2021** via the online application form. Please do not apply until the portal is live.



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We encourage applications to be submitted using the online portal in the first instance, but will also accept word versions of applications if necessary. These can be emailed to NewScotsProjectApplications@gov.scot.

Due to the present COVID restrictions, all applications should be submitted online but please contact us if this is a barrier for you applying.



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Section 1: Tell us about your organisation

No.	Question	
1.1	Legal name of your organisation	
	City of Edinburgh Council	
	(Other) Known name of your organisation if applicable	
1.2	Registered address for your organisation	
	Address 1	Waverley Court
	Address 2	4 East Market Street
	Address 3	
	Town/ City	Edinburgh
	Postcode	EH8 8BG
	Website address	https://www.edinburgh.gov.uk/
	Social media addresses	[Twitter / Facebook]
1.3	Main contact for this application	
	Name	
	Position	Senior Practitioner
	Telephone / [Mobile]	
	Email	_____
	Correspondence address (if different from above)	South West Children's Practice Team; Wester Hailes Healthy Living Centre, 30 Harvesters Way, Edinburgh, EH14 3JF
1.4	Type of organisation	
	Type	Local Authority If other please specify:



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	Charity Number	[if applicable]	
	Company Number	[if applicable]	
	Year your organisation was established	1996	
	Is your organisation a branch of another organisation?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> [If yes selected] What is the name of your parent company or body?	
1.5	Separation of duties	Please confirm, by ticking the box, that you have procedures that ensure one person cannot authorise, make, and record payments <input checked="" type="checkbox"/>	
Governance			
1.6	Does your organisation have a management committee or governance board?	<input checked="" type="checkbox"/>	Yes
		<input type="checkbox"/>	No
		<input type="checkbox"/>	N/A
	If yes, does this include refugee representation?	<input type="checkbox"/>	Yes
		<input checked="" type="checkbox"/>	No
		<input type="checkbox"/>	N/A
Numbers of full-time equivalent staff and volunteers in your organisation.			
1.7	Full-time equivalent	101 +	
	Volunteers	0	
1.8	Does your organisation have HR procedures?	<input checked="" type="checkbox"/>	Yes
		<input type="checkbox"/>	No
Annual income and expenditure			
1.9	What was your financial position at the 31 December 2020 or at the most recent point to which your accounts are made up?		
	If you are a local authority please tick this box and do not complete this table <input checked="" type="checkbox"/>		



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	Annual income or turnover	
	Fixed assets	
	Current assets	
	Current liabilities	
	Other liabilities	
	Net current assets	
	Net assets	
	If your financial position has changed significantly since your last set of annual accounts was finalised, please tell us about these changes.	
1.10	Amount applied for	
	£114, 987	
1.11	Please explain how your organisation intends to oversee the management of this project. (400 words) (Please complete if grant requested is above £25,000).	
	<p>The project will be overseen by the lead applicant, social work, at the South West Children's Practice Team (Edinburgh Council), which supports refugees and separated children across Edinburgh. Project partners also include Through Care and After Care (Edinburgh Council); UK-based charity the Mental Health Foundation, and the Meadows Team, part of NHS Child and Adolescent Mental Health Services.</p> <p>Social work will coordinate and connect partners and participants, facilitating regular communication, including through the steering group. This will keep the project on track, aligned with project aims, while flexibly responding to any unforeseen outcomes. All partners will support enabling refugees and separated children's ongoing participation. This will include ensuring their views are represented within the steering group, to inform decision-making. Edinburgh Council will distribute finance between partners and ensure financial accountability.</p>	



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The Mental Health Foundation's Associate Director (Scotland and Northern Ireland) will oversee their involvement. Their Programme Manager (Children, Families and Young People (Scotland)) will provide quality assurance for internal operating procedures. They will also support their Project Coordination (Families, Children and Young People) Worker, whose will support practitioners' Continuous Professional Development. Their Programme Manager will similarly support their Equality and Human Rights Officer (Refugees), Scotland, who will work alongside refugees and separated children, in partnership with Through Care and After Care.

The Meadows Team will have an advisory, clinical role, supporting partners and participants, taking a multi-agency approach to improving the health and wellbeing of refugees and separated children. They will share experience of working clinically with these young people; learning around trauma, and of facilitating generic groups with young people with mental health difficulties/trauma. Recognising the importance of supervision, they will also provide consultation and supervision to partners. Their involvement will likely comprise two Meadows Team Clinical Psychologists, and potentially a Trainee Clinical Psychologist undertaking a Doctorate in Clinical Psychology thesis regarding refugees and separated children. Other expertise within the Meadows Team may be drawn on as appropriate.

All partners will participate in scoping, and be responsible for ongoing monitoring and evaluation. They will maintain records according to internal procedures. Confidentiality and ongoing voluntary consent of all participants will be respected. Safeguarding will be central; potentially this, or other issues could emerge during the project; if so, any issues will be responded to according to relevant policies. Partners will support the development of wellbeing events for refugees and separated children, and knowledge exchange.



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Section 2: About the work you would like funded

No.	Question			
2.1	Name of your project.			
	Improving the mental health of young refugees and separated children in Edinburgh			
2.2	When will your project start and finish?			
	<table border="1"> <tr> <td>Start date</td> <td>01/08/2021</td> <td>End date</td> <td>31/10/2022</td> </tr> </table>	Start date	01/08/2021	End date
Start date	01/08/2021	End date	31/10/2022	
2.3	Which TOPIC are you applying for?			
	TOPIC 4 - Health / Wellbeing (Mental Health)			
2.4	Which TYPE of project are you applying for?			
	<input type="checkbox"/> Spreading good practice: widening the impact of successful integration approaches, practices and tools.			
	<input checked="" type="checkbox"/> Supporting innovation: piloting new approaches, practices and tools that support integration.			
2.5	Please give us a summary of your proposed project. (500 words)			
	<p>This project seeks to improve mental health and reduce loneliness and social isolation of refugees and separated children in Edinburgh. Separated children are Looked After and Accommodated Children, until age 18. Local Authority support continues up to age 26, via Through Care and After Care. Whilst having considerable resilience, many refugees and separated children experience some level of trauma. This project aims to increase capacity and confidence of staff working directly with these young people, and develop two targeted wellbeing groups for refugees and separated children.</p> <p>Project participants will include: Residential staff in 6 Young People's Centres (Edinburgh Council) Host carers (Family Based Care, Edinburgh Council), who offer refugees and separated children a supportive family-type setting. English for Speakers of Other Languages tutors and the Wellbeing Team at Edinburgh college.</p>			



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Cyrenians voluntary service, who support refugees and separated children in semi-independent living, at the Lotus Community in Edinburgh.

Firstly, scoping will involve arts-based participation with refugees and separated children about what promotes their good mental health. Perceived gaps in knowledge and skills, and potential barriers and solutions, will be explored with staff. Drawing on this, partners will then adapt existing generic trauma-informed training materials, to specifically support staff working with refugees and separated children, focusing on promoting cultural competence. This will form a series of blended learning resources and support the process of establishing a network of professional peer support. These will inform the Continuous Professional Development activities, which will be delivered through a Peer Group Mentor model, to promote sustainability.

Secondly, in conjunction with Child and Adolescent Mental Health Services' recognition that refugees and separated children often experience comparable mental health and wellbeing issues, the project takes a group-based approach. This intends to increase capacity, collaboration and peer support. Focusing on reducing loneliness and social isolation, partners will support the design, development and delivery of two wellbeing groups, again informed by the scoping process. Each group will run for 8 – 12 weeks, with a targeted age range of 16 – 21. To promote relationships and communication, numbers will be small (around 10 refugees/separated children), and interpreters used as required. To maximise impact, evaluation of the first group will inform the second. Overall evaluation of both groups will subsequently inform the development of a wellbeing group model, with the aim of promoting sustainable practice.

The project will culminate in outputs decided by and developed with refugees and separated children, including wellbeing events, as well as knowledge exchange, to share the project's learning and outcomes within and beyond Edinburgh.

2.6	Please describe how refugees have been involved in the development of this idea and how they will participate in the delivery of the project. (350 words)
	Practitioners' initial identification of needs across services currently supporting refugees and separated children is that many have expressed feelings of loneliness and social



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isolation, especially with impact of Covid-19 restrictions. This project aims to meaningfully engage young people through peer support and service development which takes account their social, emotional and cultural needs.

Four months scoping time within the project will allow for peer-led participation of refugees and separated children as part of the project design. This will use arts-based and interactive media approaches that can be incorporated into participants' Continuous Learning Development learning materials, to bring these to life and include the voices of refugees and separated children.

The Mental Health Foundation and Through Care and After Care will ensure that the project is shaped by the priorities of refugees and separated children, and that their views inform the steering group. By deepening the knowledge and understanding of staff about cultural needs and lived experiences of refugees and separated children, through project aims to bring benefits to regarding how their mental health and wellbeing can be supported.

The Mental Health Foundation have a strong track record in meaningful involvement and co-production. The ethos of 'for and by' is threaded throughout their work and evidenced across their refugee programme: <https://www.mentalhealth.org.uk/refugee-health-policy-and-strategy-action-group>. This is reflected in their focus on capacity building with refugees who work alongside them to shape the focus of interventions, including the content of 'community conversation' style wellbeing groups, co-produced training and use of videos and interactive media to represent people's own narratives and stories (such as poetry-writing, artwork and videos) in settings where work is focused. It is also evident in the pathway of opportunity created where they engage with refugees as programme participants, leading into volunteering and employment opportunities. Moreover, their refugee programme is led by individuals who themselves came to Scotland as refugees. The importance of lived experience is central to the recruitment of these teams.

	If in 2.4 you chose 'Spreading Good Practice': Please explain how your project will widen the impact of successful integration approaches, practices and tools. (350 words)
	N/A
2.7	If in 2.4 you chose 'Supporting Innovation': Please explain how your project will support innovation by piloting new approaches, practices and tools that support integration. (350 words)



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This project offers a fresh approach to supporting refugees and separated children's social integration in Edinburgh, involving a new collaboration between an innovative team across statutory, voluntary and health sectors. It aims to build capacity, so that support can be offered more consistently and broadly to refugees and separated children, primarily by promoting the capacity of the people they already have a trusting relationship with.

Two wellbeing groups for refugees and separated children will be established; such a group does not currently exist in Edinburgh. The scoping process will allow for this to reflect the priorities of refugees and separated children. It will also draw on existing comparable forms of good practice, for example, generic wellbeing services offered by Through Care and After Care and the Sighthill College Wellbeing Team, and the specialist Scottish Guardianship Allies Project.

The project's approach is based on principles of co-production and peer support.

3 groups will be established:

1 x practitioner's group, supporting Continuous Professional Development

1 x wellbeing team group, supporting wellbeing groups and events

2 x young people's wellbeing groups

Key members of each group will be identified during the scoping activity. The Mental Health Foundation will support them to become peer facilitators and peer mentors. Using a Peer Group Mentoring model, partners will work with the peer mentors, to design learning materials for each group. This model takes an inclusive approach, in promoting, sharing and reflecting on experiences, discussing problems and challenges, listening, encouraging one another and, above all, learning together. This aims to establish a sustainable culture of practice, by increasing the capacity and confidence of staff, and building knowledge and mental health literacy of refugees and separated children. Learning will be active, shaped by the views of participants and partners. The facilitation of knowledge and learning will be bespoke for each group. The lead peer mentors for each group will form part of a feedback loop, ensuring support for promoting the mental health and wellbeing of young refugees and separated children informs systemic activity at wider organisational levels.

2.8 **Location of your project.**



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Where will the proposed work be delivered?	<input type="checkbox"/>	A local community or small number of local communities			
	<input checked="" type="checkbox"/>	Across one Local Authority area			
	<input type="checkbox"/>	Across several Local Authority areas			
	<input type="checkbox"/>	Nationally (across Scotland)			
[If local community/small number of local communities selected] Please provide the first half of the postcode the work will be delivered in, if different from where your organisation is based, and list the local area(s) involved.					
[If one/several Local Authority area(s)/ nationally (across Scotland)]					
Please list the main Scottish local authority area(s) where your project will take place					
Aberdeen	<input type="checkbox"/>	Edinburgh	<input checked="" type="checkbox"/>	Orkney Islands	<input type="checkbox"/>
Aberdeenshire	<input type="checkbox"/>	Falkirk	<input type="checkbox"/>	Perth and Kinross	<input type="checkbox"/>
Angus	<input type="checkbox"/>	Fife	<input type="checkbox"/>	Renfrewshire	<input type="checkbox"/>
Argyll & Bute	<input type="checkbox"/>	Glasgow	<input type="checkbox"/>	Scottish Borders	<input type="checkbox"/>
Clackmannanshire	<input type="checkbox"/>	Highland	<input type="checkbox"/>	Shetland Islands	<input type="checkbox"/>
Dumfries & Galloway	<input type="checkbox"/>	Inverclyde	<input type="checkbox"/>	South Ayrshire	<input type="checkbox"/>
Dundee	<input type="checkbox"/>	Moray	<input type="checkbox"/>	South Lanarkshire	<input type="checkbox"/>
East Ayrshire	<input type="checkbox"/>	Midlothian	<input type="checkbox"/>	Stirling	<input type="checkbox"/>
East Dunbartonshire	<input type="checkbox"/>	Na-h-Eileanan Siar	<input type="checkbox"/>	West Dunbartonshire	<input type="checkbox"/>
East Lothian	<input type="checkbox"/>	North Ayrshire	<input type="checkbox"/>	West Lothian	<input type="checkbox"/>
East Renfrewshire	<input type="checkbox"/>	North Lanarkshire	<input type="checkbox"/>		
[If nationally (across Scotland)] Please provide details on how the project has a national reach (150 words).					
2.9	Collaboration				



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(1) Is this an individual or partnership project?	
<input type="checkbox"/>	Individual
<input checked="" type="checkbox"/>	Partnership
(2) [If partnership] Please describe who the partners working on the project are and why you have decided to collaborate. (250 words)	
<p>The project combines national and local expertise, through an innovative partnership, including with the Mental Health Foundation Children, Families and Young People team. The Mental Health Foundation have worked with refugees and asylum seekers for over 10 years, and in collaboration with Local Authorities in Scotland for 4, supporting mental health and wellbeing.</p> <p>Local Authority: Separated children are Looked After Children until age 18; social work is legally responsible for their safety and wellbeing, and ensuring their needs are met. Through Care and After Care holistically support care-experienced young people age 16-26. Both services work closely with refugees and separated children.</p> <p>UK-based charity: The Mental Health Foundation aims to help people understand, protect and sustain their mental health. Informed by rigorous research and practice-based study, they have pioneered change for over 70 years. Their public mental health approach combines research, campaigns, policy influencing and programmatic interventions to effect lasting change at all levels. They focus on prevention and how inequality can increase risk of poor mental health or mental health problems. They also jointly convene the health and wellbeing subgroup of New Scots.</p> <p>NHS: Established in 1997 and covering Lothian, The Meadows is a specialist, multidisciplinary team within Child and Adolescent Mental Health Services. They support where children and their families are experiencing difficulties following sexual abuse. They assess, and offer consultation, interventions, training and support. Recognising similarities in treating</p>	



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	and responding to different trauma types, they have supported refugees and separated children since 2015.	
	(3) Please indicate if your project will impact on the work of other organisations working with refugees in your area and if so, which organisations. (150 words)	
	<p>The Scottish Guardianship Service 'Allies Project' takes a psychoeducation approach, supporting male refugees and separated children who have recently arrived in the UK. Currently based in Glasgow, the potential to extend to Edinburgh, include young female refugees, and develop psychoeducation materials for promoting mental health, is under development.</p> <p>Cyrenians offer outreach support to refugees and separated children in Edinburgh. They are recruiting a wellbeing worker, for all Cyrenians' services, who will have a role in supporting refugees and separated children.</p> <p>Edinburgh College wellbeing team is a generic service, which refugees and separated children can access.</p> <p>Social work are submitting a bid for topic 5 (Asylum, Migration and Integration Fund), involving similar participants. To ensure feasibility, project timelines have been staggered. Partners will would communicate to ensure that any aspect would complement and inform, rather than duplicate, any other service or project. Moreover, Edinburgh College Wellbeing Team and Cyrenians are project participants.</p>	
	(4) If yes, please indicate if you have contacted the relevant organisation(s)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
	Proposed project/activities	
	Please tell us the main objectives of your project. Be as specific as you can. What does your project intend to achieve, for whom, and how? (500 words)	
2.10	<p>The project aims to build capacity across the support system that exists for refugees and separated children in Edinburgh, through professional Peer Group Mentoring, supporting staff and volunteers. This aims to positively impact the 70+ young refugees and separated children living in Edinburgh. Additionally, it aims to develop peer support systems, by establishing two targeted wellbeing groups. The refugees and separated children who participate in these wellbeing groups would have access to opportunities for exploring mental health support. Some may have previously received mental health specialist service</p>	



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which has now ended, or not received mental health input before. The project therefore also aims to support their transition into adulthood.

The project is split into 3 main activities. The first is a skills, knowledge and support scoping process to identify staff and volunteers' learning needs regarding mental health and wellbeing, for practice with refugees and separated children. The second is the identification and adaptation of existing learning materials to meet these identified needs and delivering this knowledge in a sustainable way. This will include ongoing support through the development of communities of practice using the Peer Group Mentoring approach aligned into existing staff support structures. The third is working closely with refugees and separated children, to identify support needs and inform the development and implementation of the wellbeing groups and staff and volunteers' learning activities.

The programme's overall objectives are:

For staff and volunteers:

To increase knowledge and understanding about the needs of refugees and separated children, and ways to protect and sustain their mental health and wellbeing.

To increase confidence and skills to work in a trauma-informed way

To increase confidence to deliver mental health and wellbeing support to refugees and separated children

This aims to reach 269 participants, of which 20 are peer mentors, through the Peer Group Mentor model.

For the 20 refugees and separated children who participate in the wellbeing groups:

To improve their mental health and wellbeing, reduce loneliness and enhance community connectedness.

To create increased opportunities for peer learning and support.

These objectives will be measured using pre and post questionnaires and qualitative approaches. The approaches proposed have considered sustainability from the outset.

This includes use of peer group mentoring model, flexible learning activities and tools facilitating practice learning and reflection opportunities. It will also create opportunities for



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stronger partnership working across agencies, by including Child and Adolescent Mental Health Services in training peer group mentors and supervising practice learning sessions. Using peer support models within the wellbeing groups aims to promote self-management and developing an understanding of mental health and wellbeing. This has been evidenced to promote connectedness, build confidence in social and problem-solving skills, and enabling taking steps to engage in wider social and occupational activities. It is hoped this project will lead to longer-term change in practice in how refugees and separated children are supported within Edinburgh. Resources and learning from the project will be shared within and beyond Edinburgh, through knowledge exchange.

Detail about your project activities and intended outcomes

2.11	Activity	Who are the target groups for this activity?	How many people do you estimate you will reach through this activity?	What are the intended outcomes for this activity? What difference do you intend it to make for the target group(s)?

Commented [RW1]: Online this is linear format, see end of this document for completed 2.11

Please provide the Project Plan.

2.12	July – Sept 2021	Oct – Dec 2021	Jan - March 2022	April –June 2022	July –Sept 2022	Oct - Dec 2022

Commented [RW2]: Online this is linear format, see end of this document for completed 2.12

2.13 Please tell us how you plan to monitor the progress and achievements of your project?
What data and information do you plan to collect in order to track progress? (300 words)



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We will develop an evaluation framework with an aligned Theory of Change. This will enable us to identify our overall systems change goal and within that the change we are looking to achieve among staff, volunteers and refugees and separated children. It will also provide insight into potential assumptions that underpin the project and the range of indicators we will use. An evaluation framework workshop will be held in early August 2021 with all partners, to help inform our Theory of Change.

Ongoing progress and achievements will be monitored via the steering group, and through ongoing communication between partners and participants. Edinburgh Council will maintain regular contact with all partners, to ensure financial accountability and maintain reporting requirements to the Scottish Government. Progress will be measured qualitatively and quantitatively, and use Asylum Migration and Integration Fund evaluation tools. We will use pre and post questionnaires to compare participants' perceptions during the scoping, and at the end of the project. Questions will be shaped by the scoping itself, but are likely to include, for example, how confident staff feel about supporting refugees and separated children's mental health and wellbeing. This will include scaling and qualitative approaches for richer data. With awareness of participants' time, a focus-group style evaluation will also be considered.

Achievements for the Continuous Professional Development will include a high number of participants from the potential number of staff. Ongoing engagement work will take place with participants and management to encourage this. With refugees and separated children who participate in the wellbeing group, progress and achievements will be measured mid-group and at the end through qualitative and quantitative approaches, again contrasting any issues identified at the project's beginning.

Please describe how your project reflects the topic selected in question 2.3. (250 words)

2.14

Learning activities will take an early prevention approach regarding the potential impact of mental health on refugee and separated children's social integration, and vice-versa. Young people's needs will be supported holistically, meeting key objectives of the New Scots Strategy. For refugees and separated children to feel orientated in their new home, it is crucial their needs and experiences are understood, and sensitively supported to promote confidence, positive mental health and skills to contribute and have greater control of their future. The collaborative, participative approach to developing culturally sensitive



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	<p>understanding of these needs also aims to support wider issues. For instance, regarding employability, housing, education, developing a shared language and promoting, building and sustaining social connections and enabling refugees and separated children to feel part of the wider community.</p> <p>'The Promise' (Independent Care Review, 2020) (https://www.carereview.scot/wp-content/uploads/2020/02/The-Promise.pdf) reviewed Scotland's care system, and emphasises that those caring for refugees and separated children should understand their religious and cultural backgrounds and the impact of potential trauma. This will be promoted in this project, including through Continuous Professional Development opportunities. The Promise also asserts there should be no barriers to refugees and separated children's participation. The Mental Health Foundation participated in 'To tell or not to tell', a project which explored the challenge of refugees talking about reasons for needing asylum and emphasised the need for sensitivity regarding capacities of refugees to engage. They will bring learning gained from this, as well as their capabilities in promoting participation, to this project.</p>
2.15	<p>Please describe how you know this work is needed. (500 words)</p> <p>Refugees and separated children have experienced numerous challenges, in their country of origin, during the journey, and following arrival to the UK. They are often living with bereavement and loss; many have been trafficked. Mental health issues can impact on their ability to reach their potential, socially integrate, and access services. The project also responds to the risks of further exploitation, and it is hoped that increasing stabilisation and promoting a more secure future will support diversion from such risks.</p> <p>Referrals for refugees and separated children to the Meadows team in 2020 comprised 16% of all referrals (of which 89% were separated children). 31% were age 16, and 69% 17. Child and Adolescent Mental Health Services ends input at 18. Capacity to offer longer-term support for young people nearing 18 is therefore limited. Interviews conducted with and by Meadows clinicians in 2021 highlighted that most of their work with refugees and separated children focuses on safety and stabilisation, offering psychoeducation about trauma and potential impact. Common issues include difficulties with sleep, psychosomatic difficulties and managing anxiety. Trauma processing work was not typically interventions' main focus.</p>



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Minority communities and those with complex histories face barriers in accessing Child and Adolescent Mental Health Services (Radez et al., 2020; Anderson et al., 2017). Cultural differences may affect how refugees and separated children frame mental health, which may be a stigmatising subject, as well as understanding about mental health services, which may not exist in their country of origin. The Meadows Team offer different services following referral, from professional consultations to direct assessment/treatment. Currently, however, there is no agreed pathway into Adult Mental Health Services for refugees and separated children. Adult Mental Health Services are likely to have higher thresholds; average waiting times are 12-14 months. The project therefore aims to increase capacity, by reaching refugees and separated children under and over 18, who may or may not be accessing a mental health service.

The Scottish Government prioritises upskilling the workforce about trauma as relevant (Transforming Psychological Trauma Knowledge & Skills Framework (NHS Education for Scotland)). Whilst a useful resource, this is not specific for supporting refugees and separated children. Tailoring Continuous Professional Development material will therefore increase its relevance. Residential staff have had limited training about refugees and separated children and trauma-informed training is usually at level 1. Learning materials developed will be at Level 2/3. Some host carers have been recently recruited, making the Peer Group Mentoring model particularly suitable for building confidence.

Specialist refugees and separated children services have advocated the use of groups (Said & King, 2019, Entholt, Smith & Yule 2005; Fazel, Doll & Stein, 2009; Fazel, Garcia & Stein, 2016). Studies found significant or clinical improvement in symptoms of mental health; participants stated they felt included and safe in a group. Unaccompanied minors noted the helpfulness of peer support in groups (Said & King, 2019). Developing the wellbeing groups may therefore effectively support refugees and separated children in reducing loneliness and isolation.

Please describe if you have considered how your project would be able to adapt to further COVID-19 restrictions in the future. (150 words)

2.16

It is anticipated that Peer Group Mentoring and the wellbeing groups would be able to occur face to face, in line with government guidance and existing internal risk assessment procedures. For example, meeting in venues that allowed for social distancing. Should COVID-19 restrictions increase, partners would show flexibility in recognising how this



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	<p>might affect participants and their own capacity to fully engage with the project. Some aspects would take place online regardless, such as communication between the steering group. All partners have experience in remote working and facilitating communications and staff development online. Learning materials will be flexible and blended. If face to face groupwork was not possible, the project would draw on this experience, supporting participants to participate online. The project will promote participation of refugees and separated children, through building on pre-existing professional relationships, and has allocated funding to support their communication/IT needs.</p>
2.17	<p>People and communities who will benefit from your activity</p> <p>Please describe the people and communities who will benefit from the project you plan to do. (500 words)</p> <p>In June 2020, there were over 70 refugees and separated children age 16-21 supported by the Local Authority in Edinburgh, with slightly more males than females. The project aims to benefit these young people, as well as future arrivals, by supporting Continuous Professional Development, developing and delivering learning resources, facilitating critical reflection and building a community of practice. The project will also include direct work with 20 refugees and separated children age 16 – 21 or potentially up to 26. In 2020, 67% of referrals to Meadows for refugees and separated children were from Vietnam, indicating a particular need for this population group. Other countries of origin include Iran, Sudan and Syria.</p> <p>Most separated children and young refugees in Edinburgh live in Young People's Centres, with host carers, or at the Lotus Community. There are approximately 178 residential staff in within 6 Young people's Centres; 12 host carers; 5 Cyrenians staff members and 2 volunteers. Other participants include 45 English as a Second Language tutors, and 4 staff in the Wellbeing Team, at Edinburgh College. Benefitting up to 246 individuals, and engaging with service managers, will be managed through the Mental Health Foundation acting as a coach working with 20 (out of these 246) nominated peer mentors, supported to facilitate learning within their own organisations.</p> <p>Residential Care in Edinburgh comprises accommodation for emergency and crisis placements, planned accommodation and intense placements including secure care.</p>



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	<p>Young Person's Centres are houses where staff care for around 8 young people, aged 12-18, who need to be looked after away from home. Secure Care houses up to 6 young people whose behaviour presents a risk to themselves or others.</p> <p>The 6 Young People's Centres in Edinburgh are Oxfams and Moredun; Northfield and Drylaw; Edinburgh Secure Service; Alison Through Care and After Care and Chalmers Close; Southhouse, and Heathervale.</p> <p>Host carers represent a step-up from foster care. They have been assessed as longer-term carers for young people who need more of a family-style setting.</p> <p>Voluntary service Cyrenians offer individual and group outreach at the Lotus Community. This is self-contained flats in two blocks, for refugees and separated children ready for semi-independent living. Two full-time volunteers (Cyrenians) live there, and are available for informal support and signposting. Through Care and After Care manage the properties.</p> <p>Refugees and separated children can access the Edinburgh College Wellbeing Service. This offers support and guidance with self-management approaches for wellbeing issues; individual and group support; and can also refer onto the college Counselling Service.</p> <p>The project also aims to benefit its partners, including through closer working partnerships, in turn benefitting future ongoing work supporting refugees and separated children.</p>																
2.18	<p>Please give an estimate of the total number of participants that you expect to work with over the lifetime of the project.</p> <p>100</p>																
2.19	<p>Please indicate if your project will include targeted work with any of the following communities, underrepresented groups or protected characteristics. [Select all that are relevant]</p> <table border="0"> <tr> <td data-bbox="159 1547 414 1581">Age (older people)</td> <td data-bbox="414 1547 510 1581"><input type="checkbox"/></td> <td data-bbox="510 1547 1005 1581">Religion / belief / faith</td> <td data-bbox="1005 1547 1150 1581"><input checked="" type="checkbox"/></td> </tr> <tr> <td data-bbox="159 1592 414 1626">Age (younger people)</td> <td data-bbox="414 1592 510 1626"><input checked="" type="checkbox"/></td> <td data-bbox="510 1592 1005 1626">Sexual Orientation and / or gender identity</td> <td data-bbox="1005 1592 1150 1626"><input checked="" type="checkbox"/></td> </tr> <tr> <td data-bbox="159 1637 414 1671">Disability</td> <td data-bbox="414 1637 510 1671"><input type="checkbox"/></td> <td data-bbox="510 1637 1005 1671">Socio-economic disadvantage</td> <td data-bbox="1005 1637 1150 1671"><input checked="" type="checkbox"/></td> </tr> <tr> <td data-bbox="159 1682 414 1715">Gender</td> <td data-bbox="414 1682 510 1715"><input checked="" type="checkbox"/></td> <td data-bbox="510 1682 1005 1715">Other</td> <td data-bbox="1005 1682 1150 1715"><input type="checkbox"/></td> </tr> </table>	Age (older people)	<input type="checkbox"/>	Religion / belief / faith	<input checked="" type="checkbox"/>	Age (younger people)	<input checked="" type="checkbox"/>	Sexual Orientation and / or gender identity	<input checked="" type="checkbox"/>	Disability	<input type="checkbox"/>	Socio-economic disadvantage	<input checked="" type="checkbox"/>	Gender	<input checked="" type="checkbox"/>	Other	<input type="checkbox"/>
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Gender	<input checked="" type="checkbox"/>	Other	<input type="checkbox"/>														



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	Race <input checked="" type="checkbox"/>
	If other please specify:
2.20	<p>Please describe if you have considered how you will sustain the impact of your project when the funding ends. (250 words)</p> <p>Sustainability will be a critical consideration from the outset. By investing in staff capacity, and developing a community of practice, the project will promote systems change for trauma-informed practice with current and future refugees and separated children in Edinburgh. Learning and development will be delivered using a Peer Group Mentoring approach, facilitated by the Mental Health Foundation. This approach ensures practice development is accessible, embedded into practice culture and Continuous Professional Development, and so increasing sustainability within services. Promoting wellbeing among refugees and separated children will similarly use a peer-led model. The wellbeing group will provide access to an artistic facilitator, to stimulate innovative ideas, with potential to inform a future wellbeing group model.</p> <p>Flexible resources will be shared and made available via internal online servers, to reduce cost and address the potential challenge of staff turnover. Social work partners would sustain ongoing engagement with Convention of Scottish Local Authorities. It will share learning with networks such as the No Recourse to Public Funds Network, and the safeguarding group for refugees and separated children (which includes voluntary agencies, the Home Office and local authorities). Facilitating wellbeing events and knowledge exchange towards the project's end will promote dissemination of learning. Partners are also keen to participate in the wider research undertaken by the University of Glasgow.</p>



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Section 3: Proposal budget

Commented [RW3]: See excel spreadsheet

No.	Question
	Associated budget
3.1	Please provide a short description of each element of your budget and the estimated cost.
No.	Question
	Associated budget
3.1	Please provide a short description of each element of your budget and the estimated cost.

Section 3: Proposal budget

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Section 4: Declaration

Please tick this box if you are happy for the New Scots Refugee Integration Delivery Project panel to contact you

By signing this declaration you are confirming that you are an authorised signatory for the organisation applying to the ‘New Scots’ Fund. You are also confirming that the statement below is accurate.

I confirm that I have read the accompanying guidance note in advance of completing the application form.

As far as we know and believe, all of the information in this application form is true, accurate and complete. We are authorised to allow this proposal to go ahead. We are happy for the Scottish Government to:

- publish details of the financial support they are giving to this proposal;
- give any details they have about our proposal from this application or from future assessments to Scottish Government colleagues, other agencies, including other grant-making bodies;
- store and use the data from our application to support monitoring, analysis and insight relating to the project; and
- use any of these details in news releases, case studies, publications and other publicity materials.

The Scottish Government can do these things without asking us again for our agreement and will not use any of these details for commercial purposes.



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Authorised Signatory Details		
Full name	Andrew McWhirter	
Designation in Applicant Organisation	Acting Senior Manager Children's Practice Teams	
Contact Address	Address 1	Waverley Court, Level 1.1
	Address 2	
	Address 3	
	Town/City	Edinburgh
	Postcode	EH8 8BG
Telephone		
Email	Andrew.McWhirter@edinburgh.gov.uk	
Date	19/05/2021	
Signed		

Partners - Please complete as many as you need.

Full name	Jane Stewart (Team Leader, City of Edinburgh Council)	
Name of organisation	South West Children's Practice Team	
Contact Address	Address 1	Wester Hailes Healthy Living Centre
	Address 2	30 Harvesters Way
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	Town/City	Edinburgh
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Telephone		
Email	Jane.Stewart@Edinburgh.gov.uk	



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Full name	Carolanne Strickland (Through Care and After Care Worker, Communities and Families, City of Edinburgh Council)	
Name of organisation	Through Care and After Care (City of Edinburgh Council)	
Contact Address	Address 1	249 High Street
	Address 2	
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Telephone		
Email		

Full name	Shelley Buckley (Programme Manager, Children, Families and Young People (Scotland))	
Name of organisation	Mental Health Foundation	
Contact Address	Address 1	Merchants House of Glasgow
	Address 2	30 George Square
	Address 3	
	Town/City	Glasgow
	Postcode	G2 1EG
Telephone		
Email	_____	

Full name	Gillian Radford (Clinical Psychologist & Transforming Psychological Trauma Implementation Co-ordinator, Lothian, CYP)	
Name of organisation	Child and Adolescent Mental Health Services (CAMHS)	
Contact Address	Address 1	Meadows CAMHS



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	Address 2	Rivers Centre
	Address 3	137 Dundee St
	Town/City	Edinburgh
	Postcode	EH11 1BG
Telephone		
Email		



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2.11 Detail about your project activities and intended outcomes. This is up to 8 project/activities and can include 2 activities Per box

Wordcount is

1 and 2) Proposed project/activity (500)

1 and 2) Who are the target groups for this activity? (150)

1 and 2) How many people do you estimate you will reach through this activity? (6 digits)

1 and 2) What are the intended outcomes for this activity? What difference do you intend it to make for the target group(s)? (approx. 40 words)

1

1 Proposed project/activity

Scoping needs audit with refugees and separated children and staff and volunteers, using arts-based approaches. This will inform the design of the blended learning resources promoting trauma-informed practice, and the two targeted wellbeing groups. This phase will identify who to target for the Continuous Professional Development and the best approaches to take. It will identify 20 peer mentors across the services, who can later participate in skills-based training about the Peer Group Mentor model, with the Mental Health Foundation. It will also identify learning needs in greater depth. Intended outcomes are for a solid preparation to deliver the project, based on identified participant needs, rather than a service-led project, in order to build communities of practice and support the ongoing evaluation process of system change. Scoping using arts-based approaches will support the voices of refugees and separated children to directly inform and shape staff learning and development about trauma-informed practice.

1 Who are the target groups for this activity?



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Project partners (the Mental Health Foundation, South West Children's Practice Team; Through Care and After Care and the Meadows Team). Scoping will also identify if wider professional organisations involved in the care of refugees and separated children can join in a scoping focus group. For instance, NHS Lothian Looked After Children and Young People's Nursing Service, which includes Through Care and After Care Nursing Service. Ongoing engagement with service managers across all participating organisations will occur.

The project aims to work directly with 20 Refugees and separated children in Edinburgh.

Organisational participants include:

Residential staff (total of 178) across 6 Young People's Centres in Edinburgh (scoping with 30)

12 Host carers (scoping with 12)

Cyrenians - 4 staff, 2 volunteers (scoping with 6)

English as a Second Language Tutors (Edinburgh College) total 45 (scoping with 10)

Edinburgh College Wellbeing Team – 4 (scoping with 4)

1 How many people do you estimate you will reach through this activity?

246

1 What are the intended outcomes for this activity? What difference do you intend it to make for the target group(s)?

For a solid preparation to deliver a project based on identified participant needs rather than a service-led project, in order to build communities of practice and support the ongoing process of system change.



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2 Proposed project/activity

Preparing Continuous Professional Development and analyse scoping findings. Social work and the Meadows Team will identify existing research and resources available about trauma-informed practice and working with refugees and separated children. The next stage will be adapting and amalgamating trauma-informed learning resources, based on this and informed by the scoping exercise. These resources will be reviewed by partners and peer mentors prior to delivery to participants.

2 Who are the target groups for this activity?

The learning resources are primarily for all participants involved in the project. Including: 6 Young People's Centres; Host Carers; Cyrenians; Edinburgh College Wellbeing team, English as a Second Language Tutors and the Wellbeing Team at Edinburgh College. They will be designed with sustainability in mind from the outset, and can be used beyond the project's lifetime.

2 How many people do you estimate you will reach through this activity?

246

2 What are the intended outcomes for this activity? What difference do you intend it to make for the target group(s)? (approx. 39 words)

To develop accessible learning resources for staff and volunteers, in order to promote their capacity in supporting refugee and separated children's mental health and wellbeing, and to reduce loneliness and social isolation for these young people.

3

3 Proposed project/activity

The Mental Health Foundation to deliver the designed learning resources, as part of supporting participants' Continuous Professional Development.



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3 Who are the target groups for this activity?

The learning resources are primarily for all participants involved in the project. Including: 6 Young People's Centres; Host Carers; Cyrenians; Edinburgh College Wellbeing team, English as a Second Language Tutors and the Wellbeing Team at Edinburgh College.

3 How many people do you estimate you will reach through this activity?

246

3 What are the intended outcomes for this activity? What difference do you intend it to make for the target group(s)?

To increase knowledge and understanding about the needs of refugees and separated children relating to mental health and wellbeing, and ways of protecting and sustaining this. To increase confidence and skills to work in a trauma-informed and culturally sensitive way. To deliver mental health and wellbeing support to refugees and separated children.

Develop and deliver accessible learning resources to promote capacity in supporting refugee and separated children's mental health and wellbeing, and to reduce loneliness and social isolation for these young people.

4

4 Proposed project/activity

The Mental Health Foundation to deliver two wellbeing groups for refugees and separated children, working with Through Care and After Care and an arts-based facilitator. The Meadows team will input about making this a safe space where open



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conversations can happen. As food and cooking together are often key priorities for refugees and separated children, this will be incorporated.

4 Who are the target groups for this activity?

20 refugees and separated children in Edinburgh age 16-21.

4 How many people do you estimate you will reach through this activity?

20

4 What are the intended outcomes for this activity? What difference do you intend it to make for the target group(s)? (approx. 39 words)

Improve refugees and separated children's mental health and wellbeing, reduce loneliness and enhance community connectedness, create increased opportunities for peer learning and support.

Box 5

5 Proposed project/activity

Wellbeing events developed and designed by refugees and separated children.

5 Who are the target groups for this activity?

20 refugees and separated children involved in the project.

5 How many people do you estimate you will reach through this activity?

20

5 What are the intended outcomes for this activity? What difference do you intend it to make for the target group(s)?

Refugees and separated children to design and participate enjoyable activities promoting their wellbeing, building on what they have learnt during the wellbeing groups.

6



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6 Proposed project/activity

Evaluation will take place on individual and organisational levels, and regarding systems change. This will create ongoing opportunities to reflect about the impact of the work. A learning-needs audit will take place at the beginning, using a combination of surveys and focus groups. The developed Theory of Change methodology will provide oversight of overall desired change, as well as impact on individuals (staff, volunteers and refugees and separated children).

Using pre and post questionnaires will help to establish a baseline of needs from perspectives of staff, volunteers and refugees and separated children, and also at the project's end, to identify if learning needs have been met and any areas for future development. Pre and post questionnaires and qualitative approaches will support evaluation of staff and volunteers who are directly involved in Continuous Professional Development with the Mental Health Foundation. Peer mentors will use the cascade model, similarly using pre and post questionnaires.

6 Who are the target groups for this activity?

All partners and participants with focus on the 20 peer mentors within participating organisations, and the 20 refugees and separated children who participate in the wellbeing groups.

6 How many people do you estimate you will reach through this activity?

150

6 What are the intended outcomes for this activity? What difference do you intend it to make for the target group(s)? (approx. 39 words)

To inform ongoing adaptation of project. To gain insight into usefulness and impact of training and ongoing learning supports for staff and volunteers.

7

7 Proposed project/activity



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Knowledge exchange – this is anticipated to be a series of face to face and online sessions sharing learning, within statutory, health and voluntary services in Edinburgh and beyond.

7 Who are the target groups for this activity?

All partners and participants and refugees and separated children. Wider local authorities via Scotland and national networks. Including the Convention of Scottish Local Authorities, the No Recourse to Public Funds Network, and the safeguarding group for refugees and separated children (comprising voluntary agencies, the Home Office and local authorities in Scotland).

7 How many people do you estimate you will reach through this activity?

200

7 What are the intended outcomes for this activity? What difference do you intend it to make for the target group(s)?

To shared learning gained and resources developed, to promote the project's sustainability.

2.12 Please provide the Project Plan. Timeline – 500 words per section



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Please provide a short timeline which identifies the key milestones for your project (when you are going to do your activities). Only fill in for the date ranges that apply to your project.

July – Sept 2021

Project set up. Induction stage for the Mental Health Foundation, meeting key stakeholders and facilitating an evaluation framework workshop to help inform our Theory of Change.

Identify resources on trauma-informed materials for supporting staff working with refugees and separated children.

Prepare for use of interactive arts-based materials for scoping and wellbeing groups.

Link in with all participants in preparation for scoping.

October – December 2021

Scoping needs-audit uses arts-based materials with refugees and separated children, and staff and volunteers.

Adapt/amalgamate existing trauma-informed Continuous Professional Development.

Use interactive arts-based materials with refugees and separated children to inform development of trauma-informed Continuous Professional Development.

Skills training regarding the Peer Group Mentor Model run by the Mental Health Foundation with identified 20 peer mentors (5 days).

Wellbeing group A (8-12 sessions) with mid and end evaluation.

January – March 2022

Wellbeing group B (8-12 sessions) with mid and end evaluation.

Making data bespoke and amalgamating resources. Check steering group agreement for Continuous Professional Development materials.

April – June 2022

Overall evaluation of wellbeing groups A and B, to inform potential future model.

Planning for wellbeing events with refugees and separated children.



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Delivering Continuous Professional Development to participants, working closely with peer mentors. Participants are: Young People's Centres; host carers; Cyrenians staff and volunteers; English as a Second Language tutors, and the Wellbeing Team (Edinburgh College).

July – September 2022

Wellbeing events with refugees and separated children.

Overall project evaluation.

Ensure sustainability of resources.

Knowledge exchange.

October – December 2022

Final reporting back to Scottish Government.



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Question									
No.									
3.1	Associated budget								
Please provide a short description of each element of your budget and the estimated cost.									
Employees (inc salary and relevant costs)									
Name	Role	July – Sept 2021	Oct – Dec 2021	Jan - March 2022	April – June 2022	July – Sept 2022	Oct - Dec 2022	Total project budget	Explanation
Mental Health Foundation	Project Coordination (Families, Children and Young People)	£4,039.00	£6,051.00	£6,051.00	£6,051.00	£6,051.00	£2,020.00	£30,263.00	3 days per week for 15 months
Mental Health Foundation	Equality and Human Rights Officer	£2,587.00	£3,986.00	£4,039.00	£4,039.00	£4,039.00	£1,346.00	£20,036.00	2 days per week for 15 months
Subtotal costs for employees		£6,626.00	£10,037.00	£10,090.00	£10,090.00	£10,090.00	£3,366.00	£50,299.00	
Property (inc rental space needed for staff and project activities)									
Item	Purpose	July – Sept 2021	Oct – Dec 2021	Jan - March 2022	April – June 2022	July –Sept 2022	Oct - Dec 2022	Total project budget	Explanation
Room hire	Scoping, wellbeing groups, meetings	£330.00	£400.00	£320.00	£320.00	£400.00	£20.00	£1,790.00	

Supplies and Services									
Item	Purpose	July – Sept 2021	Oct – Dec 2021	Jan - March 2022	April – June 2022	July –Sept 2022	Oct - Dec 2022	Total project budget	Explanation
Child and Adolescent Mental Health Service		2954	1525	1525	1525	1525	100	9,154	3.75 hours per week for 65 weeks @ £35.27 / hour (Band 8A clin psych).
Cyrenians sessional Peer Mentor	Peer Mentor to promote learning	£1,982.40	£1,982.40	£1,982.40	£1,982.40	£1,982.40	£0.00	£9,912.00	Recruitment of peer mentor for voluntary service
Printing, posters, publicity, photography	publicity and communications	£300.00	£300.00	£300.00	£300.00	£303.00	£0.00	£1,503.00	
Interpreting	communication for refugees/separated children	£800.00	£800.00	£800.00	£800.00	£800.00	£0.00	£4,000.00	£38 per hour
Art facilitator	two wellbeing groups	£0.00	£0.00	£3,500.00	£3,500.00	£0.00	£0.00	£7,000.00	
Photographer	wellbeing groups/events	£0.00	£0.00	£500.00	£500.00	£0.00	£0.00	£1,000.00	
Making short videos	With refugees and separated children	£0.00	£0.00	£1,000.00	£1,000.00	£0.00	£0.00	£2,000.00	
arts-based resources	scoping/wellbeing/events	£0.00	£0.00	£300.00	£300.00	£0.00	£0.00	£600.00	
Wellbeing events	With refugees and separated children	£0.00	£0.00	£0.00	£0.00	£1,500.00	£0.00	£1,500.00	
Subtotal costs for supplies		£3,082.40	£3,082.40	£8,382.40	£8,382.40	£4,585.40	£0.00	£27,515.00	
Misc									

Item	Purpose	July – Sept 2021	Oct – Dec 2021	Jan - March 2022	April – June 2022	July –Sept 2022	Oct - Dec 2022	Total project budget	Explanation
Incentive for RSC	encourage participation	£0.00	£300.00	£0.00	£0.00	£0.00	£0.00	£300.00	
Final reward for RSC	rewards achievement	£0.00	£0.0	£0.00	£0.00	£350.00	£0.00	£350.00	
Food for RSC	wellbeing groups/events	£0.00	£0.00	£750.00	£750.00	£0.00	£0.00	£1,500.00	
Trip outs – for RSC	wellbeing groups	£0.00	£0.00	£300.00	£300.00	£100.00	£0.00	£700.00	£700.00
Learning boxes for peer mentors	learning resource	£0.00	£0.00	£1,500.00	£0.00	£0.00	£0.00	£1,500.00	
Learning book for peer mentors	learning resource	£0.00	£0.00	£750.00	£0.00	£0.00	£0.00	£750.00	
refreshments	meetings, wellbeing events, knowledge exchange	£0.00	£0.00	£0.00	£100.00	£461.00	£0.00	£561.00	
Podcast	with refugees and separated children	£0.00	£0.00	£1,000.00	£1,000.00	£0.00	£0.00	£2,000.00	
Knowledge exchange	share project learning	£0.00	£0.00	£0.00	£0.00	£1,500.00	£0.00	£1,500.00	
Data for RSC (mobile phone/internet)	promote engagement	£0.00	£200.00	£200.00	£200.00	£200.00	£0.00	£800.00	
Subtotal costs for Misc		£0.00	£500.00	£4,500.00	£2,350.00	£2,611.00	£0.00	£9,961.00	
Subtotal		£11,294.40	£15,285.40	£24,558.40	£22,408.40	£18,880.40	£3,386.00	£95,823.00	
Management fee (15%)		15%	15%	15%	15%	15%	15%	15%	
Monitoring and evaluation (5%)		5%	5%	5%	5%	5%	5%	5%	
Grand total		£13,553.28	£18,342.48	£29,470.08	£26,890.08	£22,656.48	£4,063.20	£114,987.60	

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Education, Children and Families Committee

10.00am, Tuesday, 12 October 2021

End Poverty in Edinburgh Annual Report – referral from the Policy and Sustainability Committee

Executive/routine
Wards
Council Commitments

1. For Decision/Action

- 1.1 The Policy and Sustainability has referred the attached report to the Education, Children and Families Committee for further scrutiny on actions relating to child poverty.

Stephen S. Moir
Executive Director of Corporate Services

Contact: Louise Williamson, Assistant Committee Officer
Legal and Assurance Division, Corporate Services
E-mail: louise.p.williamson@edinburgh.gov.uk

Referral Report

End Poverty in Edinburgh Annual Report

2. Terms of Referral

- 2.1 On 5 October 2021, the Policy and Sustainability Committee considered a report which provided a summary of actions taken by the Council and partners in response to the calls to action made by the Edinburgh Poverty Commission and as such, the report provided the first annual progress report against the Council's End Poverty in Edinburgh Delivery Plan.
- 2.2 The Committee heard a deputation from End Poverty Edinburgh.
- 2.3 The Policy and Sustainability Committee agreed:
 - 2.3.1 To approve the first annual progress report against the Council's End Poverty in Edinburgh Delivery Plan and agree actions for priority delivery during the next 12 months.
 - 2.3.2 To note that the report by the Executive Director of Corporate Services also incorporated and met the Council's statutory duty to publish an annual Local Child Poverty Action Report.
 - 2.3.3 To agree that the report be referred to the Education, Children and Families Committee for further scrutiny on actions relating to child poverty, with particular reference to the actions discussed in section 4.5 of Appendix 1 to the report.
 - 2.3.4 To note that the report would be further referred for discussion by the Edinburgh Partnership and related groups.

3. Background Reading/ External References

- 3.1 Minute of the Policy and Sustainability Committee – 5 October 2021

4. Appendices

Appendix 1 – report by the Executive Director of Corporate Services

Policy and Sustainability Committee

10:00am, Tuesday, 5 October 2021

End Poverty in Edinburgh Annual Report

Executive/routine Wards Council Commitments	Executive All
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1. Recommendations

1.1 It is recommended that Committee:

- 1.1.1 Approves the first annual progress report against the Council's End Poverty in Edinburgh Delivery Plan, and agree actions for priority delivery during the next 12 months;
- 1.1.2 Note that this report also incorporates and meets the Council's statutory duty to publish an annual Local Child Poverty Action Report;
- 1.1.3 Agrees that this report will be referred to the Education, Children and Families Committee for further scrutiny on actions relating to child poverty, with particular reference to the actions discussed in section 4.5 of Appendix 1; and,
- 1.1.4 Notes that this report will be further referred for discussion by the Edinburgh Partnership and related groups.

Stephen S. Moir
Executive Director of Corporate Services

Contact: Chris Adams, Strategy Manager (City Strategies)
Policy and Insight Team, Corporate Services Directorate
E-mail: chris.adams@edinburgh.gov.uk

End Poverty in Edinburgh Annual Report

2. Executive Summary

- 2.1 This report provides a summary of actions taking by the Council and partners in response to the calls to action made by the Edinburgh Poverty Commission. As such, the report provides the first annual progress report against the Council's End Poverty in Edinburgh Delivery Plan.
- 2.2 In line with recommendations made by the Commission, the report also incorporates and meets the Council's duty to produce, in partnership with NHS Lothian, an annual Local Child Poverty Action Report.

3. Background

- 3.1 In September 2020 the Edinburgh Poverty Commission published its final report with a call to action for the steps the city needs to take to End Poverty in Edinburgh by 2030. This report was considered by Policy and Sustainability Committee in October 2020.
- 3.2 In December 2020 the Policy and Sustainability Committee approved an End Poverty in Edinburgh Delivery Plan in response to the Commission's findings. The plan set out 11 priority actions for implementation in 2021, and 44 actions for mainstream delivery through existing or forthcoming Council plans and strategies.
- 3.3 Committee agreed that the first annual progress report on ending poverty would be considered in Autumn 2021, marking one year since the publication of Edinburgh Poverty Commission findings.
- 3.4 In February 2021 the Council approved a new Council Business Plan, incorporating 'End Poverty in Edinburgh by 2030' as one of three core priorities for the work of the Council.

4. Main report

- 4.1 Appendix 1 to this report provides the first annual review of progress towards meeting Edinburgh Poverty Commission calls to action. The report covers the period from October 2020 to the end of September 2021 and includes the ongoing

response to the Covid-19 pandemic, which has been significant in informing current and future actions.

- 4.2 In line with recommendations made by the Commission, this report combines annual reporting on end poverty delivery plans, with the statutory duty all Councils and NHS boards have to produce an annual Local Child Poverty Action Report.
- 4.3 In doing so, this report reviews progress against all 7 elements of the End Poverty in Edinburgh call to action, including specific focus on those actions related to the scale and impact of child poverty in the city.

Progress against headline end poverty targets

- 4.4 Latest data on poverty rates in Edinburgh show no annual change against baseline estimates established by the Edinburgh Poverty Commission. An estimated 78,900 people in Edinburgh were living in relative poverty after housing costs in the period to 2020, including 16,100 children.
- 4.5 This data does not yet incorporate the full impacts of the Covid pandemic on poverty rates and levels. Most commentators project a rise in poverty rates across the UK during late 2021 and early 2022 driven in part by rising living costs including the cost of energy, planned benefits cuts, and slow earnings growth. The first official data covering the period affected by pandemic will be available in Spring 2022.
- 4.6 In order to be on track to meet end poverty targets in Edinburgh, a 3 percentage point (15% to 12%) reduction in all age poverty is needed by 2024. To meet interim child poverty targets, a 5 percentage point reduction in poverty is needed by 2024 - representing the removal of 1,000 children from poverty in Edinburgh each year.

Delivering on the calls to action

- 4.7 The Edinburgh Poverty Commission called for the first 12 months following publication of its final report to be focused on:
 - 4.7.1 Building a strong foundation for the long-term actions needed to change ways of working and prevent poverty in Edinburgh, as well as
 - 4.7.2 Providing immediate improvements and upscaling of support for people experiencing poverty in the city today.
- 4.8 In line with these objectives, the report shows good progress by the Council and partners over the past year, including good progress against each of the 11 actions the Commission highlighted for priority in 2021.
- 4.9 These actions have been supported by approval during spring 2021 of a Council budget package incorporating over £2.5m of additional budget investments directly focused on meeting Edinburgh Poverty Commission actions. During this financial year, this investment is now delivering:
 - 4.9.1 Expansion of the Council's money advice and income maximisation services with capacity to support up to 1,500 additional clients over the next year. In total,

Council Advice Shop and third sector income maximisation services, helped citizen's in Edinburgh achieve some £22m of financial gains through improved access to entitlements and reduced costs during the last full year for which data is available.

- 4.9.2 Additional resources to support the Maximise! project provide city-wide family and household support to over 300 families over the next year to raise incomes and prevent poverty.
 - 4.9.3 Additional resources for expansion of the Discover! programme to help 671 families and 1,346 children with support to reduce and prevent food and financial insecurity (a more than doubling of reach for the programme)
 - 4.9.4 New resources to support people at risk of homelessness, help those experiencing homelessness into secure tenancies, and reduce the number of households currently in temporary accommodation by 650 by March 2023.
 - 4.9.5 Additional resource and capacity for crisis support allowing Scottish Welfare Fund and discretionary support funds to reach people most in need, and to support the creation of a Food Charity Support Fund to support community-based organisations working to help people in food insecurity.
 - 4.9.6 Support for the relaunch of the Edinburgh Guarantee as a programme to support people of all ages into work or learning, and
 - 4.9.7 Capacity and resources to develop the 20-minute Neighbourhood and Prevention based service models critical to meeting the Commission's long-term calls to action for reform in the way people in Edinburgh access and experience support to escape and avoid poverty
- 4.10 In addition to action supported by new investment, the last 12 months has also seen progress across all 7 of the Edinburgh Poverty Commission's calls to action through implementation and improvement of mainstream Council services and strategies. Key points of progress noted in the annual report include:
- 4.10.1 Committing to pay all Council staff the Scottish Local Government Living Wage, changing the pay structure so that 4,400 employees in grades 1 to 3 received a pay uplift
 - 4.10.2 Increasing in the number of new council suppliers who pay the living wage
 - 4.10.3 Leading the establishment of a new group of employers across all key sectors to deliver actions needed to make Edinburgh a Living Wage City and help lift 40,000 Edinburgh workers out of low pay
 - 4.10.4 Supporting 3,800 people in Edinburgh through Council funded employability programmes
 - 4.10.5 Delivering £41.45m Council investment in building new homes.
 - 4.10.6 Through partnership working, reducing the number of people sleeping rough in Edinburgh to 10 or less on any given night, down from 80-120 before the pandemic.

- 4.10.7 Delivered over 44,000 crisis and community care grants during the year to March 21, more than double the previous year, and
- 4.10.8 Made 8,800 Free School Meal payments and 8,300 School Uniform Grant payments in the last school year – a 50% year on year increase in payment numbers.

Actions to end child poverty

- 4.11 In line with statutory guidance, the report incorporates actions underway in Edinburgh to meet Scottish Government child poverty targets for 2030. Within each of the 7 calls for action made by the Edinburgh Poverty Commission, the report highlights specific actions tailored to improving outcomes for families, children and young people. These include:
 - 4.11.1 Action to improve employment outcomes for young people and school leavers through Young Person's Guarantee Team, Modern Apprenticeships, and employability support for parents
 - 4.11.2 Action to improve income security and reduce living costs, through family focused advice and services such as Maximise!, as well as provision of key supports for families such as free school meal payments and school uniform grants.
 - 4.11.3 Action to improve support for children and families in temporary accommodation
 - 4.11.4 Action to improve education outcomes and prospects, through the Edinburgh Learns for Life programme, Youth work partnerships and establishment of the learning communities approach, and
 - 4.11.5 Action to improve wellbeing for families experiencing poverty, through family focused programmes such as Discover!

End Poverty Edinburgh

- 4.12 Underpinning this work, the past year has also seen the establishment of End Poverty Edinburgh - an independent group of citizens with experience of poverty in Edinburgh and their allies.
- 4.13 Supported by the Poverty Alliance, group members have worked together over the last year to build their knowledge and capacity. The group had their first meeting with Elected Members in August and will meet with Edinburgh Partnership members in December 2021. Group members have also been involved in the process of preparing this annual report, by meeting with officers to discuss progress and sharing their views on progress and priority next steps.

5. Next Steps

- 5.1 Subject to approval by this committee, this report will be referred to the Education, Children and Families Committee for further scrutiny on elements related to Child Poverty.
- 5.2 The report will be further referred for partnership discussion by appropriate Edinburgh Partnership groups.
- 5.3 The report highlights key next steps for priority progress during year 2 of the End Poverty Delivery Plan. These include:
 - 5.3.1 Continue to provide and improve access to crisis support and advice for people struggling with rising living costs including the cost of energy, benefits cuts and other challenges;
 - 5.3.2 Complete consultation on and take forward actions to implement a Short Term Lets Control Zone in Edinburgh;
 - 5.3.3 Complete and respond to the review of city-wide advice services currently being commissioned by Edinburgh Partnership to improve the reach and impact of advice and income maximisation activities;
 - 5.3.4 Launch and promote the Edinburgh Living Wage City action plan, with an aim to secure 100 additional living wage accredited employers during 2022;
 - 5.3.5 Work with partners across the city to develop a new approach to improving food security in Edinburgh;
 - 5.3.6 Implement phase 1 actions to develop 20-minute neighbourhood and poverty prevention service models in Edinburgh;
 - 5.3.7 Work with End Poverty Edinburgh group to ensure that people with lived experience of poverty are involved in development of key policy areas highlighted by the group;
 - 5.3.8 Implement, promote and embed a new blended employability service due to start in April 2022;
 - 5.3.9 Continue to engage with UK and Scottish Government policy makers on areas of national policy critical to meeting end poverty goals in Edinburgh, including social security and funding requirements to address housing need in Edinburgh;
 - 5.3.10 Continue to implement key mainstream strategies critical to meeting end poverty goals in Edinburgh, including Edinburgh Learns for Life, Rapid Rehousing Transition Plan, and actions to increase the availability of affordable homes and rents; and,
 - 5.3.11 Continue to develop and improve the evidence base needed to implement actions to end poverty, including evidence on poverty related stigma, the impact of budget decisions on people in poverty, and ensuring that appropriate integrated impact assessments are in place for all elements of the End Poverty in Edinburgh Delivery Plan.

6. Financial impact

- 6.1 Delivery of actions outlined in this report will be taken forward within agreed Council budgets. Any additional budget requirements identified will be discussed and agreed through annual budget decision making processes.

7. Stakeholder/Community Impact

- 7.1 The End Poverty Edinburgh citizen group have informed and supported the development of this report, which has been drafted with support and active involvement by stakeholders including NHS Lothian, Capital City Partnership, EVOC and others.

8. Background reading/external references

- 8.1 [A Just Capital: Edinburgh Poverty Commission Final Report, September 2020](#)
8.2 [End Poverty in Edinburgh Delivery Plan 2020-30](#)

9. Appendices

- 9.1 Appendix One – End Poverty in Edinburgh Annual Progress Report, October 2021

End Poverty in Edinburgh – Annual Progress Report

October 2021

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Executive Summary

In September 2020, the Edinburgh Poverty Commission published a call to action for the city, laying out the steps and commitments needed to end poverty in Edinburgh within this decade.

This is the first annual report on the citywide response to that challenge. It provides an overview of progress made by the City of Edinburgh Council, NHS Lothian, third sector and other partners against the specific actions set by the Commission, including a specific focus on child poverty actions. In doing so, this report fulfils statutory requirements for the Council and NHS Lothian to co-produce an annual Local Child Poverty Action Report setting out partners contributions towards meeting Scottish Government Child Poverty targets.

Progress against headline end poverty targets

- 78,900 people in Edinburgh were in relative poverty after housing costs in 2020, including 16,100 children
- Poverty rates, including child poverty, remain unchanged against baseline levels.
- Data do not yet incorporate the full effects of pandemic. Poverty rates for the year 2020/21 will not be available until Spring 2022.
- Most commentators project poverty rates likely to rise in late 2021/early 2022.
- New data on destitution levels pre-pandemic estimate that 19,800 people (including 4,500 children) in Edinburgh went without basic essentials in 2019.
- In order to be on track to meet End Poverty targets in Edinburgh, a 3-percentage point (15% to 12%) reduction in all age poverty is needed by 2024.
- To meet interim child poverty targets, a 5-percentage point reduction in poverty is needed by 2024 – representing the removal of 1,000 children from poverty in Edinburgh each year.

Actions to end poverty – progress in 2021

The Edinburgh Poverty Commission called for the first 12 months following publication of its final report to be focused on:

- Building a strong foundation for the long-term actions needed to change ways of working and prevent poverty in Edinburgh, as well as
- Providing immediate improvements and upscaling of support for people experiencing poverty in the city today.

In line with these objectives, this report shows good progress by the Council, NHS, Third Sector and other partners over the past year, including progress against each of the 11 actions the Commission highlighted for priority in 2021.

Key actions delivered in 2021

Providing immediate crisis support to people in need: Over 44,000 crisis and community care grants were delivered in the past year (more than double the previous year) alongside 8,800 Free School Meal payments and 8,300 School Uniform Grant payments (at 50% increase in take up).

Led by the third sector, partners across the city provided 45,864 meals as food parcels and 3,654 pre-prepared meals during the first half of 2021 alone for people in food crisis

Expanding Council and third sector advice and income maximisation services. Together Council and third sector services secured a total of £22m of financial gains for Edinburgh citizens through improved access to entitlements and reduced costs.

Leading the promotion of fair work in Edinburgh. 4,400 Council employees received a pay uplift as part of commitments to paying the real Living Wage. A new action group of employers committed to making Edinburgh a Living Wage City was established in 2021, with a goal to encourage 500 new living wage accredited employers in the city in the next five years.

Improving access to employability support. Edinburgh Guarantee was relaunched with a focus on support for people of all ages, alongside launch of a new Young Person's Guarantee Team and nine new employability services for parents. In total Council funded employability programmes supported almost 3,800 people during 2020/21.

Addressing the housing and homelessness crisis in Edinburgh. New investment to trial new ways of working to prevent homelessness and reduce the number of households in temporary accommodation was established. To date preventative services have supported over 300 private rented tenants and 30 council tenants to avoid eviction and homelessness

£41.45m Council investment was made during 2020/21 in building new homes, with 252 new social rented homes built in the last year.

Improving prospects and opportunities. A new Edinburgh Learns for Life programme was launched to drive long term improvements needed to close the attainment and achievement gaps. Progress was made in establishment of Learning Communities to make sure that children living in poverty receive early intervention and holistic support. Locality Operational Groups were established to improve partnership responses to reach those children and families most affected by the pandemic and at risk of poverty.

Improving equalities in health and wellbeing. Alongside actions to improve access to Covid testing and vaccination for people at risk of poverty, the last 12 months have seen continued progress in key projects across the city.

Thrive Edinburgh is working to promote and protect mental health, resilience, self-esteem, family strength, and joy in Edinburgh.

Building the foundations for long term change

In addition to these actions, key strategic responses were made during 2021 which will be critical to city's ability to make the long-term system wide changes needed to end poverty in the city. These include:

- Establishing **End Poverty Edinburgh** as an independent group of citizens with lived experience of poverty to raise awareness of

poverty in Edinburgh and influence decision-making on measures to tackle poverty in the city

- Investing in capacity and resources to develop the **20-minute Neighbourhood and Prevention** based service models critical to meeting the Commission's long-term calls to action for reform in the way people in Edinburgh access and experience support to escape and avoid poverty, and
- Establishing **The Edinburgh Pact** - a new programme under development in 2021 which aims to radically transform the way that Edinburgh delivers its health and social care services to prevent crisis and support people to manage their health and personal independence.

Addressing child poverty in Edinburgh

Within each of the 7 calls for action made by the Edinburgh Poverty Commission, this report highlights specific actions tailored to improving outcomes for families, children and young people. These include:

- Action to improve employment outcomes for young people and school leavers through Young Person's Guarantee Team, Modern Apprenticeships, and employability support for parents
- Action to improve income security and reduce living costs, through family focused advice and services such as Maximise!, as well as provision of key supports for families such as free school meal payments and school uniform grants.
- Action to improve support for children and families in temporary accommodation
- Action to improve impact of Corporate Parenting
- Action to improve education outcomes and prospects, through the Edinburgh Learns for Life programme, Youth work partnerships and establishment of the learning communities approach, and
- Action to improve wellbeing for families experiencing poverty, through family focused programmes such as Discover!

Priorities for 2022

Over the next 12 months, partners across the city will continue to work together to improve the impact of actions to end poverty, both through implementation of mainstream existing actions, and through development of new approaches and projects.

Key priorities for delivery during the year to September 2022 include:

1. Continue to provide and **improve access to crisis support and advice for people struggling with rising living costs**, benefits cuts and other challenges
2. Complete consultation on and take forward actions to implement a **Short Term Lets Control Zone** in Edinburgh
3. Complete and respond to the **review of city-wide advice services** currently being commissioned by Edinburgh Partnership to improve the reach and impact of advice and income maximisation activities
4. Launch and promote the **Edinburgh Living Wage City** action plan, with an aim to secure 100 additional living wage accredited employers during 2022
5. Work with partners across the city to develop a new approach to **improving food security** in Edinburgh
6. Implement phase 1 actions to develop **20 minute neighbourhood and poverty prevention** service models in Edinburgh, and continue development of **Edinburgh Pact** and **Thrive Edinburgh**
7. Work with **End Poverty Edinburgh** group to ensure that people with lived experience of poverty are involved in development of key policy areas highlighted by the group.
8. Implement, promote and embed a **new blended employability service** due to start in April 2022
9. Continue to **engage with UK and Scottish Government** policy makers on areas of national policy critical to meeting end poverty goals in Edinburgh, including social security and funding requirements to address housing need in Edinburgh
10. Continue to implement key mainstream strategies critical to meeting end poverty goals in Edinburgh, including **Edinburgh Learns for Life, Rapid Rehousing Transition Plan**, and actions to increase the availability of affordable **homes and rents**
11. Continue to **develop and improve the evidence base** needed to implement actions to end poverty, including evidence on poverty related stigma, the impact of budget decisions on people in poverty, and ensuring that appropriate integrated impact assessments are in place for all elements of the End Poverty in Edinburgh Delivery Plan.

1. Introduction

In September 2020 the Edinburgh Poverty Commission published its final report with a call to action for the steps the city needs to take to **End Poverty in Edinburgh by 2030**ⁱ.

Following the most extensive process of inquiry into poverty, its causes, consequences and solutions ever undertaken in a Scottish local authority, the Commission identified 6 areas for focused action by city partners – **fair work, a decent home, income security, opportunities to progress, connections and belonging, health and wellbeing** - and one cultural challenge to remove stigma and improve the experience people in Edinburgh have when seeking help to escape from poverty.

Reporting on progress

This report provides the first annual review of progress towards meeting Edinburgh Poverty Commission calls to action.

The Commission's final report set clear expectations for delivery stating that:

- The first 12 months (the year 2021) should be a period of delivering actions that can be implemented immediately, and building the foundations for future action
- 2022-24 should focus on delivery and acceleration of progress, and
- 2025-30 should be a period of sustained and measurable impact.

In line with recommendations made by the Commission, this report will combine annual reporting on end poverty delivery plans, with the statutory duty for all Councils and NHS boards to produce an annual **Local Child Poverty Action Report**.

In doing so, this report will review progress against all 7 elements of the End Poverty in Edinburgh call to action, including specific focus on those actions and challenges related to the scale and impact of child poverty in the city.

The report covers the period from October 2020 to the end of September 2021 and includes the ongoing response to the Covid-19 pandemic, which has been significant in informing current and future actions.

Strategic responses in the last 12 months

Since the publication of the report, the City of Edinburgh Council, NHS Lothian and the Edinburgh Partnership have all taken first steps towards establishing the strategic responses needed to meet this challenge:

- In December 2020, [City of Edinburgh Council](#) published an End Poverty in Edinburgh Delivery Plan setting out the actions it would take in response to the Commission's report
- In February 2021, City of Edinburgh Council published [a new business plan](#) incorporating 'End Poverty in Edinburgh by 2030' as one of three core priorities for the work of the Council.



- In Spring of 2021 these commitments were further backed by the commitment of more than £2.5m of additional Council investment in new actions to end poverty.
- In the same period, **Edinburgh Partnership** members agreed to embed the 'End Poverty in Edinburgh by 2030' target within the city's **Local Outcome Improvement Plan** and agreed actions in response to the Commission's report

- In Autumn 2020 a new [End Poverty Edinburgh](#) group of citizens with lived experience of poverty was launched, with commitments from City of Edinburgh Council and the Edinburgh Partnership to support

their work and ensure that citizen’s voices were heard in the design and implementation of actions to end poverty.

- **Edinburgh Children’s Partnership** launched a new [Children’s Services Plan](#), covering the period to 2023, with three priorities: **Best Start in Life** (ensuring appropriate support is provided at the right time to children and their families), **Bridging the Gap** (ensuring that regardless of the challenges their circumstances may bring, every child will have the same chance to live a healthy, happy and fulfilling life), and **Be Everything You Can Be** (promoting and supporting every child’s aspirations, so that every child has the right to have all their needs met and be able to shape and live a fulfilling life).



- In May 2021, City of Edinburgh Council published [Edinburgh Learns for Life](#), a revised strategic plan for education to meet long term city priorities amid the emerging pressures and opportunities presented by COVID. The plan makes a specific response to the findings of the Edinburgh Poverty Commission, with a focus on the poverty-related

attainment gap and inequitable pathways, and culture change needed to remove the stigma of poverty.

- Within this plan, the work of the **Edinburgh Learns for Life Equity Board** plays a clear role in ensuring alignment of all functions – estates, curriculum, and inclusion – towards goals to end poverty.
- In response to the Edinburgh Poverty Commission recommendations, **NHS Lothian** has recognised the need for a Lothian wide approach to tackling poverty and inequalities exacerbated by COVID-19. The corporate objectives for 2021-22 include developing and defining an approach to inequalities and poverty and establishing an Anchor Institutions approach. A Board has been established to oversee this work and is chaired by the Director of Public Health.
- A restructure of public health within **NHS Lothian** has resulted in the creation of a public health team that is aligned to the City of Edinburgh, to provide public health leadership, insight, support and delivery to the development of place-based approaches to improving physical, social, emotional and economic wellbeing.

United Nations Convention on the Rights of the Child

During the past 12 months, Edinburgh Children’s Partnership published its first report on the steps the Partnership has taken to progress the United Nations Convention on the Rights of the Child across its services. The report sets out evidence on progress and challenges in relation to each of and provides recommendations for future priorities in promoting children's rights as described in:

- United Nations Convention on the Rights of the Child (UNCRC)
- Getting it Right for Every Child (GIRFEC)
- the Edinburgh Wellbeing Outcomes to ensure that every child is Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included (SHANARRI), and
- Partners’ Corporate Parenting roles in working together to meet the needs of looked after children, young people and care leavers.

2. Progress against headline targets

“Ending poverty does not mean Edinburgh becoming a city in which no one ever loses a job or experiences a period of their life on low income. But it does mean Edinburgh being a city where periods of low income are temporary, not permanent traps, where a period of low income does not mean having to go without food, or warmth, or safety. And it means Edinburgh becoming a city where the number of people experiencing low income at any given time falls to a level comparable with the highest performing societies in Europe”

Edinburgh Poverty Commission

The Edinburgh Poverty Commission set four specific targets for the city to deliver by 2030. These targets are consistent with statutory targets set out in the Child Poverty (Scotland) Actⁱⁱ.

By 2030, Edinburgh should aim to be a city in which:		
Target	Latest data	Yr1 progress
Edinburgh Poverty Commission Targets		
1. Fewer than one in ten children and fewer than one in ten adults are living in relative poverty at any given time.	15% (all ages) 19% (children)	No change
2. No one has to go without the basic essentials they need to eat, keep clean and safe, and stay warm and dry	4% (all ages) 5% (children)	New baseline set
3. No-one lives in persistent poverty.	12% (all ages) 16% (children)	No change
4. No one feels stigmatised, abandoned, or treated with less respect by the city as a result of their income.	No data yet available	No data yet available
Additional Scottish Government Child Poverty 2030 Targetsⁱⁱⁱ		
Fewer than 5% of children should live in absolute poverty	17%	No change
Fewer than 5% of children should live in combined low income and material deprivation	13% (Scotland data only)	No change

For most data points it should be noted that the latest available estimates relate to the period to Spring/Summer 2020. As such, most of the official statistics available here do not yet tell a clear picture about the impact of the pandemic on people in poverty in Edinburgh.

During the year 2020/21 (for which official data will not be available until Spring 2022) most commentators project that poverty rates may show a slight fall– driven by a combination of falling median incomes due to the pandemic, alongside the positive impacts of temporary uplifts to Universal Credit payments. This potential dip, however, is expected to be reversed during 2021/22 driven by:

- Planned withdrawal of Universal Credit uplifts – expected to affect 34,000 families in Edinburgh and a £35m drop in benefit payments^{iv}.
- Rising unemployment – The Scottish Fiscal Commission project unemployment rates in Scotland rises to 5% in 2022, up from 4.6% in early 2021^v.
- Sluggish growth in earnings – real median earnings in 2021/22 are forecast to grow by only 1.9%, well down on the 2.6% growth recorded pre-pandemic in 2019/20^{vi}
- Rising costs – The Bank of England forecast inflation to rise to 4% in Q4 2021 not returning to the current 2% until 2023, with resulting impacts on the costs of basic goods and potential upward pressure on interest rates^{vii}
- Increased debt – Resolution Foundation analysis shows that additional pandemic costs, alongside lost earnings, have led to increased debt in the past year, especially for lower income families^{viii}

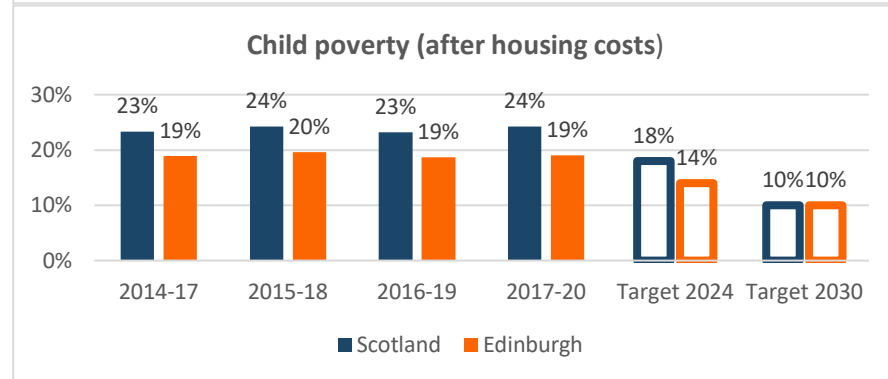
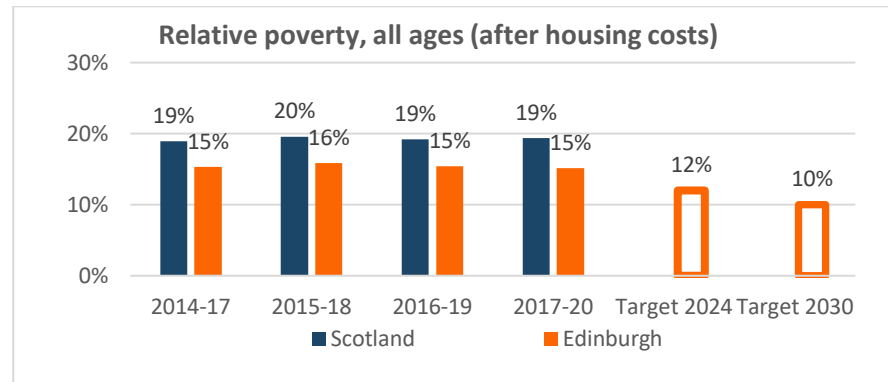
Taken together these trends represent a significant upside risk to poverty rates over the next two years. Recent estimates published by the Joseph Rowntree Foundation imply that the removal of Universal Credit uplifts alone could result in 2,700 people (including 1,000 children) in Edinburgh falling

into poverty, resulting in a potential 1 percentage point increase in citywide poverty rates.

Target 1: Fewer than one in ten children and fewer than one in ten adults are living in relative poverty at any given time

Latest estimates show that a total of 78,900 people in Edinburgh were living in relative poverty after housing costs in 2017-20, or 15% of the total population of the city.

Of these, 16,100 children grow up in families living in poverty in Edinburgh, an estimated 18% of all children in the city.



In common with patterns across Scotland as whole, these data show no significant change from the baseline levels established at launch of the Edinburgh Poverty Commission final report.

In order to be on track to meet 2030 targets, a 3-percentage point reduction in all age poverty in Edinburgh is needed over the period to 2024 – from 15% to 12%. For Child poverty, a 5-percentage point reduction in poverty is needed in Edinburgh by 2024 to be on track for 2030 targets. This challenge represents the **removal of 1,000 children from poverty in Edinburgh each year** and is similar in scale to that seen across Scotland as a whole in meeting interim targets set by the Child Poverty (Scotland) Act.

Are these targets achievable?

Analysis carried out in the past year by [Joseph Rowntree Foundation](#) has aimed to quantify the contribution individual policy measures could make in helping to meet Scotland’s child poverty targets.

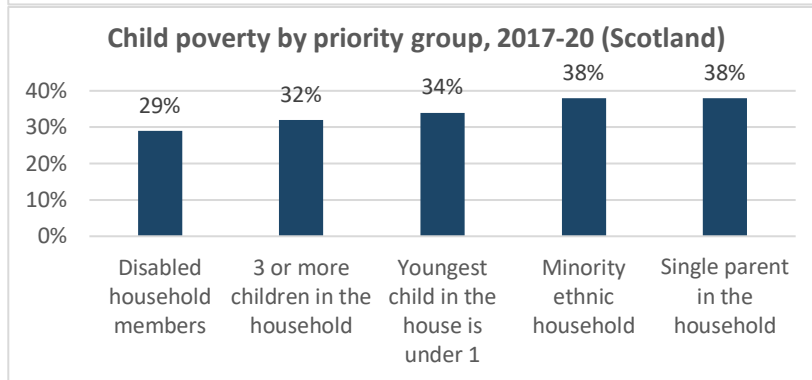
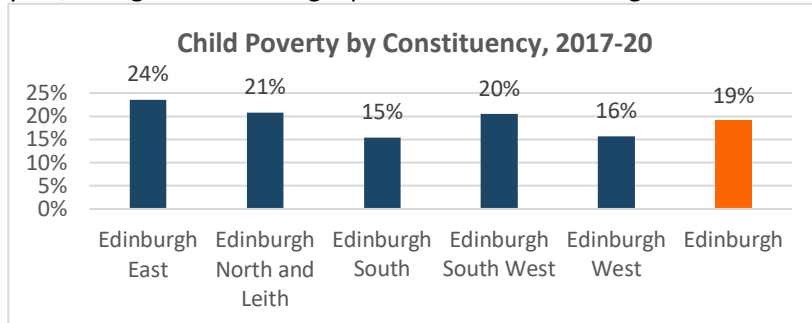
The analysis modelled the impact of a policy package which included ensuring that all working parents received at least a Real Living Wage, ensuring that Local Housing Allowances covered 100% of rents, and uplifting the Scottish Child Payment to £25. The modelling showed that this combined package could reduce Scottish Child Poverty rates from 24% to 18% by 2024 (so meeting Scottish Government interim targets) and help lift more than 60,000 children out of poverty.

In Edinburgh such policies could help cut Child Poverty from **19% to 14%** - a drop sufficient to meet interim Edinburgh Poverty Commission targets - and **help lift more than 4,000 children out of poverty**.

While the specific policy measures modelled in this analysis are outwith the control of the City of Edinburgh, the issues they address are the direct focus of many of the local actions described in this report– maximising incomes for families, reducing the cost of housing, and increasing the number of workers receiving at least the Real Living Wage – confirming the contribution these measures can make to meeting Edinburgh Poverty Commission targets.

The risk of poverty varies considerably across Edinburgh, both spatially and in terms of household type.

- Child poverty rates vary considerably across Edinburgh, from a low of 15% in Edinburgh South to a high of 25% in Edinburgh East^x
- Children and Families in priority groups have a higher risk of being in relative poverty than other households. This is particularly true for those in ethnic minority households and those with a single parent in the household^x
- Poverty rates are highest among renting households. 39% of social and 34% of private renting households live in relative poverty.
- In work poverty rates continue to rise. The proportion of children growing up in poverty in working families rose from 65% to 68% in the last year
- Overall pensioner poverty rates remain steady at 11% in the past year, though rates for single pensioners are much higher at 15-18%



Target 2: No one has to go without the basic essentials they need to eat, keep clean and safe, and stay warm and dry

People in the UK are considered destitute if they have lacked two or more of the following six essential items over the past month, because they cannot afford them – Shelter, Food, Heat or Lighting for their home, Clothing or Footwear, or Basic Toiletries.

A recent report by Heriot Watt University provides a detailed analysis of Destitution in the UK in 2019 and offers an updated and improved baseline estimate on which to base future progress against this Edinburgh Poverty Commission target.^{xi}

The report finds that in any given single week an estimated 0.66% of all Edinburgh households experienced destitution. This is slightly lower than the average for Scotland as a whole, although Edinburgh records higher than average destitution rates for migrant households.

Across an entire year, these estimates suggest that 8,800 households were destitute in Edinburgh at some point during 2019, equivalent to 4% of all households in the city. Using average data on composition of destitute households, this implies a total of over 19,000 individuals, including 4,500 children.

% of households destitute in a given week, 2019		
	Edinburgh	Scotland
Migrant	0.14%	0.10%
Complex needs	0.18%	0.21%
UK other	0.34%	0.45%
Total	0.66%	0.76%
Annualised destitution estimates		
Households	8,800 (4%)	106,000
Individuals	19,800 (4%)	238,500
Children	4,500 (5%)	54,205

Source: Destitution in the UK 2020, Heriot Watt University; City of Edinburgh Council Analysis

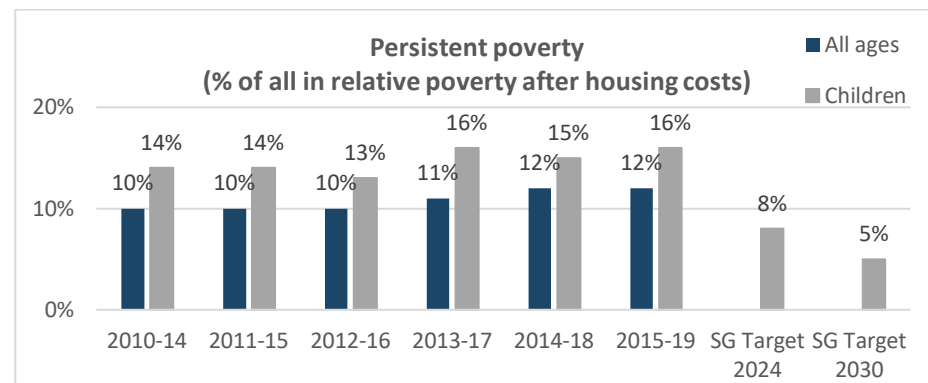
This is a higher total than has been provided by previous estimates but is consistent with other recently published data on severe poverty in Scotland. One recent analysis shows that 4% of all people in Scotland experienced ‘very low’ food security in 2020 – meaning very often having to skip meals or running out of food due to a lack of money. Applied to Edinburgh data, this would imply a total of **20,400 Edinburgh citizens experiencing ‘very low’ food security in 2020.**^{xii}

All these datasets, it should be noted, refer mostly to a period before the worst effects of pandemic were apparent. Analysis by Heriot Watt suggests that the impact of pandemic across the UK could have been to as much as double the destitution rates recorded in 2019.

Target 3: No-one lives in persistent poverty

Persistent poverty measures the proportion of people in relative poverty after housing costs for three out of the last four years. No Edinburgh specific data is available on this measure, but Scotland wide estimates show no change in persistent poverty rates for adults or children over the last period for which data is published.^{xiii}

Overall, 12% of all people in poverty and 16% of children in poverty have been living on low incomes for a sustained period as at 2019. If applied to Edinburgh data, this implies that 9,500 people, including 2,600 children are in persistent poverty in Edinburgh.



Case study – Poverty responses during the Covid pandemic

Whilst the overall, long term impacts of Covid-19 are not yet fully known, there is strong evidence to suggest that the pandemic will exacerbate pre-existing health and social inequalities across Edinburgh.

Key responses, from Council, NHS, and third sector partners to support people in poverty during the Covid pandemic have included:

- Delivering over 44,000 crisis and community care grants-more than double the previous year-alongside 8,800 Free School Meal payments and 8,300 School Uniform Grant payments
- Providing 45,864 meals as food parcels and 3,654 pre-prepared meals during the first half of 2021 alone
- Co-ordinated support for homeless people including emergency accommodation for over 550 people with support from community psychiatric nurses and harm reduction nurses to the hotels providing emergency accommodation
- Support for 671 families and 1,346 children through an adapted Discover programme
- Providing digital equipment and WIFI connections to those school pupils who needed them
- Covid testing and vaccination support: A multi-agency Enhanced COVID Response Group working to increase access to vaccination and testing for more vulnerable or poorer communities
- Shifting to online provision of classes for school and adult education including refugees
- Development of Locality Operational Groups (LOGs) and the joint Voluntary sector and council Covid Task Force, helping develop new and creative ways for partners to problem solve together and overcome obstacles for service delivery as a result of Covid restrictions. 48 workers a mix of council and voluntary staff meet each week, 12 in each of the city’s 4 localities to share learning and to problem solve. The LOGs have been operational since April 2020.

3. Citizen’s Voices – End Poverty Edinburgh

End Poverty Edinburgh is an independent group of citizens established in 2020 to raise awareness of poverty in Edinburgh and influence decision-making on measures to tackle poverty in the city.^{xiv}

The group is formed of citizens with direct experience of poverty in the city and their allies and was created by the Edinburgh Poverty Commission as part of a long-term movement to end poverty in Edinburgh. Learning from good practice examples elsewhere in Scotland, the group supports citizens with experience of poverty to amplify their voices, identify shared priorities, and engage with policy makers to institute positive change.

Secretariat support for the group is provided by **The Poverty Alliance** who also act a key link between the group and the Council’s Poverty and Prevention Team.

To date during 2021 the group have met with elected members of the Council, participated in workshops on issues such as fair work and the living wage, and have supported the development of this report by providing their reflection on priorities for the city and progress made to date. These responses have been prepared independently by the group and are not necessarily the views of the Council or other partners.

Response from End Poverty Edinburgh

End Poverty Edinburgh very much welcomes the publication of this Annual Report on progress towards the delivery of ending poverty in our City.

We look forward to examining, and offering input to, the strategy being developed to meet the commitment to “20-minute neighbourhoods”. This will be key to ensuring that people are able to access the right support in the places they live and work.

EPE has highlighted how important it is that the experience of having to seek help should be made a less stressful and more dignified process. The

announcement of increased capacity at Council Advice Shops is very much a step in the right direction. The additional investment to reform the way people-facing services operate should have a major and very positive impact in helping those already experiencing poverty and in the prevention of further poverty and homelessness. Key to achieving these outcomes will be ensuring the necessary support services are delivered in the best ways and in locations accessible to all.

To ensure that the momentum of these very positive steps continues, we would like to remind Council officials and partner organisations, that the members of End Poverty Edinburgh, with their knowledge and lived experiences, are a key resource which they should be fully utilising to add value to this ongoing and critical delivery plan.

EPE members have experienced and witnessed the impact that the stigma of “poverty” has on both adults and children. We fully support the strategy in schools to educate and hopefully eventually eradicate this. Training on poverty awareness for all school teachers is a positive step in the right direction. It is hoped that if the teachers can educate the pupils on the subject of poverty, then this will eliminate the negative stigma that can hinder the future/prospects of the next generation.

The new blended “employability service”, if designed appropriately, could have a major impact on the aspirations and prospects of many school leavers and others. It is crucial that, regardless of their background and academic abilities, everyone is encouraged to achieve their full potential (whilst at school and after leaving) so that they are in the best possible position to go onto further education or into employment.

Looking forward into the next year, the health and wellbeing of the citizens in Edinburgh needs to be a top priority for all partners. Every point raised within this report has a direct influence on their citizen’s health and wellbeing. For example, if you don’t have access to safe and affordable housing, this is going to wreak havoc on a person’s health and wellbeing due to stress and sleeping in unsuitable conditions.

EPE would also like to see real progress in long-term plans to stop the city's food insecurity problems. We have already communicated why we feel that this is a massive issue to the elected officials, and it would be great to work in partnership with the EC on this issue.

EPE feel that concrete plans are needed to:

- Ensure that food parcels for vulnerable people and food banks offer access to food that is suitable for everyone, meeting the needs of people with food intolerances (gluten, soya, dairy etc) and religious, spiritual, lifestyle choices (vegan/vegetarian, Halal etc).
- Work with education establishments to ensure that ALL pupils and FE/HE students have access to sanitary products that come from a sustainable source which funding will NOT be cut, and that different types of sanitary products are included in food banks (cups, pads and tampons). Different people have different sanitary needs and this needs to be addressed to not leave people short.
- Ensure that mental health training for all education professionals so children and young people have access to crisis support whether that is at school, college or university. Resilience lessons aren't enough to deal with the young person's mental health pandemic.

EPE would like to highlight that while we acknowledge the outstanding and essential work that foodbanks and other emergency food providers do in serving the immediate needs of those experiencing food insecurity, we should not be relying on these services to feed people. This is a sign of a society that is not doing enough to tackle poverty. Furthermore, these services stigmatise those accessing them - EPE is aiming to eliminate this kind of charity approach to address food poverty.

Regarding efforts around affordable and decent homes, we make three notable points:

- Edinburgh is overflowing with private houses, a lot of which are rented out at unaffordable amounts. Many refuse to accept those on benefits.

- Although there is more affordable housing being built, in Edinburgh, these are flats, unsuitable for families and disabled people. We need affordable houses too - not just flats.
- This supposedly "affordable" housing is still out of the price range for those who need them, this issue needs to be addressed if we are to end poverty in Edinburgh.

We note that City of Edinburgh Council has increased the number of contracts to new suppliers who pay the Living Wage in the last year, bringing up the numbers to 79%. At first sight this development could be interpreted as an improvement in the Council's efforts to promote Living Wage employment in the city. However, the group were disappointed since we had expected all public sector bodies to outsource contracts only to Living Wage employers.

We understand that there are legal regulations when it comes to outsourcing contracts which prevent this happening. End Poverty Edinburgh would like Council Officials to look into this issue in order to establish whether these legal limitations still apply, and get back to us regarding their findings.

On the other hand, we would like Council Officials to look into ways to ensure that contracts for suppliers are allocated to employers that follow wider Fair Work principles. EPE thinks that paying the Living Wage on its own, does not guarantee the financial stability needed in order to avoid poverty. According to The Poverty Commission Report 2020, 59% of families in poverty are working families. EPE finds this figure unacceptable.

Workers deserve (amongst other measures) - Guaranteed working hours contracts, Full time contracts (when suitable for the worker), Contractual sick pay, Contractual maternity pay, Good provision of H&S, Training opportunities, and an effective voice in the workplace.

On that note, we would like to once again emphasize that we, End Poverty Edinburgh, with our knowledge and lived experience, are a key resource which should be fully utilized – we can be an effective voice in adding value to this ongoing and critical delivery plan towards ending poverty in our City.

4. Responding to the calls for action

“This is not a menu of options the city can pick and choose from, they represent a single set of inter-connected, actions that need to be delivered if Edinburgh is to end poverty... Most importantly, this is a call to action for the whole city and everyone who has a stake in its future – public sector, employers, third sector organisations, and citizens all have critical roles to play.” **Edinburgh Poverty Commission**

Edinburgh Poverty Commission Calls to Action



This chapter provides a summary of action taken in the period October 2020 to September 2021 to begin implementation of the calls to action made by the Edinburgh Poverty Commission.

The analysis is structured around each of the Commission’s 7 calls to action, and draws out specific actions and impacts on child poverty in the city, and specific actions to support people in priority high risk groups.

A full assessment of progress against all actions and target measures is provided in Appendix 1 to this report, including progress against the priority actions highlighted for delivery in the first twelve months following publication of the Commission’s report.

Where possible the analysis is illustrated with case study and other evidence on projects and initiatives implemented by partners across the city.

Case Study: Edinburgh’s Promise

[The Promise](#) was published by the Care Review in February 2020, concluding that Scotland’s Care System was neither caring nor a cohesive system. The Promise outlines the transformational change needed across children’s services in Scotland, with a clear requirement for the views and voice of children and young people at the core of changes.

The Scottish Government’s first three-year plan to deliver the Promise addresses 5 main themes – A Good Childhood, Whole Family Support, Building Capacity, Supporting the Workforce and Planning. Any service developments or service redesigns must address 5 additional fundamentals – what matters to children and families, poverty, language, listening and children’s rights.

In response to this challenge, ‘Edinburgh’s Promise’ will be the overarching strategy affecting children’s services in Edinburgh for the next decade. Governed through the Edinburgh Children’s Partnership, this matches the ambition for all sectors of children’s services - voluntary, statutory and regulatory - the Children’s Partnership to be as joined up as possible in delivery of the Promise.

4.1 The right support in the places we live and work

“To end poverty, the pre-condition and the single biggest transformation Edinburgh could achieve would be to make the experience of seeking help less painful, more humane, and more compassionate.” - Edinburgh Poverty Commission

During 2021 City of Edinburgh Council and Edinburgh Partnership have committed to a long-term programme of work to significantly improve the way public services across the city are accessed and experienced. This programme is made in direct response to the Edinburgh Poverty Commission’s expectations that 2021 should be a year of building the foundations for changes needed to end poverty, and has been backed by £1.7m of investment by City of Edinburgh Council.

This programme of work includes:

- **20 Minute Neighbourhoods/Living Well Locally.** In June 2021 the Council established a new draft strategic approach to making sure that all residents can access most of their daily services and amenities in a single 20-minute round trip, either by walking, cycling, taking public transport or using wheelchairs and other ‘wheels’ like scooters or prams^{xv}. Such accessible communities are critical to ensuring that families in poverty can access the support they need (for learning, healthcare, childcare, employment, and community), in the places that work best for them.
The Council has approved funding for a new team to implement the strategy. Recruitment will begin in Autumn 2021, and a detailed implementation plan will be developed.
- **Prevention focused services:** Learning from good practice examples already in place in the city, work is also underway to develop a new service model for people focused Council services aimed at preventing poverty and its outcomes. This model will co-ordinate public sector services behind empowered, front line workers for whom the quality of relationship with our most vulnerable people is their key concern. The approach will be built upon collaboration with

community planning partners and will be based upon a new relationship with the Third Sector.

Council funding is approved for a new team to design and implement this approach, with recruitment to take place in Autumn 2021.

- **The Edinburgh Pact** is a new programme under development in 2021 which aims to be an agreement between the Edinburgh Health and Social Care Partnership and everyone who lives and works in Edinburgh^{xvi}. It aims to radically transform the way that Edinburgh delivers its health and social care services to prevent crisis and support people to manage their health and personal independence at home and to make sure that age, disability, or health conditions are not barriers to living a safe and thriving life in Edinburgh. This will be done through better collaboration between healthcare providers and local communities and by working closely with the council's housing and homelessness services. Development of the Pact is closely aligned with the development of the Council’s 20 minute neighbourhoods and the prevention model.
- **‘A good place to live’.** The programmes noted here, and others underway, represent ambitious long-term actions to address many of the core issues identified by the Edinburgh Poverty Commission. To ensure that these efforts are appropriately integrated and maximise impacts for citizens, the Edinburgh Partnership is bringing together stakeholders to **Join the Dots** and develop a collective understanding of how these work programmes function, avoid duplication or confusion, and prioritise actions that will contribute to a collective vision of reducing poverty and inequalities. This work is being taken forward as part of Outcome 3 of the Partnership’s **Local Outcome Improvement Plan:** ‘A good place to live’.
- **Learning Communities.** The Learning Communities approach has been developed over the last year to help school and other community leaders to work together to improve outcomes for learners and to make sure that children and families living in poverty receive early intervention and holistic support. Learning communities include high schools, primary schools, special schools and early years, as well as services and resources within the whole

community (including police, health and housing) as forming a network of collaboration and support. This approach aligns with the Council’s Business Plan, and future schools will be planned according to the principles of a 20-minute neighbourhood.



Collectively, these programmes of work aim to:

- Ensure that people in all areas of the city can access the services and support they need in the communities where they live and in places that are convenient for them
- Provide person centred support that focuses on the needs of families and households rather than service silos
- Ensure better, more dignified experiences for people seeking help to escape from poverty, built around mutual respect and understanding
- Offer support systems based on building relationships, with no hand offs, no referrals and no wrong door.
- Develop improved relationships and more sustainable collaborations with third sector service providers
- Deliver better outcomes and faster routes out of poverty for households in all parts of the city.

Priorities for the next 12 months include progress with the development of these core long term work programmes such that:

- New teams are in place to design and implement change
- Community engagement activity is underway to ensure that the voices of citizens drive major developments in service design and implementation
- Tests of change are in place in key areas of the city to provide exemplars of new ways of working, and learning for further developments, and
- Clear plans are in place for the long term roll out of change across the city
- New networks of organisations addressing poverty in Edinburgh established in 2021 are strengthened, sharing experiences and best practice, and raising awareness of shared challenges across the city.

Case study - Community Renewal: Lifting Neighbourhoods Together

CR:LNT is an initiative funded by the National Lottery Community Fund that seeks to tackle poverty and inequalities in a small neighbourhood in Edinburgh by taking a whole system approach.

It is a 5-year test of change that seeks to remove silos and develop a multi-disciplinary neighbourhood team offering holistic and long term support for people to lift themselves out of poverty. Lifting Neighbourhoods Together is multi-layered. On the ground there will be a neighbourhood team that will systematically engage every household in the neighbourhood.

One of the difficulties for a person or family seeking to improve their life and lift themselves out of poverty is that it is difficult for them to know how to access services in the current siloed system.

CR:LNT works in a different paradigm whereby a single professional builds a trusting relationship with an individual or family, works with them to build a picture of the future they want, then walks alongside them on the journey bringing in support agencies in a coordinated way where personal introduction and transfer of trust replace cold referrals and signposting.

4.2 Fair work that provides dignity and security

“Edinburgh has the most successful economy in Scotland, but even here work is not necessarily the effective pathway out of poverty that it should be.” - Edinburgh Poverty Commission

The challenges:

- Rising in-work poverty rates across Scotland
- 27% of Edinburgh jobs rate as ‘low quality’ on pay and security
- 15,000 people claiming out of work benefits in July 2021, more than double the pre-pandemic level.

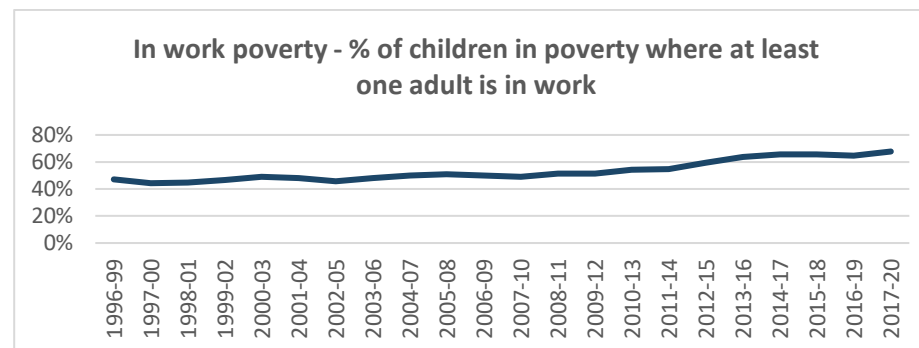
Progress in 2021

- Accreditation as a Living Wage City, with an agreed target to deliver 500 new Living Wage employers over 5 years
- A new City of Edinburgh Council Fair Work Action Plan
- Launch of Edinburgh Guarantee for all age groups
- New focused employability support for young people
- Nine new employability projects for parents, including parents from priority groups.

Priorities for 2022

- Launch the Living Wage Action Plan, and deliver 100 new living wage accreditations
- Deliver a new blended employability service, offering holistic employment support for people from target groups (including those with disabilities, long term health conditions, complex needs, or people who need support with digital literacy to gain employment)
- Deliver the Fair Work Action Plan, with actions to improve community benefit take up and improve Fair Work impacts from Council procurement

In work poverty in Scotland continues to rise. Latest data shows that 68% of all children who grow up in poverty were in families where at least one adult is in work. This represents an increase of 3 percentage points since 2019, and an increase of 19 percentage points in the past ten years^{xvii}.



Actions to address in work poverty, low and insecure employment were core to the Edinburgh Poverty Commission’s call to action. During 2021, the response from City of Edinburgh Council and partners has included:

- **Edinburgh Living Wage City.** A new Living Wage action group of private sector employers, public and third sector bodies and key anchor institutions has been established^{xviii}. This group will work together to achieve accreditation for Edinburgh as Living Wage City by November 2021. The group has agreed a five-year action plan with objectives to:
 - Achieve an additional 500 new Living Wage accredited employers in Edinburgh
 - Remove 40,000 employees from low wage employment, and
 - Target improvements on key low wage sectors in the city
- **Fair Work Action Plan:** In September 2021 City of Edinburgh Council approved a new draft Fair Work Action plan setting out Council commitments to improve fair work in Edinburgh, including commitments for the Council as an employer and a buyer of goods and services^{xix}

- From 1 April 2021 City of Edinburgh Council committed to pay all staff the Scottish Local Government Living Wage (set between COSLA and Trade Unions) changing the pay structure so that 4,400 of employees in grades 1 to 3 received a pay uplift
 - In 2020/21 the Council increased the proportion of new suppliers who pay the real living wage to 79%, and sought Community Benefits from more than 50 new contracts
 - Council funded employability programmes supported almost 3,800 people during 2020/21
- **Edinburgh Guarantee for All:** The Edinburgh Guarantee was extended in 2021 to support unemployed people of all ages. It brings together training and upskilling support and mentoring, job opportunities and funding available to jobseekers and employers^{xx}. Work is ongoing to engage with employers, training providers and employability services to promote opportunities to upskill and recruit and funding has been agreed to for two new members of staff to support this work. The Edinburgh Partnership has made a commitment to provide 300 apprenticeships between its members through the programme.
 - **A Young Person's Guarantee Team** has been established to ensure that there is effective support for young people leaving school or finding themselves unemployment after an initial positive destination. Co-design is at the heart of the process and a Young Person's Panel has been set up to ensure their needs are met. Additional mental health support has been added to the No one Left Behind hubs across the City, and a further 100 places made available. The Kickstart scheme and Edinburgh Employment Recruitment Incentive will ensure that young people have access to employment opportunities across the City.
 - **Modern Apprenticeships:** 1,192 people from Edinburgh began a Modern Apprenticeship in 2020-21, with comparatively high proportions of people with disabilities (20.4% compared with 13.0% across Scotland) or from a BAME background (7.4% compared with 2.7%)
 - **Employment support for parents:** 9 new projects started in 2021 focussing on parents' specific employment needs and most include

welfare rights. They range from the **Datakirk** programme, supporting parents from an ethnic minority to achieve careers in data to WorkSpace, working with parents in South-West Edinburgh to achieve their employment goals.

- Additional funding was received from Scottish Government to extend the programme to parents who are disabled, who are under 25, and those who have children in nursery. Early feedback shows that some parents who speak English as a second language struggle with words used in applications and interviews. As a result, the local authority and Edinburgh College are developing an English for Employability Course.

Case Study: Edinburgh Employability services catering specifically for priority groups

Lone Parents – Community Renewal's service Next Step partners with One Parent Families Scotland to provide a bespoke service for lone parents.

Families where there is a disability – **Progress for Parents** supports households where there is a disabled child and has a dedicated welfare rights officer. **Progress for Disabled Parents** works with families where one or both parents have a disability. **Project Search** is a 12mth programme offering young people with disability work experience, accredited education and job coaching.

Minority Ethnic – a high % of parents engaging with PESF projects are from minority ethnic backgrounds. Developing an ESOL for employability course, Datakirk works with minority ethnic parents to improve their digital skills.

Youngest Child under 1 – Canongate Youth is working with the NHS's Family Nurse Partnership to offer youth-work focussed employability support to new young parents

Older People – new redundancy support projects delivered by Cyrenians and Access to Industry are supporting people aged 50+ to retrain and regain work after redundancy.

People who are Homeless – Access to Industry's Encompass project is a holistic and supportive service for people needing more intensive and joined up support.

4.3 A decent home we can afford to live in

“There is no pathway to ending poverty in Edinburgh without resolving the city’s housing crisis.”

Edinburgh Poverty Commission

The challenges

- Increased demand for social housing – number of active bidders increased from 7,099 to 7,213 in the last year
- Increase in the number of households in temporary accommodation and the proportion in unsuitable accommodation (22% to 25%) as a result of the ongoing Covid-19 pandemic, including accommodating people who may be ineligible for service, in response to public health requirements.
- Continued improvements needed to housing services, including repairs and maintenance.

Progress in 2021

- New investment in homelessness prevention services with the recruitment of 28 additional officers to trial new ways of working to prevent homelessness, and reduce the number of households in temporary accommodation
- To date preventative services have supported over 300 private rented tenants and 30 council tenants to avoid eviction and homelessness
- £41.45m Council investment in building new homes
- External fabric improvement to more than 470 Council homes 7 Neighbourhood Environmental Projects

Priorities for 2022

- Delivering a new Tenant Participation Strategy to improve the way tenants can influence the services they rely on
- Continuing work to influence Scottish Government to ensure Edinburgh has the funds it needs to meet its housing crisis
- Consultation on Short Term Let control zones
- Developing a new pilot to provide psychological support embedded within Homeless Accommodation services

Edinburgh is a growing city and one of the most highly pressured housing markets in the country. The average house price is around six times the average gross annual earnings in the city, making it the least affordable city in Scotland to buy a home. Edinburgh Poverty Commission estimated that 22,600 people in Edinburgh are pushed into poverty by the cost of housing alone.

Actions delivered in the past 12 months include:

- **Increasing the supply of affordable housing.** In 2017 following the formation of the Capital Coalition a commitment was made to develop a programme to build at least 10,000 social and affordable homes over the next five years, with a plan to build 20,000 homes by 2027. At 31 March 2021 6,300 homes had been approved for site start and 4,572 affordable homes had completed. The forward plan for delivering affordable homes is set out in the Strategic Housing Investment Plan (SHIP). The SHIP is updated annually and submitted to Scottish Government. The 2022-28 SHIP is due to be considered by Housing, Homelessness & Fair Work Committee in November. During the pandemic (2020/21) the Council and RSLs continued to deliver new affordable homes.
- **Affordable Housing Contributions:** Engagement with the private sector is underway to further increase affordable housing delivery, and the Council is seeking to increase the minimum affordable housing contributions from developers from 25% (the nationally recommended level) to 35%, in recognition of the unique pressures on housing in Edinburgh.
- **Short Term lets:** Responding to the challenge of short term lets (involving an estimated 14,000 properties in Edinburgh), the Scottish Government is currently consulting on the regulation of short term lets – this was delayed by the Covid pandemic. Separately, the Council is proposing to introduce a short-term let control zone covering the whole city, where property owners would need planning permission to operate short term letting^{xxi}. This would be subject to public consultation with the city’s residents, before a final proposal is sent to Scottish Government ministers.

The last 12 months have seen:

- Delivery of 101 new Social Rented homes as part of the Council's housing strategy, and 252 in total (including other RSL new social rented homes)
 - A significant reduction in the number of households assessed as homeless (3,355 to 1,934)
 - The number of people sleeping rough in Edinburgh has been reduced from an approximate 80 – 120 on any one night before the pandemic to 10 or less, through partnership working to ensure that there was accommodation available for everyone.
 - Total savings of more than £168,000 for Council Tenants supported by the Energy Advice Service
- **Improving housing quality:** During 2020/21, Council investment in existing homes and estates focused on improvements to external and communal areas in the buildings to support social distancing measures. This included the delivery of external fabric improvement to more than 470 homes, new door entry systems to 250 blocks and 7 Neighbourhood Environmental Projects.
 - The Council's **Housing Service Improvement Plan** is continuing to drive a wide range of improvements including^{xxii}:
 - The new EdIndex website, which went live at the end of January 2021, providing information on how to apply for social housing and other affordable housing options. The website also provides an 'accessibility tool' to assist applicants with specific needs.
 - The repairs service, which remains a key priority, with a focus on the complaints handling process and developing enhancements to communication platforms
 - Rent payment information available online, standard rent communications with flexible direct debits are continuing to be promoted as the preferred secure payment method
 - Supporting people in rent arrears: new notices of court action served are reviewed by a multi-disciplinary team to find solutions to prevent further formal action which might risk homelessness
 - **Reducing costs:** The Council also delivers services to help reduce tenants' living costs. For example, the Energy Advice Service engaged

with 790 tenants in 2020/21, with total savings of more than £168,000, averaging at £213 for each tenant who was involved.

- **Digital inclusion for Council tenants:** The Council is working in partnership with CityFibre and Openreach to provide super-fast fibre broadband infrastructure to all of our council own homes. This will give tenants the ability to choose from over 600 different broadband providers, ensuring they have access to the best deals without any set up costs. To date, 8,917 homes have been connected and CityFibre expect to have completed their build by the end of 2024.
- **Homelessness prevention:** Significant progress has been made over the last year in implementing Edinburgh's **Rapid Rehousing Transition Plan** (RRTP) which includes actions to prevent homelessness, transform temporary accommodation and move away from the use of unsuitable accommodation, support people to access settled accommodation as soon as possible, and reduce the number of people rough sleeping in the city^{xxiii}. The main developments include:
 - Multi-Disciplinary Team set up to support Council tenants who are at serious risk of court/eviction action and are not engaging with their locality Housing Officer. Of the initial 19 tenants facing court, 16 (84%) have now engaged in support, and a further 14 have since been referred
 - Since March 2020, the Council's Private Rented Sector (PRS) Team have assisted 324 households at risk of homelessness, with homelessness prevented for 225 of these; as well as supporting 99 households who were already homeless to secure another tenancy.
 - The Council's new Private Sector Leasing (PSL) contract, which started in April 2020, provides self-contained temporary accommodation for homeless households. New models of temporary accommodation continue to be developed such as supported lodgings.
 - Despite the introduction of safe working during the pandemic, Registered Social Landlords (RSLs) were still able to achieve 54% of lets to homeless households (target of 50%) with Council achieving 69% (target of 70%) during 2020/21.

- Additional capacity for 10 housing assistants has been secured in Homelessness Prevention and Housing Options and will support the work to reduce the number of households in temporary accommodation.

Wider support for homeless and vulnerable people is provided in partnership across the Council, the Health and Social Care Partnership, the NHS and the third sector (the Cyrenians and Streetwork) and includes:

- The Milestone Intermediate Care Unit established in April 2020 to provide support for people to be discharged from hospital or to prevent for people with complex needs from being admitted. It is funded by the Edinburgh Health and Social Care Partnership
- The Street Pharmacy project has been established to provide ongoing support to people with complex, long term needs, both in tenancies and temporary accommodation.

Case Study - Multiagency, holistic approaches to health and social care crucially remove barriers for people with limited trust in mainstream services.

One 42-year-old man with a history of rough sleeping and drug dependency was struggling to maintain temporary accommodation

Not registered with a GP, he exhibited multiple physical and mental health issues, including malnourishment.

A multi-agency support approach

Helped to register with a GP, the man was supported and encouraged to attend the Edinburgh Access Practice, but remained reluctant to do so. In response, health care continued on the street, including prescriptions for minor ailments, advice about COVID and harm reduction information, treatment and support relating to substance use.

Social support provided focused on accessing accommodation.

The outcome

The man is now housed in long term accommodation and managing tenancy well with visiting housing support. He is on a methadone treatment programme for drug dependency and no longer begging.

4.4 Income security that offers a real lifeline

“Too many people in poverty in Edinburgh are not aware of, or able to access all the support to which they are entitled.” - Edinburgh Poverty Commission

The challenges

- A doubling in demand for crisis grants, from 17,000 to 36,000 grants in the past 12-18 months
- An estimated 20,000 people in food crisis annually pre-pandemic
- 34,000 Edinburgh families expected to be affected by the planned loss of £20 Universal Credit uplift in October 2021, including 15,000 families with Children. Total financial loss estimated at £35.4m per annum for families in receipt of Universal Credit.

Progress in 2021

- Expanded capacity of Council Advice services and improved integration with housing and homelessness services
- Full benefits check and income maximisation support now being offered to homeless applicants and council tenants at risk of eviction as standard
- Additional investment in Maxmise! Programme in schools and other settings.
- Review of city-wide advice services commissioned

Priorities for 2022

- Deliver on recommendations of the city-wide advice review
- Increase focus of advice and income maximisation support for care experienced groups in support of The Promise
- Develop Maximise to better meet the needs of Black and Ethnic Minority Communities (led by the Capital City Partnership)
- Development of new options to improve access to affordable credit

Over the past year, throughout Covid restrictions, the Council continued to provide a wide range of crisis services, including financial support (crisis, hardship, low income and self-isolation payments, winter, spring and summer hardship payments for children receiving free school meals), welfare advice, face to face support through Council Resilience centres, extended free school meal provisions and provided school clothing grants, support for school breakfast clubs and food provision.

The Covid pandemic led to a substantial increase in demand/provision of Scottish Welfare Fund crisis grants and self-isolation support grants (from 50-900 per week). The Council embedded a cash first approach to support, including working with Food Banks to bring consistency and a process where people who need support will apply to the Council for the Scottish Welfare Fund first and then referred to a food bank.

- **Review of Advice services:** A single city-wide review of advice services is being led by the Edinburgh Partnership, responding to the current position of fragmented services of varying standards and quality. The first stage is an independent review of current arrangements, and this is expected to be completed in January 2022. The 20-minute neighbourhood approach which is under development aims to ensure that people have easy access to the information and advice that they need.
- **Money, debt and welfare advice:** The Council’s Advice Shop has continued to deliver high quality money, debt and welfare advice, assisted around 3,800 people to make 1,800 claims for benefits, dealt with over 500 disputes about benefit decisions, dealt with nearly £600,000 of personal debt and achieved over £8.8m in financial gains for clients. A key development has been funding for additional capacity within the Advice Shop (nine posts, all to be in post by October 2021) to work with the Council’s housing teams to prevent evictions from CEC properties for rent arrears and to support people with financial need to maintain their tenancies. All of these clients are given full benefits check and income maximisation.
- **Advice guides:** Supporting people by helping them to understand how and who can help them is key to securing income that offers

them a real lifeline. The ['Worrying about Money?'](#) Guide for Edinburgh helps frontline staff and volunteers, and those with financial insecurity, to identify and access appropriate financial support and advice. The guide has distributed widely: at local food banks, to partners in the third and voluntary sector, and the public sector workforce, by the Council with any communication about money owed, and through a poster version, funded by Home Energy Scotland for supermarkets in targeted area. The resource is currently being translated into a variety of languages.

The last 12 months have seen

- Council's Advice Shop achieve an average financial gain of £2,325 per client supported
- Increases in applications for crisis grants (16,367 to 35,923; a 119% increase) and community care grants (5,337 to 8,320; 55%)
- Increases in free school meal payments (5,950 to 8,828; 48%) and school uniform grants (5,337 to 8,301; 56%)

Welfare rights advice is delivered in a range of setting including GP surgeries, hospitals and schools, ensuring that the right support for people throughout their lives including early years (e.g. support for new mothers and families), unpaid carers, people with particular health conditions and disabilities, as part of support for employment and for people and families at risk of homelessness. Providing a holistic, person-centred, embedded service is a key. There are a wide range of providers and models including:

- A new welfare advice service at the **Royal Hospital for Children and Young People** in Edinburgh, delivered by the Community Help and Advice Initiative (CHAI), giving easy access for families across Lothian to independent and confidential advice and support on income maximisation, benefit entitlement, debt, employment and housing.
- **Housing Associations**, for example Dunedin Canmore Housing which provides a holistic wrap around service for its customers including

housing and homelessness support, advice on welfare rights, money, debt and home energy, employability support and digital inclusion.

- Support for people with **health conditions, disabilities and informal carers**: e.g. Grapevine, FAIR, VOCAL and the Action Group's Black Asian Minority Ethnic Advice Service – recognising the additional pressures and barriers people in these groups can experience, providing advice and support on: disability benefits, finance, transport, housing, self-directed support, community care, employment/education, and access issues.
- NHS Lothian, CHAI, Edinburgh Health & Social Care Partnership have been working with the Improvement Services to improve outcomes for children and families who are supported by health visitors. Health visitors were uncertain about where and how to refer families for support with finances, given the diverse range and quality of services in the city. The aims are to support health visitors to increase the number of families in South East and North West Edinburgh accessing financial advice.
- **The Capital City Partnership** have received Regional Recovery Fund monies to explore how a **Community Wealth Building** approach could support recovery from the pandemic and ensure that decision-making on funds were made by the communities in most need. Funding is being used to support a Community Wealth Building officer to work with the **Go Beyond** network of voluntary organisations in South West Edinburgh to build on their pandemic response and make lasting change.

Case Study: Affordable credit

A short life working group on affordable credit was set up with broad representation from the Edinburgh Health and Social Care Partnership, NHS Lothian, Edinburgh HSCP (Public Health), Edinburgh Council Advice Shop and Citizens Advice Edinburgh. The group worked to develop a response to the Edinburgh Poverty Commission's recommendation that: *"the Edinburgh Partnership should make available new long-term investment to expand the availability of and access to affordable credit in all parts of the city through examples such as Scotcash and the credit union movement."* The group mapped options and have developed recommendations paper for consideration by the Edinburgh Partnership.

4.5 Opportunities that drive justice and prospects

“Inequality in Edinburgh is most apparent in the way that the availability of opportunities to progress in life depend on your income and where you live in the city.” - Edinburgh Poverty Commission

The challenges

- 71.7% of all secondary school leavers achieved a qualification in both literacy and numeracy at SCQF level 5. But only 51% of those from deprived areas achieved at the same rate.
- 14% of secondary school students recorded low attendance pre-pandemic
- Concerns over the long-term impacts of pandemic on learning, outcomes, and the poverty related achievement gap.

Progress in 2021

- Expansion of early years and intensive family support programmes
- Edinburgh Learns for Life driving long term improvements needed to close the attainment and achievement gap.
- Progress in establishment of Learning Communities to make sure that children living in poverty receive early intervention and holistic support
- Development of Locality Operational Groups to improve partnership responses

Priorities for 2022

- Priority areas are agreed for 2021-22 include: approaches to improving attendance; counselling and wellbeing interventions; support for digital connectivity; and literacy and numeracy interventions to close poverty-related attainment gaps
- New post established to support schools to implement the learning community approach
- Ongoing development of ‘Edinburgh’s Promise’

Addressing inequality in education outcomes is one of the clearest challenges set to the city by the Edinburgh Poverty Commission. The Commission’s final report found that education in Edinburgh is more polarised than anywhere else in Scotland and that despite the significant efforts evident to close the attainment gap, the city has is making slower progress than many other areas in Scotland over a number of years.

Progress during the past 12 months has been guided by the **Edinburgh Learns for Life strategy**. This approach recognises that to improve opportunities for all, actions need to extend beyond school buildings and that 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. Key steps during 2020/21 include:

- **Expansion of early years support** so that all 3- and 4-year olds and all eligible 2-year-old have access to 1,140 of childcare from August 2021. Around 10,500 children receive early learning and childcare in Edinburgh.
- **A doubling of the number of practitioners available to support Home Learning**. The Council’s Parents Early Education Partnership Programme (Peep), supports parents to be engaged in their child’s learning through a variety of play experiences. Feedback from parents, children and staff has been very positive in particular around transitions.
- **A new Intensive Family Support service** developed in North Edinburgh to tackle child poverty. Early years staff work with the Maximise! team and parents to access family support, maximise income and consider opportunities to volunteer, develop skills, training or employment.
- **A new Teachers Charter** established to ensure teachers have the enhanced level of skills necessary to support young people to reach their full potential. The target over the next three years is for all teaching staff to achieve this level.
- Development of the **Leadership for Equity** professional learning programme designed to support changes in attitudes and perceptions about poverty. There are two sets of training: one for people in a leadership role, and one for class teachers, with 40 people from each attending this year.

- **The 1 in 5: Raising Awareness of Child Poverty programme** continues to support culture change and building knowledge and awareness. Over 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 needed to tackle stigma and reduce costs of school.
- Progress in work to **involve learners in designing their environments and courses**. Schools are being asked to ensure that young people have opportunities to lead their own learning so that it best reflects their lives, circumstances and interests - this includes pupils who are care experienced, from BAME communities, those who have additional support needs, and those who experience poverty.
- **Pupil Equity Fund investment** during 2020-21 meant that during the school building closure period January-March 2021, all households with children attending primary or secondary were provided with at least one electronic learning device if they did not already have one. Funding was also used to reduce the cost of the school day (wider achievement activities, school trips, the cost of classes e.g. Art and Design and Photography as well as clothing and essentials, and breakfast clubs).
- **Progress in developing pathways beyond school for both academic and vocational career paths**. Progress over the last year has included:
 - Targeted support for young people at risk of negative destination through JET (Job Education Training), which provides extended work placements and tailored support
 - Developing the Young Workforce (DYW) co-ordinator posts started in January 2021 aiming to have them in all of the Council's secondary schools by Christmas 2021. Co-ordinators engage with local employers to provide more work-based learning activities; and work closely with SDS (Skills Development Scotland) career advisors and pupil support to share information about opportunities
- **Progress in establishing learning communities**: The Learning Communities approach has been developed over the last year to help school and other community leaders to work together to improve outcomes for learners and to make sure that children and families living in poverty receive early intervention and holistic support. Learning communities include high schools, primary schools, special schools and

early years, as well as services and resources within the whole community (including police, health and housing), forming a network of collaboration and support. This approach aligns with the Council's Business Plan, and future schools will be planned according to the principles of a 20-minute neighbourhood.

Youth Work Partnership working between the Council and LAYC, which supports community-based youth and children's work in Edinburgh has included:

- Training opportunities for youth and children's workers, based on a needs analysis with the sector (including sexual health, mental health and wellbeing, substance use, child protection, autism awareness, LGBT and trauma informed practice).
- Training was co-delivered with a range of partners (Youth Scotland, Edinburgh and Heriot Watt Universities, Zero Tolerance, Healthy Respect, NHS Lothian, LGBT Youth Scotland)
- Young people's consultations used to inform planning.
- Ongoing work to build the evidence base on the impact of community-based youth work to improved outcomes for children and young people.

The recently launched Youth Navigator service provides **joined-up hospital and community youth work** to support young people with some of the life challenges that can bring them into contact with health services. Such times are 'reachable moments', when people are more open to accepting support. The Youth Navigator works alongside the medical and nursing staff to make sure that those important opportunities are not missed. The partnership for delivery includes NHS Lothian, Edinburgh and Lothians Health Foundation, and Medics against Violence (a charity founded and led by senior clinicians) and is based in the Royal Hospital for Children and Young People and St John's Hospital, Livingston.

Mentoring: recognising that young people benefit from mentoring support from a trusted individual, there are a variety projects in place in the City to provide this - MCR Pathways, Intercultural Youth Scotland and Light up Learning provide in school support; Working Rite, Move On, Rock Trust and Project Scotland offer mentors to those who are post-school.

4.6 Connections to a city that belongs to us

“To end poverty in the city, Edinburgh needs to address the way the city’s future development is planned, provide support to tackle social isolation and enable connections within and between communities.” - Edinburgh Poverty Commission

The challenges

- Continuing impacts of Covid on social isolation, and access to support
- Increasing dependence on digital access to support and services, and resulting rising impacts of digital exclusion
- Cost and accessibility of public transport as a continuing barrier to employment, learning opportunities for people in poverty.

Progress in 2021

- New Council commitment to establishing 20-minute Neighbourhoods, with investment in core team to lead development and community engagement in the process
- Launch of new City Mobility Plan with actions to improve access to affordable transport
- Cross service action to improve availability of devices, affordable broadband, and skills to address digital exclusion for families.

Priorities for 2022

- As part of the ‘Empowered Learning’ project, a digital device will be provided to all pupils from P6 to S6 and all teachers, as well as devices in P1 to P5 classes and Early Years settings – a total of 39,000 iPads
- New collaboration between schools, lifelong learning services and Edinburgh College to help adults in poverty improve digital skills

Throughout the pandemic, people in Edinburgh found greater value and strength from within their communities. From countless examples of neighbourhoods working with and helping each other to the vast numbers of volunteers giving up their time for those most in need, there has been no shortage of evidence of the power of community in this city.

To build on this experience, new programmes of work in Edinburgh began during 2021 to learn from and to ensure that the linkages established in response to the Covid crisis are strengthened.

The Council’s commitment to establishing **20 minute neighbourhoods** is one such example, and a direct response to the call to action from the Edinburgh Poverty Commission to *“put the 20-minute walking (or ‘pram pushing’) distance principle at the heart of designing all neighbourhoods in Edinburgh”*.

The **20-Minute Neighbourhood** model aims to support development of:

- sustainable, safe and resilient neighbourhoods where residents have equal access to most of their daily needs
- changes in ways of working to ensure citizens can build trusted relationships with the services they rely on in the places they live
- support for local economies and businesses who can not only provide for the daily needs of their communities but also create employment opportunities
- enhanced voluntary sector facilities, services and networks, which bind our communities together and enhance social capital through voluntary sector hubs
- high quality placemaking in our town and local centres, where accessible green and/or open spaces are provided
- sustainable onward travel so that services out with a 20-Minute Neighbourhood can be easily accessed, and
- Digital connectivity and skills that provide everyone with access to services online or a ‘5-second neighbourhood’ where they need it.

In support of this approach to placemaking, a new **City Mobility Plan** was approved in February 2021 after a period of extensive consultation. The plan addresses the challenge of reducing carbon emissions and how people, goods and services move into and around the city. It also addresses air quality, congestion, accessibility and inclusion, cost of travel and convenience of payment, safety and how to create space for people.

During this year, options for sustainable ways to travel have been explored. Options include public transport, shared mobility and demand responsive transport (DRT) for areas with no regular bus service. Funding and partnerships are being explored and the Council's Public Transport Team has been preparing for the introduction of the Scottish Government's new concession for **free bus travel for people aged under 22**.

Digital connectivity has become an absolute necessity during the past 2 years in response to the pandemic, both to access services or learning, and to maintain relationships with the community. Support to improve connectivity has been provided by a range of Council services over the past year, including libraries, lifelong learning services, Council housing teams, and schools.

Edinburgh Libraries provide an important resource for people who do not have access to a digital device or WIFI as well as access to a wide range of learning materials as well as information and further sources of support. Progress over the last year has included:

- Expanding the range of materials available online offering people access from their homes, in response to Covid restrictions.
- Training and upskilling opportunities for library staff so that they can provide support and guidance to library users.
- Training and support on accessing digital materials is also available for library users, including remote support by telephone

The Council's **Lifelong Learning service** has provided a wide range of support to enable people to continue to learn during Covid restrictions including:

- Supporting to families with English as a second language to access online learning from schools, including help to set up of emails

- Providing an online resettlement programme to 70 refugees
- Providing adult learning online, and supporting those without digital access by providing the materials directly
- Youth work teams supporting young people online with a focus on the most vulnerable to support their health and wellbeing and to provide online learning opportunities

Within housing, the Council is working in partnership with CityFibre and Openreach to provide **super-fast fibre broadband infrastructure to all of our council own homes**, which will allow tenants to choose from over 600 different broadband providers, ensuring they have access to the best deals without any set up costs. To date, 8,917 homes have been connected and CityFibre expect to have completed their build by the end of 2024.

Key activity in schools over the last year to support learners included:

- Throughout the pandemic, digital devices were procured and supplied so that schools were able to supply a device to any pupil who has no access to one at home, in the event of lockdown or self-isolation. MiFi units were procured and supplied to all pupils who had no internet access at home.
- **The Empowered learning Programme** has been created, aiming to provide a world class digital environment for all Edinburgh schools, and a digitally skilled workforce, delivering a more strategic, robust service to address the challenges of inequity and improve attainment levels across the schools.
- Three Empowered Learning Development Officers have been appointed to support teachers to develop effective ways of teaching using digital technologies to improve engagement, inclusion and attainment

4.7 Equality in our health and wellbeing

“Covid has shown more clearly than ever the causal link between poverty, ill health and premature death. ... services everywhere will need to respond as we expect to see a rising tide of poverty.” -
Edinburgh Poverty Commission

The challenges

- Continuing impacts of Covid on health and wellbeing inequalities
- Increasing evidence of links between poverty and mental health outcomes
- Ongoing concerns over food insecurity in Edinburgh

Progress in 2021

- Continued emergency support for citizens experiencing poverty and hardship during Covid-19 lockdowns
- Additional testing and vaccination support in place for people in vulnerable groups
- Expansion of Discover! programme to support 671 families and 1,346 children covering all localities (a more than doubling of reach for the programme)
- Development of the Thrive Edinburgh Action Plan and the Edinburgh Pact

Priorities for 2022

- Establishment of a new Edinburgh wide approach to ending food insecurity
- Work with Educational Psychologists to determine impact of Discover! over time and develop resources to further support children, families and schools
- Continue development of the Edinburgh Pact

Inequalities develop over a life course as the result of ‘systematic, unfair differences in the health of the population that occur across social classes or population groups’. The ‘fundamental causes’ of health inequalities such as power and wealth affect the distribution of wider environmental influences such as the availability of jobs, good quality housing, education and learning opportunities, access to services, social status (see Figure 2). This results in differences in individual experiences of, for example, discrimination, prejudice, stigma, low income, and opportunities.

It is for these reasons that eradicating poverty in Edinburgh is a critical step towards minimising inequalities in health and wellbeing, and why all of the actions already cited in this report have a key part to play in improving health outcomes for the poorest and most vulnerable people in the city.

In addition to addressing the income related aspects of poverty, however, the Edinburgh Poverty Commission also made specific calls to action relating to health and services to improve wellbeing. Responses to these calls to action during the past 12 months have included:

- **Immediate support for vulnerable people during Covid crises.** The Council worked in partnership with key agencies - Edinburgh Voluntary Organisations Council (EVOC), Volunteer Edinburgh and ongoing engagement with local foodbanks, homelessness agencies and representatives from the Edinburgh Poverty Commission - to deliver a network of crisis support to tackle the impacts of Covid 19.
- **Support for wellbeing** included Council staff making regular phone calls to people who were self-isolating to check if anything was needed. There was also a phone line for vulnerable people and those who were self-isolating to access a wide range of support and advice.
- **Emergency food support:** The Council also supported people to access food, with a network of food provision/deliveries introduced across Edinburgh. EVOC, local foodbanks and the Council have continued to work together throughout the pandemic to deliver food packages and essential supplies.
- **Covid testing and vaccination support:** A multi-agency (NHS/CEC and third sector) Enhanced COVID Response group has been established

and is delivering work to increase access to vaccination and testing for more vulnerable or poorer communities.

The Discover! programme works with families during the school holidays to reduce food and financial anxiety, providing fun family learning to help close the poverty related attainment gap, improve health and wellbeing and reduce social isolation. It also offers a range of support and advice services including CHAI, Home Energy Scotland and Skills Development Scotland.

The programme was reshaped for summer 2021 to provide a blend of:

- live and pre-recorded online activity
- trips to local and country parks with activities and picnics
- bus and train tickets for families to plan and make their own trips
- 236 Junior Award Scheme for Schools (JASS) packs for participating pupils to gain accreditation via Discover activities

During the six weeks of summer 2021, between 320 and 345 boxes with food, ingredients, utensils and art/craft activities were delivered each week of the holiday. Weekly outings were organised, attended by around 40 adults and 70 children each time. The private Discover! Facebook page, developed during Covid, had 28 new members, and had between around 250 and 360 active members per week.

Thrive Edinburgh aims not only to reduce the toll of mental illness, but also promote and protect the citizens of Edinburgh's mental health, resilience, self-esteem, family strength, and joy^{xxiv}. It aligns with the priorities of the Edinburgh Poverty Commission. Thrive Edinburgh provides EHSCP and the Children's Partnership with a robust framework to deliver improvements in mental health support. Elements of the transformation programme and the Thrive action plan will include:

- Building resilient communities and a place to live
- Get help when needed – reducing barriers to accessing help
- Closing the inequalities gap and rights in mind - addressing the structural determinants of poor health at an individual, family, community, and city-wide level

The Edinburgh Pact is being developed and will be an agreement between the Edinburgh Health and Social Care Partnership and everyone who lives and works in Edinburgh. It aims to radically transform the way that Edinburgh delivers its health and social care services to prevent crisis and support people to manage their health and personal independence at home and to make sure that age, disability, or health conditions are not barriers to living a safe and thriving life in Edinburgh.

This will be done through better collaboration between healthcare providers and local communities and by working closely with the council's housing and homelessness services. Development is closely aligned with the development of the Council's 20 minute neighbourhoods and the prevention model.

Case Study: Stepping Stones

Stepping Stone's new service, providing mental health and emotional support for children and young people, started in May 2021 and within a four-week period saw over 10 referrals into the service for support for children and young people across the North West locality. They also provide one to one mental health and wellbeing support for parents, providing them with consistent support to make positive changes in their life. Feedback includes:

- 58% of families report feeling less isolated and better able to seek support from family, friends, and their community.
- 65% of parents and carers are better able to maintain a warm and secure relationship with their infant.

Stepping Stones services provide additional support for some of the most vulnerable families in our caseloads. The services cover a wide variety of additional needs including poverty, poor mental health, families in isolation and families in crisis. We have an excellent working relationship with the staff in these services and their knowledge-based approach is invaluable. We receive very positive feedback from the families using the service – Health professional

Case Study: The response of Edinburgh's Third Sector

EVOC, Edinburgh Social Enterprise (ESE) and Voluntary Edinburgh (VE), work in partnership as a Third Sector Interface (TSI) to be key strategic contributors to meeting the challenge presented by the Edinburgh Poverty Commission calls to action.

EVOC activity during the last 12 months has included:

Distribution of COVID funding: distributing national funding (hundreds of thousands of SG funding) for local community groups to support recovery, working with local trusted and responsive community and voluntary organisations able to reach those communities and individuals most affected by the pandemic and at risk of poverty.

- An example was the 'Supporting Communities' Covid funding to improve mental health and wellbeing of local communities, and staff and volunteers. Organisations provided an incredible range of activities, counselling, delivering activity packs, self-care seminars, peer support, delivering medicines and internet access, reducing isolation.

Children's & Families Network: Each of Edinburgh's localities now has their own Locality Operational Groups (LOGs), bringing together public and voluntary sector reps to consult on referrals.

- More than 30 voluntary sector staff had rep roles in the LOGs this year. The LOGs formed a 'Digital Needs' group, with our sector and CEC to tackle digital inequalities, equipment, skills and access. Through this new way of working partners were able to reach those children and families most affected by the pandemic and at risk of poverty.

H&SCP Older People's Services: EVOC worked with sector providers of services for older people on specific support for reopening/recovering services post-COVID, addressing social isolation amongst older people, and also able to reach those older people most affected by the pandemic and at risk of poverty.

Covid Directory and Map: EVOC developed a directory of Edinburgh organisations providing services and activities as a direct result of the pandemic and/or specifically changing delivery models was developed with CEC Planning Dept colleagues utilising a GIS mapping platform to visually present coverage. Alongside this, in 2021 EVOCs Red Book, redesigned in 2020, is mapping the reopening of services across the city.

Food Co-ordination and Funding: From April 2020 EVOC coordinated and delivered the Edinburgh Covid-19 Food Network which worked closely with City of Edinburgh Council and Volunteer Edinburgh to develop a network of food provision/deliveries and additional practical support across Edinburgh. This work has been undertaken in two phases.

- Phase 1: between April 2020 and December 2020 saw approximately 30 organisations across the city started a food response independently. EVOC moved swiftly to support them, as they were best placed to reach those communities and individuals most affected by the pandemic and at risk of poverty. During this phase we provided a week's supply of food to a total of 3,748 people across 2,373 households (61,152 meals as food parcels and 1,652 pre-prepared meals for those who might be less able to manage a food parcel).
- Phase 2: between December 2020 and July 2021 streamlined the service – supporting three local agencies to act as local hubs to distribute food boxes and/or prepared meals to vulnerable people across the city. These agencies worked with multiple local partners. Key local partners worked with people referred to get help to maximise benefits, conversations with employers about furlough and addressing housing needs as part of a poverty prevention and 'no wrong door' approach. During this phase we provided a further 45,864 meals as food parcels and 3,654 pre-prepared meals to a total of 2,446 people across 1,048 households.

Vaccine engagement: TSIs worked across Lothian to work together to tackle vaccine hesitancy, as our networks were able to reach those communities and individuals most affected by the pandemic and at risk of poverty.

As vaccine roll out progressed, and following the JCVI guidance, NHSL public health colleagues contacted TSIs across Lothian to tackle vaccine hesitancy and promote vaccine confidence

A focus on groups or communities that faced barriers (e.g. homeless people, BAME people, carers, travelling community) and poorer geographical communities with high travel costs

Edinburgh Social Enterprise: ESE supported social enterprises in the city during Covid as these agile organisations were often able to reach those communities and individuals most affected by the pandemic and at risk of poverty. Some social enterprises were part of the food response, with EVOC. They also got support from ESE with their challenge of a huge loss of income, from enterprising customer facing activities disappearing overnight. Edinburgh Social Enterprise supported organisations to stay resilient, as they are and will be much needed.

Volunteer Edinburgh: VE created a new Community Taskforce Volunteer team to assist with practical tasks with a time limited approach, throughout Edinburgh, resulting in a new engaged team of 400+ of volunteers.

The focus was on occasional and time limited tasks, such as support after hospital discharge, prescription collection and deliveries, walking dogs on a short-term basis, tidying gardens, 10-minute doorstep chat, accompanying people to do some shopping or go to an appointment.

We have an amazing success in going on shopping trips with a shopping list for people that cannot go to the shops to buy for themselves. The Volunteer Centre was able as part of that to reach those communities and individuals most affected by the pandemic and at risk of poverty.

Appendix 1 – End Poverty in Edinburgh Delivery Plan, 2020-2030: Details of progress against actions

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Introduction

The City of Edinburgh Council End Poverty in Edinburgh Delivery Plan was agreed at Policy and Sustainability in December 2020. It spanned 11 priority actions to be delivered during the first 12 months to set the foundations towards ending poverty in Edinburgh, and 44 actions identified through existing or forthcoming mainstream Council plans and strategies.

The delivery plan spans the ten years to 2030, and the actions have a range of timescales. The Poverty Commission's expectations for delivery were:

- The first 12 months (2021) should be period of delivering actions that can be implemented immediately, and building the foundations for future action
- The period 2022-24 should one of delivery and acceleration of progress, and
- The period 2025-30 should be sustained progress and measurable impact.

In June 2021 the Council approved a progress monitoring framework including contextual and delivery measures, performance indicators and targets against which progress in delivery of the End Poverty in Edinburgh plan would be assessed over time. The framework is intended to be flexible and responsive, recognising that targets and actions may need to be reviewed to respond to events, circumstances and emerging evidence.

Part 1 of this annex builds on the main report by providing a specific update for each action in the plan, highlighting progress delivered in the 12 months to September 21 and priorities for action during 2022.



A progress status has been applied to each action, adopting a standard four point progress scale of '**completed**' (indicating actions which have defined close points that have been delivered), '**on track**' (indicating actions for which all expected milestones or delivery points have been met to date), '**in progress**' (indicating actions which are in the early stages of development, or which represent areas with challenges to delivery), '**not yet started**' (indicating actions which are planned for implementation in years 2-3 of the delivery plan).




This symbol is used in the table to highlight those actions which are planned to have a **direct impact on child poverty** by increasing family incomes, reducing costs, improving longer term opportunities and by improving wellbeing in the family. All other actions in the plan can be considered as contributing indirectly to reduction of child poverty by acting on issues that affect people of all ages, including housing costs, access to good jobs, access to social security and other supports.


Part 2 of the annex provide latest available updates of data against each of the indicators developed for this framework. Given time lags in data gathering and reporting, the framework set targets for indicators for year 2 of the programme onwards, so no assessment of progress against data targets for year1 has been provided in this report. As such, updated information is presented here for context and information only at this stage. This element of the monitoring framework will provide a clearer picture of progress in next year's annual report.



PART 1. Progress with actions


1. Priority actions for 2021	Progress and next steps	Status
1. Design and implement a new service model for people focused Council services aimed at preventing poverty and its outcomes.	<ul style="list-style-type: none"> Council Business Plan commitment to long term change project confirmed in February 2021 Council investment of £1.2m for new prevention team to take forward design and implementation of service change confirmed in Spring 2021, with recruitment commencing in Autumn 2021. <p>2022 priorities</p> <ul style="list-style-type: none"> Complete team recruitment. Establish and launch tests of change in alignment with 20 min Neighbourhood and other citywide change projects. 	On track
2. Further develop people-centred income maximisation, family and household support services.	<ul style="list-style-type: none"> Council investment of additional capacity for Advice Shop and Maximise! service confirmed in Spring 2021 Commissioning process begun for Edinburgh Partnership funded independent review of current advice and income maximisation services <p>2022 priorities</p> <ul style="list-style-type: none"> Complete advice services review with recommendations for next steps by June 2022 	On track 
3. Increase awareness of poverty and encourage 'poverty proofing' of all Council services	<ul style="list-style-type: none"> Delivery of virtual '1in5' training to senior managers across the Council carried out <p>2022 priorities</p> <ul style="list-style-type: none"> Resume face to face training as a priority Deliver training to Newly Qualified Teachers as part of their probationer year Embed '1in5' awareness and poverty proofing within Prevention teamwork programme 	In progress 
4. Deliver the 'Discover' programme, to reduce food anxiety, build skills and address social isolation	<ul style="list-style-type: none"> Council investment approved for adaptation and development of the programme during 2021/22 Met ongoing increase in demand – 80 new referrals for the summer programme <p>2022 priorities</p> <ul style="list-style-type: none"> Seek approval for a Discover Co-ordinator post and continue programme development 	On track 

1. Priority actions for 2021	Progress and next steps	Status
5. Launch and deliver a new Edinburgh Guarantee for All programme	<ul style="list-style-type: none"> Programme relaunched for people of all ages; website redeveloped – comprehensive material for employers and those seeking work <p>2022 priorities</p> <ul style="list-style-type: none"> Recruit two new members of staff to progress the Edinburgh Guarantee ambition 	On track 
6. Establish Edinburgh as a living wage city	<ul style="list-style-type: none"> Multi-sector Action Group formed to support Edinburgh to become a Living Wage City; delivery plan developed and approved by Council ahead of submission to Living Wage Scotland <p>2022 priorities</p> <ul style="list-style-type: none"> Submit bid for citywide accreditation – November 2021 – and implement action plan with targets to reduce the number earning below the Living Wage 	On track
7. Continue to deliver emergency support for citizens experiencing poverty and hardship during Covid-19 lockdowns	<ul style="list-style-type: none"> Additional Council funding approved to ensure continued delivery of crisis services, including financial support, welfare advice, wellbeing checks, Council Resilience centres <p>2022 priorities</p> <ul style="list-style-type: none"> Continue support in partnership with community and voluntary sector partners 	On track
8. Seek discussion with Scottish Government on funding requirements to address housing need in Edinburgh	<ul style="list-style-type: none"> Scottish Government commitment of £234 million for affordable housing in Edinburgh from 2021/22 to 2025/26. This is an increase of £44 million or 23% more than initial allocations for the last five years. In response to a request from local authority City region partners, Scottish Government has agreed to participate in an Investment Working Group to consider funding for new affordable housing in the City Region. <p>2022 priorities</p> <ul style="list-style-type: none"> Continue to make the case for additional in-year allocations where possible. 	In progress
9. Seek discussion with UK and Scottish Government on social security policy	<ul style="list-style-type: none"> Council officers invited, as a member of the Scottish Citizens Basic Income Feasibility Study steering group, to support development of new Scottish Government Minimum Income Guarantee policy. Discussions in early stages at present. 	In progress
10. Meet with the new End Poverty Edinburgh (EPE) citizen group to agree ways of working together	<ul style="list-style-type: none"> Members of End Poverty Edinburgh (EPE) met with Elected Members in August 2021. Follow up meeting with Edinburgh Partnership Board planned for December 2021 <p>2022 priorities</p> <ul style="list-style-type: none"> EPE members will engage in priority work: housing/homelessness; prevention; food poverty 	On track

1. Priority actions for 2021	Progress and next steps	Status
11. Prepare an annual statement on the impact Council expects its budget decisions to have on the lives and experiences of people in poverty	<ul style="list-style-type: none"> No progress made during 2021/22. This work is planned for 2022/23. 	Not yet started
12. Include annual reporting on progress towards delivery of these actions within the Council's Local Child Poverty Action Reporting duty	<ul style="list-style-type: none"> Achieved via this report. 	Complete
13. Establish a dedicated Poverty and Prevention team within the Council	<ul style="list-style-type: none"> A core poverty team of four staff members was established within the Council's Policy and Insight service by December 2020 	Complete

2. Fair Work that provides dignity and security	Progress and next steps	Status
14. Maintain City of Edinburgh Council Accreditation as a Living Wage Employer	<ul style="list-style-type: none"> From 1 April 2021 City of Edinburgh Council committed to pay all staff the Scottish Local Government Living Wage (set between COSLA and Trade Unions) changing the pay structure so that 4,400 of employees in grades 1 to 3 received a pay uplift <p>2022 priorities</p> <ul style="list-style-type: none"> Deliver actions outlined in the Council's new Fair Work Action Plan 	On track
15. Establish Edinburgh as a Living Wage City	<ul style="list-style-type: none"> See action 6 above. Multi-sector Action Group formed to support Edinburgh to become a Living Wage City; delivery plan developed and approved by Council ahead of submission to Living Wage Scotland <p>2022 priorities</p> <ul style="list-style-type: none"> Submit bid for citywide accreditation – November 2021 – and implement action plan with targets to reduce the number earning below the Living Wage 	On track
16. Launch and deliver a new Edinburgh Guarantee For All programme	<ul style="list-style-type: none"> See action 5 above. Programme relaunched for people of all ages; website redeveloped – comprehensive material for employers and those seeking work <p>2022 priorities</p> <ul style="list-style-type: none"> Recruit two new members of staff to progress the Edinburgh Guarantee ambition 	On track 


2. Fair Work that provides dignity and security	Progress and next steps	Status
17. Deliver the 'No One Left Behind Edinburgh's Employer Recruitment Incentive' (EERI), helping people of all ages with the greatest barriers to employment get jobs and stay in jobs.	<ul style="list-style-type: none"> Tiered payment introduced to incentivise employer uptake which has been slow during 2020-21 as a result of pandemic Additional Scottish Government funding for Young Persons Guarantee increased capacity from 32 to 132 for 2021-22. <p>2022 priorities</p> <ul style="list-style-type: none"> Continue to promote incentive to SMEs; align to vocational training 	In progress 
18. Develop and commission a new Blended Employability Service, providing improved access to flexible employability support across the city	<ul style="list-style-type: none"> The process for awarding the contract is almost complete, with a report going to Finance and Resources Committee in October 2021 seeking approval for the contract to be awarded. <p>2022 priorities</p> <ul style="list-style-type: none"> The new service is due to start in April 2022. 	On track 
19. Deliver the Council Sustainable Procurement Strategy, and actions to increase living wage accredited suppliers	<ul style="list-style-type: none"> Real Living Wage suppliers awarded contracts increased to 79% in 2020/21 from 70% in 2019/20 Living Wage accredited suppliers awarded contracts increased, to 26% from 8% <p>2022 priorities</p> <ul style="list-style-type: none"> Deliver the Council's new Fair Work Action plan to increase living wage accredited suppliers through Council purchasing power. 	On track
20. Deliver the Council Sustainable Procurement Strategy, and actions to increase, and improve monitoring and delivery of, community benefits offered by suppliers – aiming to achieve the target of 1 FTE job with training for a person from a targeted group (where appropriate) for every £1m of procurement spending by 2025	<ul style="list-style-type: none"> All 21 contracts the Council awarded above £4m (as set by procurement regulations) in 2020/21 included community benefit requirements, plus an additional 29 contracts. Community benefits sought in 27% of regulated contracts, up from 20% the previous year. Examples of community benefits delivered include street lighting contract with Amey and the Edinburgh Trams to Newhaven contracts. New post recruited to, which will work closely with service areas and improve the reporting and delivery of community benefits. <p>Next steps</p> <ul style="list-style-type: none"> Continue existing actions, and delivery of Sustainable Procurement Strategy 	In progress


2. Fair Work that provides dignity and security	Progress and next steps	Status
<p>21. Review best practice and embed appropriate Community Wealth Building approaches into a revised Edinburgh Economy Strategy developed to drive Council actions for a sustainable economic recovery.</p>	<ul style="list-style-type: none"> Community Wealth Building workshop held by Commercial and Procurement Services with Business Growth & Inclusion and Scotland Excel, February 2021. Refreshed Edinburgh Economy Strategy consultation underway, with planned publication in November 2021. <p>2022 priorities</p> <ul style="list-style-type: none"> Embed learning from current Community Wealth Building projects into wider development and implementation of core city strategies 	In progress
3. A decent home we can afford to live in	Progress and next steps	Status
<p>22. In partnership with city stakeholders, write to and seek a roundtable with Scottish Government ministers and directors for discussion of the additional funding requirements for housing in Edinburgh the Commission highlights</p>	<ul style="list-style-type: none"> See action 8 above. Scottish Government commitment of £234 million for affordable housing in Edinburgh from 2021/22 to 2025/26. This is an increase of £44 million or 23% more than initial allocations for the last five years. In response to a request from local authority City region partners, Scottish Government has agreed to participate in an Investment Working Group to consider funding for new affordable housing in the City Region. <p>2022 priorities</p> <ul style="list-style-type: none"> Continue to make the case for additional in-year allocations where possible. 	In progress
<p>23. Deliver Edinburgh's Rapid Rehousing Transition Plan, including actions to Prevent Homelessness, transform temporary accommodation and move away from the use of unsuitable accommodation, support people to access settled accommodation as soon as possible, and reduce the number of people rough sleeping in the city.</p>	<p>Full details are in the RRTP Annual Update on Progress</p> <ol style="list-style-type: none"> Multi-disciplinary team set up to support council tenants at serious risk of eviction action Continued dedicated team to support Private Rented Sector (PRS) tenants at risk of homelessness Review/development of pathways for young people and people leaving prison or hospital to prevent homelessness 	On track 



3. A decent home we can afford to live in	Progress and next steps	Status
	<p>4. Increased self-contained temporary accommodation for homeless households – new models explored and developed</p> <p>5. Recruitment of 10 housing assistants for new team to reduce the number of households in temporary accommodation</p> <p>6. Extension of alerts to health staff and schools of children and young people moving into temporary accommodation</p> <p>7. Rough sleeping reduced from 80 – 120 rough pre-Covid to an average of 10; ongoing work with street-based outreach</p> <p>2022 priorities</p> <p>1. Continue to deliver actions identified in the RRTP including developing new innovative homeless prevention activity</p>	
24. Deliver City Plan 2030 outlining new minimum affordable housing contributions for new developments in Edinburgh	<ul style="list-style-type: none"> • Proposal developed to increase the minimum affordable housing contributions from 25% to 35%, in recognition of the unique pressures on housing in Edinburgh. <p>2022 priorities</p> <ul style="list-style-type: none"> • Consideration needed by the Council’s Planning Committee; then public consultation; then consideration by the Scottish Government – whole process likely to take over a year 	In progress
25. Deliver this Council’s commitment to build 20,000 social and affordable homes by 2028	<p>2022 priorities</p> <ul style="list-style-type: none"> • The 2022-23 to 2026-27 Strategic Housing Investment Plan sets out proposed approvals and completions in the affordable housing sector over the next 5 years. • A Land Strategy report to Support Delivery of Affordable Housing and Brownfield Land to be considered by Housing, Homelessness & Fair Work Committee in November 2021. 	In progress





3. A decent home we can afford to live in	Progress and next steps	Status
<p>26. Deliver the annual Housing Revenue Account Budget Strategy, investing in improving existing Council homes and neighbourhoods - including delivering energy efficient, low carbon homes, development of new and existing homes blended together to create a local identity and a sense of pride in communities, and well-designed, green, open spaces that encourage residents to be active and socialise.</p>	<ul style="list-style-type: none"> • During 2020/21 £41.456m was invested in building new homes and improving existing homes and neighbourhoods: 101 new Council social rented homes were completed; delivery of external fabric improvement to more than 470 homes. • Energy Advice Service engaged with 790 tenants in 2020/21 saving more than £168,000 (average of £213) <p>Next steps</p> <ul style="list-style-type: none"> • The [2022-2032] HRA budget strategy is under development and will be informed by tenant consultation due to commence in September. 	In progress
<p>27. Continue to deliver the Housing Service Improvement Plan, ensuring that the frontline housing service is visible, responsive and effective</p>	<ol style="list-style-type: none"> 1. Improvements to digital resources, customer communication, service resilience and efficiencies. 2. ICT improvements to support Repairs service: complaints handling process and communications. 3. Improvements to rent payment information – online and letters 4. Reducing risk of rent arrears: promotion of flexible direct debits; new multidisciplinary team – proactive engagement (see action 23) <p>2022 priorities</p> <ul style="list-style-type: none"> • Develop support for first-time and new tenants to sustain a tenancy. • Improve estates management services • Develop and update training and procedure support for frontline officers • Digital options to identify rent arrears and for tenant feedback 	In progress
<p>28. Following Scottish Government legislation expected to come into force from April 2021, develop, consult and agree upon local implementation of the new licensing and planning controls for regulation of short term letting in Edinburgh</p>	<ul style="list-style-type: none"> • Draft legislation on the regulation of short term lets expected later this year. <p>Next steps</p> <ul style="list-style-type: none"> • The Council is proposing to introduce a short-term let control zone covering the whole city - subject to public consultation before a final proposal is sent to Scottish Government ministers. 	In progress





3. A decent home we can afford to live in	Progress and next steps	Status
29. Seek discussions with private rented tenants, landlords & Scottish Government to address concerns rising private sector rents	<ul style="list-style-type: none"> Council officers continue to engage with Scottish Government officials on guidance for developing rent pressure zones. <p>2022 priorities</p> <ul style="list-style-type: none"> Continue engagement with Scottish Government on policy options 	Not yet started






4. Income security that offers a real lifeline	Progress and next steps	Status
30. Deliver priority proposal to deliver embedded income and family support services to a wider range of community settings across Edinburgh	<ul style="list-style-type: none"> See Action 2 above. Council investment of additional capacity for Advice Shop and Maximise! service confirmed in Spring 2021 Commissioning process begun for Edinburgh Partnership funded independent review of current advice and income maximisation services <p>2022 priorities</p> <ul style="list-style-type: none"> Complete advice services review with recommendations for next steps by June 2022 	On track 
31. Continue to deliver high quality money, debt and welfare advice through the Council's Advice Shop service	<ul style="list-style-type: none"> Major impact of Covid on the nature of demand seen by the service Council investment in the Advice Shop for a multi-disciplinary team, an additional advice line advisor and income maximisation officers working with the with Homelessness and Housing Options teams to provide people with full benefit checks. <p>2022 priorities</p> <ul style="list-style-type: none"> Resume provision of drop-in support 	On track
32. Continue to deliver actions to administer Scottish Welfare Fund crisis and community grants	<ul style="list-style-type: none"> Substantial increase in provision of crisis grants and self-isolation support grants (from 50-900 per week); resource capacity increased to support these critical tasks Activities aligned with effective signposting to holistic support <p>2022 priorities</p> <ul style="list-style-type: none"> Assess schemes in line with national guidance 	On track
33. Deliver a programme of appropriate targeted outreach and promotion of Scottish Welfare Fund	<ul style="list-style-type: none"> Upturn in the number of recipients— applications for crisis grants increased by 119% and community care grants by 55% 	On track


and other Council administered benefits and support schemes	<ul style="list-style-type: none"> Ongoing response to range of Covid-related Scottish Government funding 2022 priorities <ul style="list-style-type: none"> Continued promotion, with funded schemes identified for 2022 	
34. Deliver priority proposals to expand the 1in5 programme to all Council staff, redesign of materials to meet the needs of varying staff groups, with an objective to establish appropriate awareness raising sessions for all directorates	<ul style="list-style-type: none"> See Action 3 above. Delivery of virtual '1in5' training to senior managers across the Council 2022 priorities <ul style="list-style-type: none"> Resume face to face training as a priority Deliver training to Newly Qualified Teachers as part of their probationer year Embed '1in5' awareness and poverty proofing within Prevention team work programme 	In progress 
35. Working with city stakeholders, seek dialogue with appropriate UK and Scottish Gov ministers on the findings of the Edinburgh Poverty Commission in regard to Social Security Policy and implementation.	<ul style="list-style-type: none"> See action 9 above. Council officers invited, as a member of the Scottish Citizens Basic Income Feasibility Study steering group, to support development of new Scottish Government Minimum Income Guarantee policy. Discussions in early stages at present. 2022 Priorities <ul style="list-style-type: none"> Continue to seek opportunities to engage with UK and Scottish Government policy development 	In progress




5. Opportunities that drive justice and boost prospects	Progress and next steps	Status
36. Continue the delivery and development of core existing plans and strategies aiming to ensure pupils thrive at school and close the attainment gap, including – Edinburgh Children's Services Plan, Education Improvement Plan 2020-23 and the Edinburgh Learns Equity Framework	<ul style="list-style-type: none"> The Leadership for Equity CLPL will be delivered from session 2021/22 for school leaders class teachers supporting effective actions in closing the poverty-related attainment and achievement gap, including use of the Pupil Equity Fund 2022 priorities <ul style="list-style-type: none"> Delivery of CLPL over the next 3 years 	On track 
37. Develop and deliver the Learning 4 Life Programme aiming to create a world class learning city where everyone's skills, knowledge, creativity and relationships with people and places are equally valued.	<ul style="list-style-type: none"> Edinburgh Learns for Life revised Strategic Plan for Education approved by Council in May 2021 2022 priorities <ul style="list-style-type: none"> Ongoing implementation of the programme, and full alignment with the 20-minute neighbourhood approach and prevention strategy 	On track 



5. Opportunities that drive justice and boost prospects	Progress and next steps	Status
38. Develop actions to provide inclusive, equitable, valuable learning opportunities for everyone.	<ul style="list-style-type: none"> Development of curriculum embedding social justice and anti-poverty practice, with learner-led consultation (including young people living in poverty, care experienced, BAME and with additional support needs). <p>2022 priorities</p> <ul style="list-style-type: none"> Develop learning pathways giving parity of esteem to academic and vocational paths Pilot with schools, and early years settings, in the Granton community 	In progress 
39. Develop actions to use a place-based approach to build collaborative and sustainable learning communities and networks	<ul style="list-style-type: none"> Learning Estate Investment Implementation Unit established to progress opportunities for learning including outdoor and digital <p>2022 priorities</p> <ul style="list-style-type: none"> Set up Strategic Leadership Working Group (SLWG) to develop the strategy for the learning community Introduce a new quality improvement education officer post to support schools to implement the learning community approach 	In progress 
40. Develop actions to co-create the environments where learners can lead and shape their own learning	<ul style="list-style-type: none"> Schools encouraged to involve pupils in their learning environment as part of the inclusion strategy e.g. resources and learning spaces Young people have been involved in shaping the design of new schools, for example, Currie 	In progress 
41. Work with school communities in target areas (beginning with core projects in Granton and Westerhailes), and their partners to define curriculum rationales which will then lead to clear, equitable pathways into further education and the world of work.	<ul style="list-style-type: none"> Targeted offers for young people at risk of negative destination through JET (Job Education Training) Partnerships in place between the Council and Council, Skills Development Scotland (SDS), Edinburgh College, Developing the Young Workforce (DYW) and employers DYW co-ordinators posts on track to be in all secondary schools by Christmas 2021 to co-ordinate and support Locality community partnerships are also in place – youth work, colleges, Third Sector organisations and schools <p>Next steps</p> <ul style="list-style-type: none"> Develop and expand partnerships with employers 	In progress 

5. Opportunities that drive justice and boost prospects	Progress and next steps	Status
	<ul style="list-style-type: none"> Build up targeted support for young people at risk of negative destination who need specialist input (inclusion) – all settings 	
<p>42. Expand and develop the 1in5 programme as a regular, mandatory training action for all school staff, aiming to improve and reinforce understanding of poverty and inequality across all schools.</p>	<ul style="list-style-type: none"> See action 3 above. Delivery of virtual '1in5' training to senior managers across the Council carried out <p>2022 priorities</p> <ul style="list-style-type: none"> Resume face to face training as a priority Deliver training to Newly Qualified Teachers as part of their probationer year Embed '1in5' awareness and poverty proofing within Prevention team work programme 	<p>In progress</p> 
<p>43. Develop and deliver training to pastoral staff in all schools as part of the 1 in 5 programme, responding to the evidence of high levels of school absence as well as anxiety and depression among children in temporary accommodation.</p>	<ul style="list-style-type: none"> A session on children living in temporary accommodation has been delivered to school staff and partners System now in place to alert schools to children and young people who are in temporary accommodation <p>2022 priorities</p> <ul style="list-style-type: none"> Deliver Leadership for Equity 1 in 5 content over the next academic year; assess and further develop training 	<p>In progress</p> 
<p>44. Develop Professional Learning with a focus on Leadership for Equity to build expertise, practices and skills in leading improvements aimed at achieving equity</p>	<ul style="list-style-type: none"> The Leadership for Equity professional learning programme has been designed - two sets of training: one for people in a leadership role, and one for class teachers <p>2022 priorities</p> <ul style="list-style-type: none"> Continue to roll out the training Use evidence of effectiveness and involvement of parents and learners to guide PEF spending 	<p>On track</p> 
<p>45. Host a roundtable with Edinburgh Independent Schools to explore and agree new partnership actions to overcome inequality and improve inclusion across Edinburgh</p>	<ul style="list-style-type: none"> Initial discussions held with Edinburgh Independent Schools Association on responses to Edinburgh Poverty Commission Calls to Action, and awareness raising discussions held with student groups. <p>2022 priorities</p> <ul style="list-style-type: none"> Continued engagement to seek opportunities for joint working on programmes of common interest, including poverty awareness and living wage city 	<p>In progress</p> 

5. Opportunities that drive justice and boost prospects	Progress and next steps	Status
46. Explore opportunities to review individual school catchment areas as part of school development and building programmes	<ul style="list-style-type: none"> Opportunities are explored as a standard part of the school buildings programme. <p>2022 priorities</p> <ul style="list-style-type: none"> City Plan 2030 Education Appraisal will set out the criteria for determining catchment areas 	In progress 
47. Deliver across all schools, a new online tracking system that highlights poverty related attainment gaps, allowing schools to respond to these with targeted support	<ul style="list-style-type: none"> Actions are underway to provide an improved online, cloud-based tracking system which all CEC schools will move to. <p>2022 priorities</p> <ul style="list-style-type: none"> Final decisions about the model 	In progress 
48. Deliver Early Years Expansion to 1140 funded hours and ensure early years provision is flexible enough to meet the needs of families	<ul style="list-style-type: none"> Expansion plans will enable all eligible children to have a 1,140 place from August 2021 <p>2022 priorities</p> <ul style="list-style-type: none"> Ongoing development and improvement of capacity Parent consultation in September 2021 on models of delivery Staff training to ensure appropriately qualified 	In Progress 
49. Target PEF on actions to allow schools to continue to address poverty-related barriers, including inequity of digital access and reducing the cost of the school day.	<ul style="list-style-type: none"> Annual guidance is issued to school leaders, including priority areas of spend, to ensure effective use of funding <p>2022 priorities</p> <ul style="list-style-type: none"> The Empowered Learning (1:1 devices) project will provide all learners p6-S6 with a 1:1 advice if needed; 1:5 deployment for P1-P5; primary schools are able to supplement if needed. 	In progress 
50. Develop and implement a plan to reduce the poverty related attainment gap in literacy and numeracy including recruiting Closing the Gap teachers	<ul style="list-style-type: none"> Plans developed to provide additional Covid recovery funding directly to schools for 2021-22 on the basis of their school roll. <p>2022 priorities</p> <ul style="list-style-type: none"> Increase the number of staff to support transition to secondary Encourage schools to take learning community approach to improve outcomes and to make more effective use of resources 	In progress 

6. Connections in a city that belongs to us	Progress and next steps	Status
51. Deliver a new Edinburgh Economy Strategy developed to guide Council actions to support a sustainable economic recovery for the city post Covid, including the renewal of Edinburgh's cultural sector	<ul style="list-style-type: none"> Refreshed Edinburgh Economy Strategy consultation underway, with planned publication in November 2021. Tourism Recovery Action plan in development in partnership with Edinburgh Tourism Action Group. <p>2022 priorities</p> <ul style="list-style-type: none"> Approval of refreshed economy strategy by November 2021, and implementation of priority actions 	In progress
52. Develop plans to design and embed a 20-minute neighbourhood approach to new developments, and planning of services in Edinburgh	<ul style="list-style-type: none"> In June 2021 the Council established a new draft strategic approach and has approved funding for a new team to implement the strategy. <p>2022 priorities</p> <ul style="list-style-type: none"> Recruitment of new team complete, test of change programme underway in priority areas 	On track
53. Deliver a City Mobility Plan, with actions to reduce the day to day cost of travel for families in Edinburgh	<ul style="list-style-type: none"> City Mobility Plan developed and agreed <p>Next steps</p> <ul style="list-style-type: none"> Continue to implement actions to support sustainable, affordable travel 	In progress
54. Deliver the Council Digital and Smart City Strategy actions to improve digital inclusion and provide support for citizens to gain digital skills and the confidence to use them, including:		
i) ensuring connectivity is available in community spaces including libraries, schools and early years settings	<p>2022 priorities</p> <ul style="list-style-type: none"> Augment connectivity in early years settings and schools Pilot of hublet – hand-held device for access to web in the library – and upgrading of the People's Network 	In progress 
ii) ensuring citizens can access resources within our libraries	<ul style="list-style-type: none"> Range of library services made available online during lockdown Phased reopening of libraries to support digital access <p>2022 priorities</p> <ul style="list-style-type: none"> Resume <i>Get Online Digital</i> skills programme and digital help sessions 	In progress
iii) ensuring citizens can access learning opportunities to further their digital skills	<ul style="list-style-type: none"> Support for families with English is a second language to access online learning including setting up email accounts Resettlement family programme for 70 refugees provided online <p>2022 priorities</p> <ul style="list-style-type: none"> Council, Edinburgh College and voluntary partners will work closely together to offer opportunities for adults to improve their digital skills 	In progress

6. Connections in a city that belongs to us	Progress and next steps	Status
iv) ensuring that digital literacies are embedded into all aspects of the curriculum	<ul style="list-style-type: none"> Empowered learning Programme created Training resources created and live webinars delivered to support teachers and pupils adapt to working remotely and digitally <p>2022 priorities</p> <ul style="list-style-type: none"> Education practitioners will be given the technology and the training to transform how they deliver education to their students. 	In progress 
v. fostering positive relationships between families and early years settings/schools allowing for support opportunities to be identified	<ul style="list-style-type: none"> The Intense family support (IFS) service developed in North Edinburgh helping parents to maximise income, develop skills, training or work. Home learning: Parents Early Education Partnership programme (Peep) developed to support parents to be engaged in their child's learning <p>2022 priorities</p> <ul style="list-style-type: none"> Completion of the 3-year Improvement Plan for Early Years services 	In progress 
vi) providing equity of access to digital resources for all learners in schools	<ul style="list-style-type: none"> See action 49 (Empowered learning Programme) <p>2022 priorities</p> <ul style="list-style-type: none"> The roll out will begin Sep 2021, finalising in Dec 2022 	In progress 
vii) ensuring low cost affordable broadband is available for Council tenants	<ul style="list-style-type: none"> The Council is working in partnership with CityFibre and Openreach to provide super-fast fibre broadband infrastructure to all council own homes - 8,917 homes have been connected to date <p>2022 priorities</p> <ul style="list-style-type: none"> Consider options to use the infrastructure 	On track
viii) working with third sector partners to promote access to affordable digital equipment	<ul style="list-style-type: none"> Community planning partners are developing a digital inclusion strategy <p>2022 priorities</p> <ul style="list-style-type: none"> The LOIP delivery group will consider the draft and agree next steps. 	In progress
ix) ensuring that citizens on low incomes are involved in the design and development of digital services that matter to them	<ul style="list-style-type: none"> Consultation and engagement has included the tenant's federation, which provides diverse representation. 	In progress

7. Equality in our health and wellbeing	Progress and next steps	Status
55. Continue the Council's response to the impacts of the Covid outbreak, including management of key frontline service delivery in line with government and public health guidance	<ul style="list-style-type: none"> The Council Incident Management Team (CIMT) continues to meet twice a week to discuss and approve actions required around the Covid outbreak <p>2022 priorities</p> <ul style="list-style-type: none"> Further reopening of services, guided by public health advice 	On track
56. Continue to provide crisis support for people affected by Covid, including contact support for vulnerable citizens, welfare checks and grant support for self-isolating citizens	<ul style="list-style-type: none"> See action 7. Additional Council funding approved to ensure continued delivery of crisis services, including financial support, welfare advice, wellbeing checks, Council Resilience centres <p>2022 priorities</p> <ul style="list-style-type: none"> Continue support in partnership with community and voluntary sector partners 	On track
57. Review and develop approaches to make best use of Scottish Government funding to address financial hardship as a result of Covid	<ul style="list-style-type: none"> Funding used to support crisis grants, foodbank support, discretionary hardship awards, school breakfast clubs etc <p>2022 priorities</p> <ul style="list-style-type: none"> Continue the cash-first approach for people facing financial hardship, whilst offering a range of holistic support and advice. Budget provision for existing level of support for remainder of 2021/22 	On track 
58. Develop and continue partnership working with EVOC and 3rd Sector to ensure a co-ordinated approach to contact and delivery of support activities and to assess long term service delivery options to address food insecurity.	<ul style="list-style-type: none"> Approach agreed by Edinburgh Partnership in March 2021 <p>2022 priorities</p> <ul style="list-style-type: none"> A city-wide event in autumn 2021 will be held to begin wider engagement. Following this, a core group will be set up to develop the strategy for consultation in the beginning of 2022 	In progress
59. Deliver priority proposal to invest in the expansion of the 'Discover' programme, working with families to reduce food anxiety, build skills and address social isolation.	<ul style="list-style-type: none"> See Action 4. Council investment approved for adaptation and development of the programme during 2021/22 Met ongoing increase in demand – 80 new referrals for the summer programme <p>2022 priorities</p> <ul style="list-style-type: none"> Seek approval for a Discover Co-ordinator post and continue programme development Work with Educational Psychologists to determine impact over time Develop resources to further support children, families and schools 	On track 

PART 2. Key risk and progress indicators

1. Fair Work that provides dignity and security

Table 1a. Fair Work that provides dignity and security - risk factors				
Measure	Baseline 2019-20	2020-21	2021-22	2022-23
Unemployment levels	2.6% (7,300)	Not yet available		
Universal Credit claimants (as at 31 March)	14,425	37,935		

Unemployment figure - March 2021 data will be available from 14 Sept.

Table 1b. Fair Work that provides dignity and security - progress indicators			
Measure	Baseline 2019-20	2020-21	Target
Living wage			
Number of living wage accredited employers with HQs in Edinburgh (at April)	327	397	500 by 2026
Employment support			
Number of employers who engaged in the Edinburgh Guarantee <i>Notes: 19/20 are opportunities for those aged 16–21</i>	168	51	Increase to pre Covid levels by 2022-23
Number of roles advertised by employers who engaged in the Edinburgh Guarantee	487	306	Increase to pre Covid levels by 2022-23
Number of roles filled by employers who were engaged in the Edinburgh Guarantee:			
a. By people aged under 21 and from Edinburgh	269	37	Increase to pre Covid levels by 2022-23
b. Roles paying the Real Living Wage	Not available	Info collected from April 2021	Target to be set
Edinburgh's Employers Recruitment Incentive (EERI) (SG funded) - budgeted funding for places compared with uptake: <i>Notes: funding for 2019-20 for 32 places; additional funding for 2021-22 increases places to 132 /</i>			
a. Aged under 25	21	28	2021/22: 110
b. Aged 25 +	7	15	2021/22: 22

Table 1b. Fair Work that provides dignity and security - progress indicators			
Measure	Baseline 2019-20	2020-21	Target
c. Number of living wage opportunities	6	26	Living Wage 50% of places awarded by 2021/22
No One Left Behind Funding: Activity Agreement Hubs (first step to a positive destination) Funding to support 160 people			
a. Number of new young people were engaged	85	101	2021/22: 150
b. Number of young people who were supported	168	161	2021/22: 200
c. of which, number who progressed into a positive destination (i.e. college, training, employment)	114	64	Increase positive destinations by 30% by 2020-21
Number of people supported by City of Edinburgh Council funded employability programme			
a. Total (no individuals supported)	3,719	3,761	2021/22: 3,800
b. Total new engagements	2,506	1,700	2021/22: 1,900
c. Breakdown by barrier type (five most frequently cited barriers)	<ul style="list-style-type: none"> • Low skilled: 58% • Poor interview skills, CV presentation: 33% • Mental Health: 30% • From employment deprived area: 29% • Lack confidence: 25% 	<ul style="list-style-type: none"> • Low skilled: 52% • Poor interview skills, CV: 47% • Mental Health: 32% • Jobless Household: 26% • Migrants, BME background: 25% 	NA
d. Clients with 5 or more barriers	71%	77%	NA
e. Number of positive job outcomes (i.e. getting a job) achieved by people supported (all ages)	448	302	2021/22: 495
f. Number of other positive outcomes by people supported (education, training, volunteering etc)	653	500	2021/22: 695
g. Progression in employment: number of people who have increased wages, hours or to more sustainable employment	359	481	2021/22: 560
<i>Notes: data from employability providers who follow people up for a year</i>			
Procurement			

Table 1b. Fair Work that provides dignity and security - progress indicators			
Measure	Baseline 2019-20	2020-21	Target
% suppliers SME (aim to increase local businesses) [2019-20 figures and target revised Aug 21]	52%	50%	2021/22: 52%
% businesses procured from EH postcodes (sustainability and local job opportunities) (aim to increase)	39%	41%	2021/22: 42%
% of Council suppliers of new regulated tendered contracts that are committed to paying real living wage in delivering Council services	70%	79%	2021/22: 80%
% of new regulated contracts in which community benefits are sought.	20%		2021/22: 30%

2. A decent home we can afford to live in

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Table 2a. A decent home we can afford to live in - risk factors				
Measure	Baseline 2019-20	2020-21	2021-22	2022-23
Average private sector rent per month in Lothian area (based on 2 bed property)	£972 (per month - 2019)	£969 (per month - 2020)		
Gap between Local Housing Allowance (LHA) and average private rent in the city <i>Note: LHA frozen between 19/20 and 20/21</i>	LHA: £759.84 (4 wks -2019/20) Gap: £212.86	LHA: £759.84 (4 wks - 2020/21) Gap: £209.16		
Total number of applicants on EdIndex register	23,998	20,564		
Demand for social housing – number of active bidders	7,099	7,213		
Average bid per property	203	201		

Table 2b. A decent home we can afford to live in – progress indicators			
Measure	Baseline 2019-20	2020-21	Target
Affordable homes			
Number of affordable homes approved	1,930	1,285	1,200 for 2021/22
Number of affordable homes completed	1,443	1,087	1,218 completions
Quality			
Front line housing service – responsive, effective			Measure to be developed (within 3-6 months)
Preventing homelessness			
Number of households assessed as homeless	3,355	1,934	New baseline required prior to target setting (Covid impact ongoing into Year 1)
Number of households who seek housing advice who do not go on to present as homeless	1,708	1,521	New baseline required prior to target setting (Covid impact ongoing into Year 1)
The number of households in temporary accommodation	3,570 (at 31 March 2020)	4,431 (at 31 March 2021)	New baseline required prior to target setting (Covid impact ongoing into Year 1)
Percentage of households in unsuitable temporary accommodation	22% (as at 31 March 2020)	25% (as at 31 March 2021)	New baseline required prior to target setting (Covid impact ongoing into Year 1)

3. Income security that offers a real lifeline

Table 3. Income security that offers a real lifeline – progress indicators			
Measure	Baseline 2019-20	2020-21	Target
Changing culture – building knowledge and awareness			
Leadership for Equity Programme Number and % of staff attending the programme	Programme starts August 2021	NA Programme starts August 2021	2021-22: 30% 2022-23: 50% 2023-24: 70%
Council Advice Shop – activity in year*			
Measure	2020-21	2021-22	Projection 2021-22
New debt clients	109	Not yet available	Increase expected
Amount of debt presented	£592,581		Increase expected
Benefit applications	1,861		Increase expected
Benefits: mandatory reconsiderations	406		Increase expected
Benefits: appeals	116		Increase expected
Welfare Rights Clients – number of individuals in year	3,800		Increase expected
Advice Line calls answered	5,618		7,500*
Emails enquiries dealt with	4,935		5,000*
Total financial gain	£8,835,750		Not known
Financial gain per client	£2,325		Not known
Financial support and crisis funding			
Measure	2019-20	2020-21	Projection 2021-22
Council tax reduction scheme – number of cases	77,718	83,306	Significant increase anticipated: changes in national benefits and removal of furlough
Discretionary housing payments – number of cases	7,427	7,428	

Income security that offers a real lifeline – progress indicators						
Measure	Baseline 2019-20		2020-21		Projection	
Number of free school meals payments in school year	5,950		8,828		Potential increase in need	
Number of clothing grant awards in school year	5,337		8,301		Potential increase in need	
Scottish Welfare Fund	2019-20		2020-21		Increase 2019-20 to 2020-21	
	No. applications	Households	No. applications	Households	% increase in applications	% increase in households
Crisis Grants	16,367	16,199	35,923	35,909	119%	122%
Community Care Grants	5,377	5,363	8,320	8,317	55%	55%
Total	21,744	21,562	44,243	44,226	103%	105%

* Notes on Advice Shop indicators:

1. The baseline shown is for 2020-21 is shown for information - new baseline required prior to target setting (Covid impact ongoing into Year 1)
2. Advice line calls answered: projection for 2021-22 reflects the increasing average time to handle a call (unclear if due to remote working or complexity of cases or other factors) and additional staffing capacity.
3. Email enquiries dealt with: the significant increase during lockdown is expected to continue

4. Opportunities that drive justice and boost prospects

Table 4. Opportunities that drive justice and boost prospects – progress indicators			
Measure	Baseline	Update	Target
Early years			
% P1 achieving literacy level	Baseline is 2018/19 Overall 78.9% Q1 63.6%	Update not available until Dec 2021	All attainment targets need to be rebased post-Covid (as per BP); overall aim is to increase
% parents receiving funded Early Learning and Childcare through their preferred location	Surveys to be done Sep/Oct 2021 and Feb/March 2022 (before and after new builds)	Update not yet available	By March 2022 the number of parents/carers receiving early learning through their preferred location will increase by at least 5%.

Table 4. Opportunities that drive justice and boost prospects – progress indicators			
Measure	Baseline	Update	Target
% parents receiving funded Early Learning and Childcare through their preferred model of delivery.			By March 2022 the number of parents/carers receiving early learning through their preferred model of delivery will increase by at least 5%
Quality and standards			
Percentage of teachers who have met the Teaching, Learning & Assessment “Charter” standard (achievement of enhanced level of skills as set out in the Edinburgh Teachers’ Charter)	New measure: 0%	NA	Year-on-year increase towards 70% of teachers achieving Charter standard after 3 years. Yr 1 (2021-22): 20%; Yr 2: 50%
Percentage of schools have achieved the Digital Schools Award Scotland - The number of schools demonstrating sufficient progress in key indicators to merit this national award	New measure: 0%	NA	Year-on-year increase towards 20% of schools achieving DSAS after 3 years. Yr 1 (2021-22): 5%; Year 2: 10%
Attendance			
Low attendance: percentage of Primary pupils whose attendance is less than 85% (was 6-8% pre-Covid)	2018/19: 6.9%	Last full session figures available; update expected Oct 21	Impact of Covid requires setting baseline figure in August 2021 aiming to reduce the number of pupils with low attendance over the course of the session.
Low attendance: percentage of Secondary students whose attendance is less than 85%	2018/19: 14.2%		
Attainment*			
The percentage of pupils in Primaries 1, 4 & 7 who achieve their expected Curriculum for Excellence level in literacy – total and SIMD Q1	Baseline is 2018/19 Overall 77.1% Q1 61.1%	Data collected for 2020/21 session to be published around December 2021	Aim is to increase the percentage for all pupils and particularly those in deprived areas. A new baseline will be created from the next set of results.
The percentage of pupils in Primaries 1, 4 & 7 who achieve their expected Curriculum for Excellence level in numeracy – total and SIMD Q1	Baseline is 2018/19 Overall 83.2% Q1 70.9%		
The percentage of secondary school leavers achieving a qualification in both literacy and numeracy at SCQF level 5 – total and SIMD Q1	Baseline is 2018/19 • Overall: 67.1% • Q1: 43.5%	Data for 2019/20 • Overall – 71.7% • Q1 -50.9%	

Table 4. Opportunities that drive justice and boost prospects – progress indicators			
Measure	Baseline	Update	Target
The percentage of secondary school leavers achieving one or more qualifications at SCQF level 6 (Higher or equivalent) – total and SIMD Q1	Baseline is 2018/19 <ul style="list-style-type: none"> Overall: 67.6% Q1: 45.6% 	Data for 2019/20 <ul style="list-style-type: none"> Overall – 71.1% Q1 – 51.1% 	
Positive destinations for school leavers	Baseline is 2020 <ul style="list-style-type: none"> Overall: 92.5% Q1: 88.9% 	Update expected early 2022	Target needs to be rebased post-Covid; overall aim is to increase

*Note: shift in assessing progress on improving attainment away from measuring the attainment gap, which does not show the level of change for the low and high SIMD groups; focusing on the increase in total and in SIMD Q1; note that national guidance is to set stretch targets

5. Connections in a city that belongs to us

Table 5a. Connections in a city that belongs to us – risk factors				
Measure	Baseline 2019-20	2020-21	2021-22	2022-23
Proportion of properties receiving superfast broadband	97.9% (Scot: 93.3%)	98.8% (Scot: 94.8%)		

Table 5b. Connections in a city that belongs to us – progress indicators			
Measure	2019-20	2020-21	Target
Number of people killed or seriously injured	145 people KSI (average 2017-19)	Update not yet available	Maintain downward trend based on rolling 3-year average
Number of people who perceive cycling in Edinburgh to be safe	2015 – 33% 2017 – 25% 2019 – 34%	Update not yet available	Increase
Proportion of people living in areas with low levels of public transport	31% of residents in areas with low levels of public transport (2019)	Update not yet available	Reduction in proportion by 2030

Table 5b. Connections in a city that belongs to us – progress indicators				
Number of multimodal interchanges in the city and the travel modes available	50 interchanges served by 2 or more modes		Update not yet available	Increased number of interchanges by 2030
Comparison of the cost of single and a day bus tickets between Edinburgh and Scotland’s other major cities (Aberdeen, Dundee and Glasgow) (CMP) ¹		Single	Day	Update not yet available
	Edinburgh	£1.80	£4.40	
	Aberdeen	£1.70	£4.20	
	Dundee	£1.80	£3.60	
	Glasgow	£1.70	£4.60	
Digital use via library facilities– downloads and streaming during the year ²	1,554,485		2,958, 560	Increase (tbc)
No. digital devices delivered to pupils	March 2020-April 2021: 14,268		No update available until December 2021	Target to deliver 39,000 by December 2022 (1:1 P6-S6)
No. CEC tenants connected to fibre-to-the-property (FTTP) infrastructure	1,515 (7.7%)		8,917 (45%)	100% by 2024

6. Equality in our health and wellbeing

Table 6a. Equality in our health and wellbeing – risk factors				
Measure	Baseline	2020-21	2021-22	2022-23
Average life Expectancy for Males and Females (How long children born in specified year can expect to live)	2018 Males: 78.4 Females: 82.5			
Inequalities in male and female life expectancy – difference between the most and least deprived areas *	2009-2013 Males ~14 years Females ~10 years	TBC		

¹ Lower day rate shown (upper rates are between 10 and 20p higher); Edinburgh - Lothian Buses; Aberdeen – First Bus; Dundee – Xplore Dundee; Glasgow – First Bus

² The figures supplied include all downloads (internal and external – not currently available separately, but most will be external.

Healthy Life Expectancy: percentage of life spent in good health (an indicator of quality of life)	Males: 84.6% Females: 78.8%	TBC		
Inequalities in 0-74 years mortality rate (Early deaths – linked to socioeconomic position)	TBC	TBC		
Type 2 Diabetes prevalence (Chronic disease with socioeconomic gradient)	TBC	TBC		
Inequalities in 27-30 months check speech and language concerns	TBC	TBC		
(Mild to moderate) MH prescriptions	TBC	TBC		

* Differences between lowest and highest areas of deprivation are calculated using the Slope Index of Inequality

Table 6b. Equality in our health and wellbeing – progress indicators			
Measure	Baseline 2019-20	2020-21	Target 2020-21
Total number of families: 1) recommended for attendance at Discover 2) attended Discover	1. 276 families of families recommended 2. 134 families attended Discover	1. 671 families recommended 2. 671 families (1,346 children) attended across the city	1. 650 of families recommended 2. 450 (currently active on Facebook group while Discover is delivered online)
Number of new recommendations (referrals)	Approx. 40	Summer 2021: 80 new recommendations	Approx. 50 – 60 new per holiday
Number of families provided with Discover in a box (food, cooking, activities) (active engagement)	N/A – no boxes Approx. 180 people attending Hubs and receiving breakfast and lunch	Summer 2021 – between 310 to 340 boxes delivered each week	320 food, recipes and utensils boxes per week per holiday

Appendix 2 – Public Health Context

Factors that influence population health and inequalities

Biological, social and environmental determinants interact to influence people's health and wellbeing (see Figure 1). Measures of health must consider age, gender, geography, socio economic position, occupation, education and other determinants to capture the full range of health needs – and differences -- across the population.

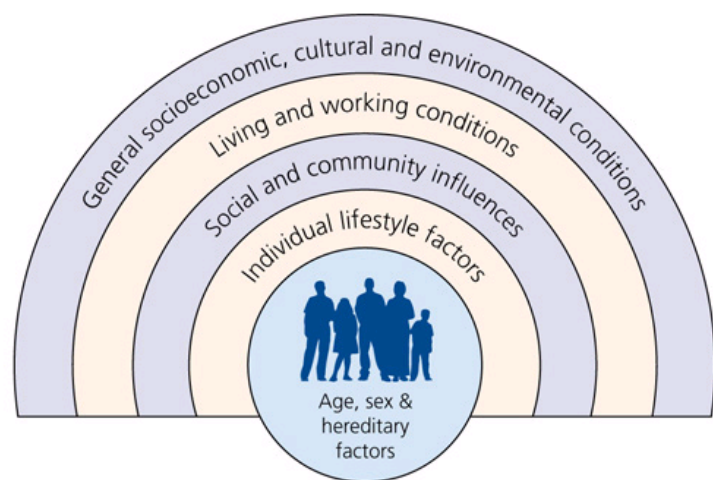


Figure 1: Dahlgren and Whitehead: the social determinants of health

Inequalities develop over a life course as the result of 'systematic, unfair differences in the health of the population that occur across social classes or population groups'. The 'fundamental causes' of health inequalities such as power and wealth affect the distribution of wider environmental influences such as the availability of jobs, good quality housing, education and learning opportunities, access to services, social status (see Figure 2).

This results in differences in individual experiences of, for example, discrimination, prejudice, stigma, low income, and opportunities. These differences in individual experiences affect people's health in three main ways:

- Differential exposure to environmental, cultural, socio-economic and educational influences that impact on health.
- The psychosocial consequences of differences in social status. There is now strong evidence that 'status anxiety' leads to psychological and physiological changes that affect health.
- The inequalities in health that are observed now will reflect not only current status but also differences in experiences at earlier stages in life. This is why interventions targeting families and the early years are so important.

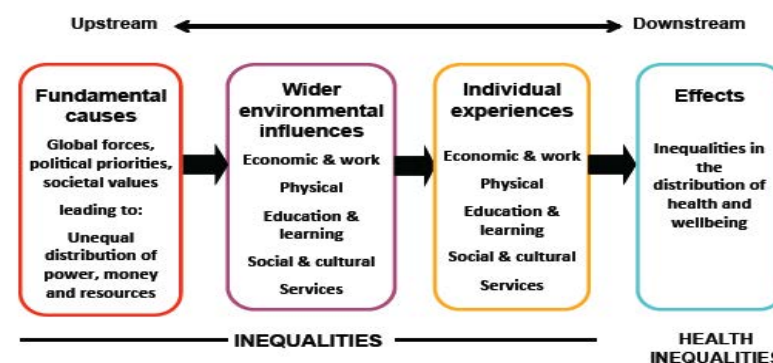


Figure 2: Fundamental Causes of Health Inequalities

Early Years and Health Inequalities

Inequalities in health arise because of inequalities in society; the circumstances into which people are born and grow have a significant impact on outcomes. The accumulation of positive and negative effects on health and wellbeing contributes to widening inequalities across the life course. The influence of early years' experience on later life health outcomes is well documented. In recent years the recognition that adverse childhood experience (ACEs) manifests as multiple negative health impacts has been a crucial extension of this knowledge.

Child health is indistinguishable from family or household health and it makes little sense to consider population health without reference to children and young people. Moreover, primary and community care services

are part of the framework for getting it right for every child in the city so their needs have to be factored into this assessment.

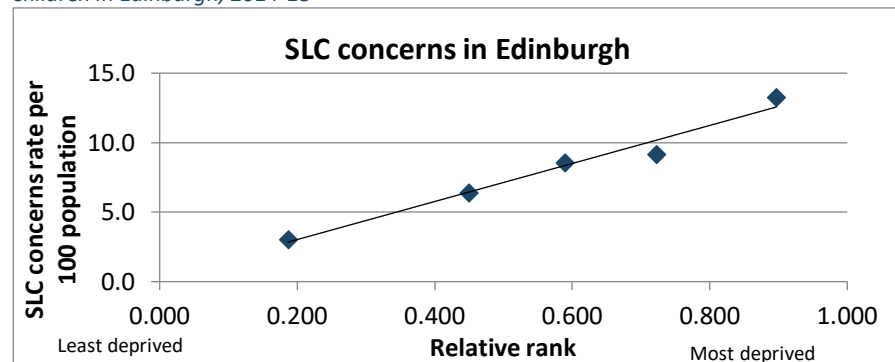
Inequalities in child health are evident early in the life course with babies from more deprived backgrounds being less likely to be breast fed and more likely to be exposed to secondhand smoke than those born to more affluent backgrounds.

Weight at birth is a predictor of child and adult health outcomes. Those with lower birth weight are at increased risk of poorer cognitive skills and of developing cardiac disease in later life. In the year to 31 March 2019, 4.4% of babies born in Edinburgh were categorised as low birthweight. Although this is below the Scotland average, it amounts to 205 babies that year. The risk of low birth weight is higher among more deprived communities.

Speech and language acquisition is a key marker of early years development. Local research has demonstrated that socioeconomic factors account for development delays independent of delays associated with pre-term birth. In Edinburgh there is a 13% difference in the rate of language acquisition between children living in the most and least deprived areas and children from more deprived communities are almost twice as likely to have a speech and language problem at 27-30 months.

The graph below shows the rate of speech and language concerns (SLC) per 100 population in relation to deprivation.

Figure 3: Slope Index of Inequality for speech and language concerns at 27-30 months for children in Edinburgh, 2014-18



Harm from tobacco

Smoking is one of the leading causes of preventative illness and premature death. Smoking is not a lifestyle choice but rather a relapsing long-term condition, often the result of wider social drivers and is closely linked to social deprivation. Half of all smokers die prematurely losing on average ten years of life. Harm from tobacco is concentrated in more disadvantaged communities and groups including those living in more deprived areas and those with mental illness.

Edinburgh’s smoking rates show a continued decline over time and rates are better than comparator areas. But there is a pronounced association with socioeconomic position which means that smoking is a contributory factor to health inequalities.

Smoking is the single most modifiable risk factor in pregnancy and is associated with a range of poorer health outcomes for the women and their unborn babies. Smoking in pregnancy is one of the key risk factors for low birthweight.

The proportion of women smoking during pregnancy is lower in Edinburgh than NHS Lothian and Scotland average. Nevertheless, in 2017/2018 10% (506) women in Edinburgh smoked during pregnancy. National data also show that women in the most deprived communities in Edinburgh are 139% more likely to smoke during pregnancy than average.

Table 1: Women smoking during pregnancy in Edinburgh, Lothian and Scotland, 2010-2018

		2010	2011	2012	2013	2014	2015	2016	2017	
		/11	/12	/13	/14	/15	/16	/17	/18	
City of Edinburgh	<i>n</i>	673	763	729	667	623	583	561	506	
	%	14.0	13.8	13.1	12.3	11.7	11.3	11.1	10.4	
NHS Lothian	1405.									
	<i>n</i>	0	1,590	1,549	1,451	1,378	1,295	1,225	1,123	
	%	17.7	17.3	16.8	15.8	15.0	14.2	13.7	12.9	
Scotland	10,94									
	<i>n</i>	5	8	0	9,807	9,164	8,559	7,864	7,399	
	%	20.5	20.0	19.4	18.5	17.4	16.3	15.4	14.9	

Appendix 3 – Sources and Methodologies

- ⁱ https://edinburghpovertycommission.org.uk/wp-content/uploads/2020/09/20200930_EPC_FinalReport_AJustCapital.pdf
- ⁱⁱ Details on sources and methodologies used to develop and estimate these targets are provided in the Data and Sources report produced by Edinburgh Poverty Commission in September 2020 - https://edinburghpovertycommission.org.uk/wp-content/uploads/2020/09/20200930_Poverty_in_Edinburgh-Data_and_evidence.pdf
- ⁱⁱⁱ <https://www.gov.scot/publications/poverty-and-income-inequality-in-scotland-2017-20/>
- ^{iv} <https://www.irf.org.uk/universal-credit-cut-impact-constituency>
- ^v <https://www.gov.scot/publications/monthly-economic-brief-august-2021/>
- ^{vi} Ibid
- ^{vii} Ibid
- ^{viii} <https://www.resolutionfoundation.org/publications/the-living-standards-audit-2021/>
- ^{ix} https://edinburghpovertycommission.org.uk/wp-content/uploads/2020/09/20200930_Poverty_in_Edinburgh-Data_and_evidence.pdf
- ^x <https://www.gov.scot/publications/poverty-and-income-inequality-in-scotland-2017-20/>
- ^{xi} <https://www.irf.org.uk/press/flagship-study-destitution-finds-half-million-children-experiencing-extreme-hardship-across-uk>

- ^{xii} <https://www.gov.scot/publications/poverty-and-income-inequality-in-scotland-2017-20/>
- ^{xiii} Ibid
- ^{xiv} <https://edinburghpovertycommission.org.uk/get-involved/>
- ^{xv} <https://democracy.edinburgh.gov.uk/documents/s34667/Item%207.10%20-%2020-Minute%20Neighbourhood%20Strategy%20-%20Living%20Well%20Locally.pdf>
- ^{xvi} <https://www.edinburghhsc.scot/whoweare/edinburghwellbeingpact/>
- ^{xvii} <https://www.gov.scot/publications/poverty-and-income-inequality-in-scotland-2017-20/>
- ^{xviii} <https://democracy.edinburgh.gov.uk/documents/s36786/7.3%20-%20Fair%20Work%20Action%20Plan%20and%20Living%20Wage%20Edinburgh.pdf>
- ^{xix} Ibid
- ^{xx} <https://www.edinburghguarantee.org/>
- ^{xxi} <https://consultationhub.edinburgh.gov.uk/sfc/short-term-let-consultation/>
- ^{xxii} <https://democracy.edinburgh.gov.uk/documents/s34444/7.6%20-%20Housing%20Service%20Improvement%20Plan%20Repairs%20Update.pdf>
- ^{xxiii} <https://democracy.edinburgh.gov.uk/documents/s26277/Rapid%20Rehousing%20Transition%20Plan%20Report.pdf>
- ^{xxiv} <https://www.edinburghthrive.com/>

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Education, Children and Families Committee

10am, Tuesday, 12 October 2021

Internal Audit: Overdue Findings and Key Performance Indicators as at 11 August 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.

Stephen S. Moir
Executive Director of Corporate Services

Contact: Emily Traynor, Assistant Committee Officer
Legal and Assurance Division, Corporate Services
E-mail: emily.traynr@edinburgh.gov.uk

Referral Report

Internal Audit: Overdue Findings and Key Performance Indicators as at 11 August 2021 – referral from the Governance, Risk and Best Value Committee

2. Terms of Referral

- 2.1 On 21 September 2021, the Governance, Risk and Best Value Committee considered a report on the outcome of the Internal Audit: Overdue Findings and Key Performance Indicators as at 11 August 2021.
- 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 11 August 2021;
 - 2.2.2 To approve that a further three-month extension date is applied to all open IA findings, recognising the ongoing impacts of Covid-19 and other priorities and challenges currently faced by the Council;
 - 2.2.3 To note management commitment to implementation of the governance and assurance model and ensuring appropriate ongoing focus on closure of all high rated findings, and all findings that are more than one year overdue; and,
 - 2.2.4 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.

3. Background Reading/ External References

- 3.1 Minute of the Governance, Risk and Best Value Committee – 21 September 2021

4. Appendices

Appendix 1 – report by the Head of Audit and Risk / Chief Internal Auditor

Governance, Risk and Best Value Committee

10:00am, Tuesday, 21 September 2021

Internal Audit: Overdue Findings and Key Performance Indicators as at 11 August 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 11 August 2021;
 - 1.1.2 approves the recommendation that a further six-month extension date is applied to all open IA findings, recognising the ongoing impacts of Covid-19 and other priorities and challenges currently faced by the Council;
 - 1.1.3 notes management commitment to implementation of the governance and assurance model and ensuring appropriate ongoing focus on closure of all high rated findings, and all findings that are more than one year overdue; and,
 - 1.1.4 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

Head of Audit and Risk / Chief Internal Auditor

Legal and Assurance Division, Corporate Services Directorate

E-mail: lesley.newdall@edinburgh.gov.uk | Tel: 0131 469 3216

Internal Audit: Overdue Findings and Key Performance Indicators as at 11 August 2021

2. Executive Summary

Progress with Closure of Open and overdue Internal Audit findings

- 2.1 The overall progress status for closure of overdue IA findings remains amber (stable with limited change).
- 2.2 This is supported by closure of an increased number of IA findings and management actions in the current period, with 24 findings (3 open and 21 overdue) and 95 management actions closed following review by IA in comparison to 18 findings (5 open and 13 overdue) and 68 management actions closed in the previous quarter (10 February to 27 April 2021).
- 2.3 This is further supported by a decreasing trend in the proportion of open IA findings that are overdue (KPI 3 in Appendix 1); improvement in the proportion of findings between three and six months overdue (KPI 9); and a decrease in the proportion of overdue management actions (KPI 14).
- 2.4 This progress is offset by a decrease in the proportion of findings and management actions submitted to IA by management for review and closure (KPIs 4 and 15); an increasing trend in findings less than three months and more than six months overdue; and an increase in the number of management actions where the latest implementation date has been missed.
- 2.5 This confirms that ongoing focus is required on closure of findings that are more than one year overdue, and ensuring that open findings and supporting management actions do not miss their agreed implementation dates.
- 2.6 Further detail on the monthly trends in open and overdue findings is included at Appendix 1.

Current position as at 11 August 2021

- 2.7 A total of 96 open IA findings remain to be addressed across the Council as at 11 August 2021. This excludes open and overdue Internal Audit findings for the Edinburgh Integration Joint Board and the Lothian Pension Fund.
- 2.8 Of the 96 currently open IA findings:

- 2.8.1 a total of 45 (47%) are open, but not yet overdue;
 - 2.8.2 51 (53%) are currently reported as overdue as they have missed the final agreed implementation dates. This reflects an increase of 4% in comparison to the April 2021 position (63%).
 - 2.8.3 78% of the overdue findings are more than six months overdue, reflecting an increase of 8% in comparison to April 2021 (70%) with 25% aged between six months and one year and 53% more than one year overdue.
 - 2.8.4 evidence in relation to 3 of the 51 overdue findings is currently being reviewed by IA to confirm that it is sufficient to support closure; and,
 - 2.8.5 48 overdue findings still require to be addressed.
- 2.9 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 48, reflecting a decrease of 16 when compared to the April 2021 position. This excludes the four-month date extension that was applied to reflect the impact of Covid-19.

Proposed Solutions

- 2.10 Whilst a four month extension date was applied to all open IA findings and supporting management actions reflecting the initial impacts of Covid-19, management has subsequently confirmed that this was not sufficient to fully reflect the ongoing impacts of the pandemic.
- 2.11 It is therefore proposed that a further six month extension is applied to all open IA findings and actions, reflecting the ongoing impacts of the Covid-19 and current Council priorities and challenges as services resume; new ways of working are defined and implemented; and senior leadership review outcomes are implemented.
- 2.12 The impact of the six-month extension is that completion dates for all 45 open findings that are not currently overdue will be extended by six months, and the eleven findings that are currently less than six months overdue will revert to open with completion dates extended by six months.
- 2.13 In the interim, management has committed to ensuring appropriate ongoing focus on closure of all high rated findings, and all findings that are more than six months overdue.
- 2.14 This approach should also provide sufficient time for effective implementation of the new governance and assurance model that was discussed at the August Committee in response to the 2020/21 IA annual opinion.

Key Performance Indicators

- 2.15 The IA key performance indicator (KPI) dashboard was not applied during the 2020/21 plan year as the Council continued to focus on its Covid-19 resilience response.

- 2.16 As advised in the June 2021 Committee paper, ongoing monitoring of IA key performance indicators (KPIs) supported by monthly reporting to the Corporate Leadership Team (CLT) and quarterly reporting has been reinstated to support delivery of the 2021/22 IA annual plan.
- 2.17 Reintroduction of ongoing monitoring of KPIs should also address the Committee request to ensure that audits are carried out in line with the timescales set out in the agreed audit plan.
- 2.18 Reintroduction of KPIs has confirmed that action is required to ensure that services are aware of the KPIs that apply to the audit process and engage proactively with IA to ensure that any potential impacts that could cause delays are identified and effectively managed.

3. Background

Overdue IA Findings and Management Actions

- 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.

IA Key Performance Indicators

- 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 (KPI) document that was designed to monitor progress of both management and Internal Audit with delivery of the Internal Audit annual plan.
- 3.10 A motion and addendum agreed at Committee in August 2021 requested that audits should be carried out in line with the timescales set out in the agreed audit plan.

4. Main report

- 4.1 As at 11 August 2021, there are a total of 96 open IA findings across the Council with 51 findings (53%) now overdue.
- 4.2 The movement in open and overdue IA findings during the period 27 April (reported to GRBV in June 2021) to 11 August 2021 is as follows:

Analysis of changes between 27/04/2021 and 11/08/2021				
	Position at 27/04/21	Added	Closed	Position at 11/08/21
Open	100	20	24	96
Overdue	63	9	21	51

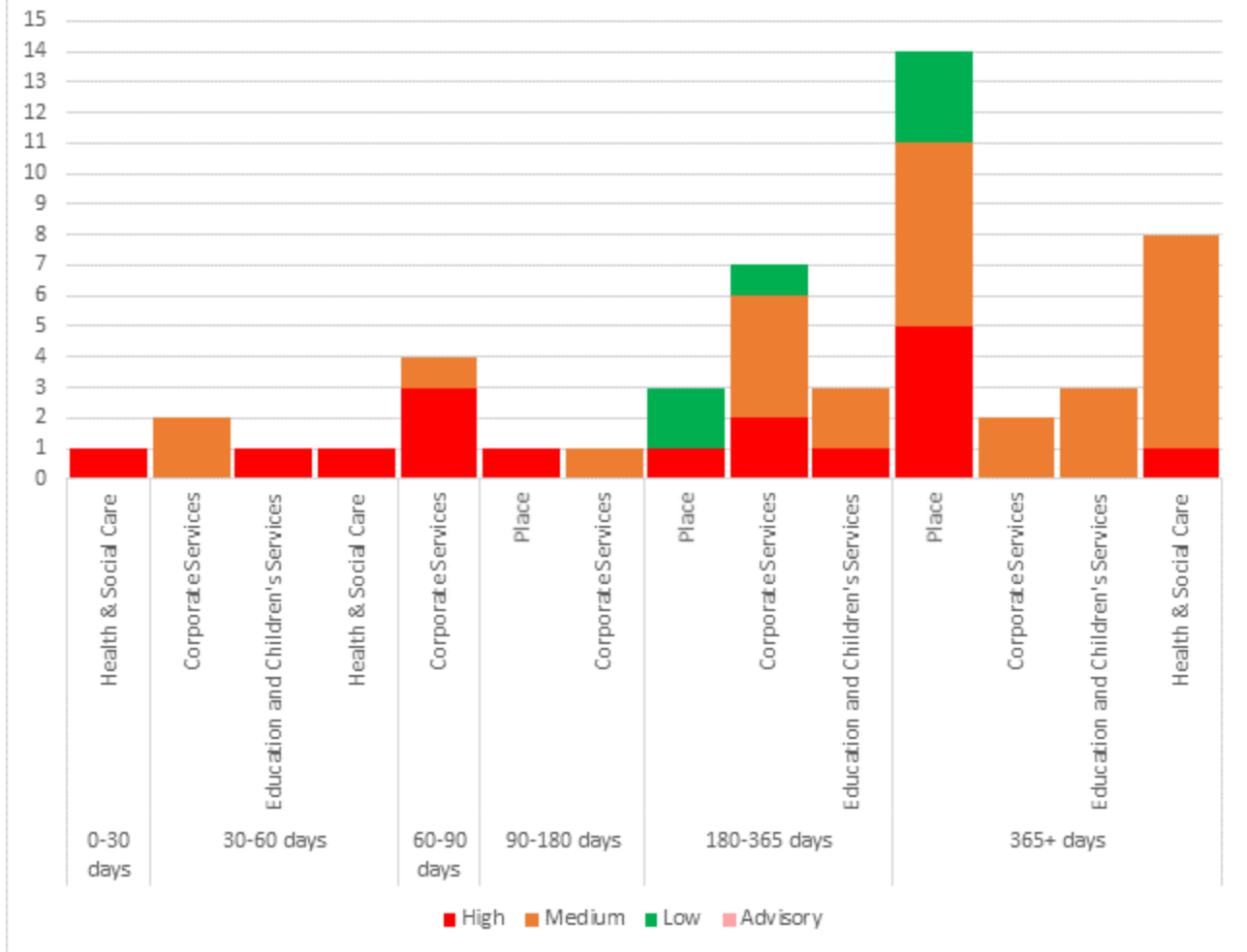
Overdue Findings

- 4.3 The 51 overdue findings comprise 17 High; 28 Medium; and 6 Low rated findings.
- 4.4 However, IA is currently reviewing evidence to support closure of 3 of these findings (1 High and 2 Medium), leaving a balance of 48 overdue findings (16 High; 26 Medium; and 6 Low) still to be addressed.

Overdue findings ageing analysis

- 4.5 Figure 1 illustrates the ageing profile of all 51 overdue findings by rating across directorates as at 11 August 2021:

Fig1: Aged Overdue Findings by Ratings across Directorates



4.6 This analysis of the ageing of the 51 overdue findings outlined below highlights that Directorates made good progress in the last quarter with resolving findings overdue between three and six months, as the proportion of those findings has significantly decreased. However, this is offset by an increase in the proportion of findings overdue for less than three months; overdue between six months and one year; and findings overdue for more than one year.

- 9 (18%) are less than 3 months (90 days) overdue, in comparison to 10% as at April 2021;
- 2 (4%) are between 3 and 6 months (90 and 180 days) overdue, in comparison to 20% as at April 2021;
- 13 (25%) are between 6 months and one year (180 and 365 days) overdue, in comparison to 19% as at April 2021; and,
- 27 (53%) are more than one year overdue, in comparison to 51% as at April 2021.

Management Actions Closed Based on Management's Risk Acceptance

- 4.7 During the period 27 April 2021 to 11 August 2021 eight management actions have been closed on the basis that management has retrospectively accepted either the full or residual elements of the risks highlighted by IA in original audit reports. These are:
- 4.7.1 Corporate Services - Communications - Controls over access to Social Media Accounts (Medium) - Management has explored the feasibility of allocating unique user ID and profiles to operate social media accounts and discounted it as it was cost prohibitive. Management has therefore accepted the risks associated with the use of generic shared user IDs, making it difficult to trace any potentially adverse social media content or activity to a particular employee.
 - 4.7.2 Health and Social Care - Emergency Prioritisation & Complaints (Medium) - Management has accepted the residual risk of potential manual errors when recording response times. The process is semi-automated via the Jontek application which records the time of the call and the responder's call from the citizen's home and is supported by paper-based records completed by responders.
 - 4.7.3 Corporate Services - Customer and Digital Services - Digital Services Change Initiation (Medium) - Management has accepted the risks associated with not implementing bespoke service levels for complex change requests, as this is not possible within the terms of the CGI partnership agreement.
 - 4.7.4 Corporate Services - Customer and Digital Services - CGI Partnership Management and Governance (Medium) - Management has accepted the risks associated with the limited change and security key performance indicators included in the CGI partnership agreement as it is not possible to change these under the terms of the existing contract.
 - 4.7.5 Corporate Services - Customer and Digital Services - Council oversight of CGI subcontract management (Medium) - Management has accepted the residual risk that sub-contractors providing critical high value services for the Council are not identified and reclassified by CGI; that no formal supplier management arrangements are applied by CGI across these sub-contractors; and that poor supplier performance in relation to critical services is not proactively managed. A quarterly report will be sourced from CGI detailing any changes to sub-contractor services that will inform any category change required to key sub-contractors.
 - 4.7.6 Corporate Services - Customer and Digital Services - Ongoing Dacoll supplier management (Low) - Management has accepted this risk until April 2023 which is when the next discussion regarding a contract extension is due. Additionally, there are no guarantees that Dacoll (a key sub-contractor responsible for the Council's local area networks and end user infrastructure)

supplier performance arrangements will be enhanced as part of these discussions. Current supplier performance issues with Dacoll have been escalated by Digital Services to CGI.

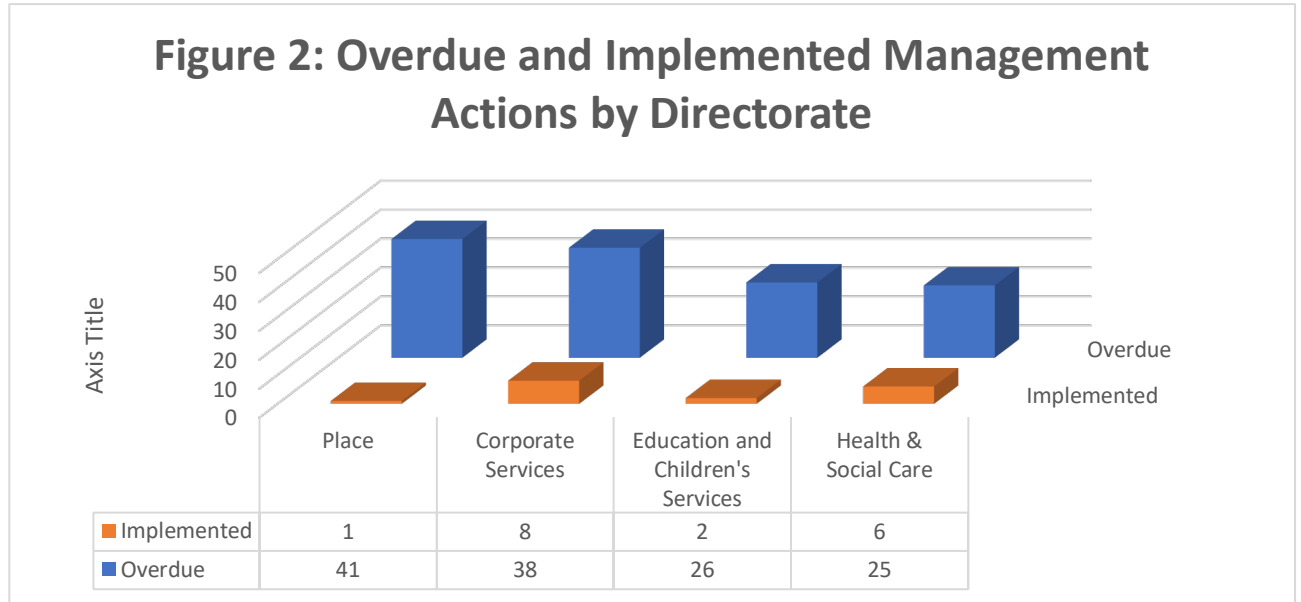
- 4.7.7 Corporate Services - Customer and Digital Services - Out of Support Technology and Public Sector Network Accreditation: Public Services Network governance arrangements (Low) - Management has accepted the residual risk associated with this finding that security risks (that could potentially impact both PSN and Cyber Essentials plus accreditation) identified, recorded, and managed by CGI on behalf of the Council are not currently flowing through into the Council's risk management process. Digital Services has confirmed that this will be addressed in future through the Council's Cyber and Information Security Steering Group risk register. The risk has been closed on the basis the residual risk is low; is within appetite; and that PSN and Cyber Essentials plus accreditation has been received, although this will need to be addressed in future to support implementation of the refreshed operational risk management framework.
- 4.7.8 Place - Waste and Cleansing Services - Performance Management Framework (Low) - Management has accepted the residual risk of not providing a clear link to the Scottish Government's Code of Practice on Litter and Refuse guidance on all customer street cleansing communications. The link has been made available via the Council's website; however management has advised that no direct street cleansing communications issued to customers.

Agreed Management Actions Analysis

- 4.8 The 96 open IA findings are supported by a total of 233 agreed management actions. Of these, 130 (56%) are overdue as the completion timeframe agreed with management when the report was finalised has not been achieved. This reflects a 3% decrease from the April 2021 position (59%).
- 4.9 Of the 130 overdue management actions, 17 have a status of 'implemented' and are currently with IA for review to confirm whether they can be closed, leaving a balance of 113 to be addressed.
- 4.10 Appendix 2 provides an analysis of the 130 overdue management actions highlighting:
- their current status as at 11 August 2021 with:
 - 17 implemented actions where management believe the action has been completed and it is now with IA for validation;
 - 108 started where the action is open, and implementation is ongoing; and
 - 5 pending where the action is open with no implementation progress evident to date.
 - 70 instances (54%) where the latest implementation date has been missed; and

- 48 instances (37%) where the implementation date has been revised more than once.

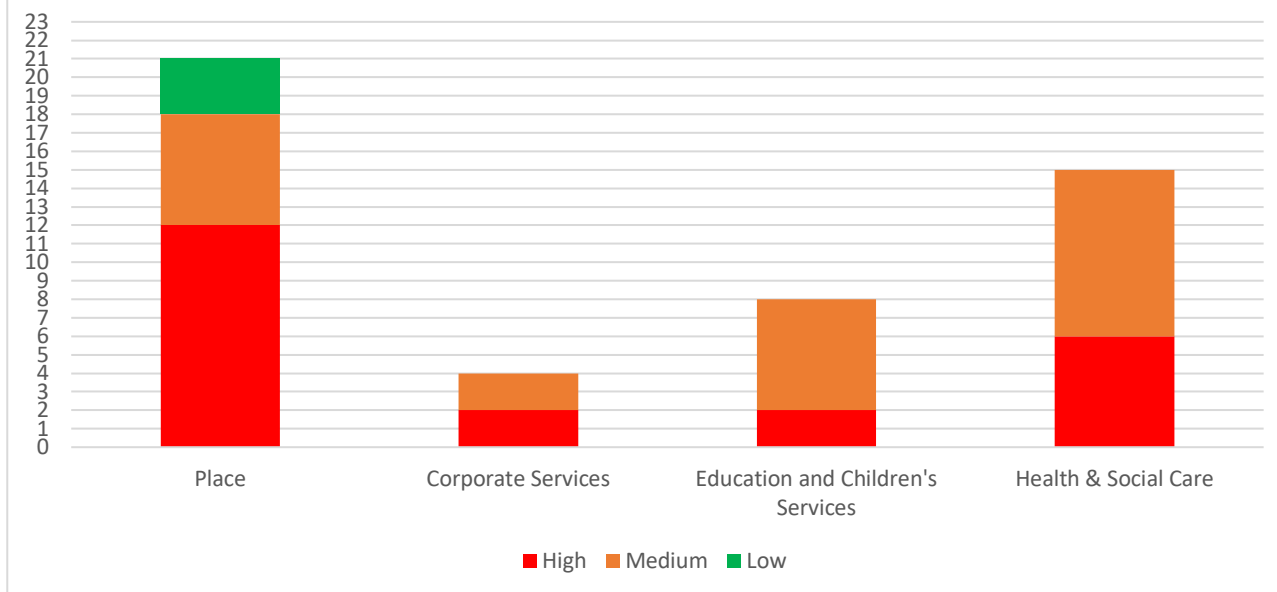
4.11 Figure 2 illustrates the allocation of the 130 overdue management actions across Directorates, and the 17 that have been passed to IA for review to confirm whether they can be closed.



Revised Implementation Dates

- 4.12 Figure 3 illustrates that there are currently 48 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.
- 4.13 This reflects a decrease of 16 in comparison to the position reported in April 2021(64).
- 4.14 Of these 48 management actions, 22 are associated with High rated findings; 23 Medium; and 3 Low, with the majority of date revisions in the Place Directorate.

Figure 3 - management actions with more than one revised completion date since July 2018



Key Performance Themes Identified from the IA Dashboard

- 4.15 The IA key performance indicator dashboard was not applied during the 2020/21 plan year as the Council continued to focus on its Covid-19 resilience response.
- 4.16 The dashboard has now been reinstated for 2021/22 as advised in the June report presented to Committee, to support smooth delivery of the 2021/22 IA annual plan and prevent delayed completion of audits and finalisation of reports shortly before finalisation of the IA annual opinion.
- 4.17 Reintroduction of the KPIs supported by monthly reporting to the Corporate Leadership Team and quarterly to the Committee will highlight any significant delays that could potentially impact on delivery of the annual plan, and is aligned with the requirements of both the motion and addendum agreed at Committee in August 2021 requesting that audits will be carried out in line with the timescales set out in the agreed audit plan.
- 4.18 For the 10 audits currently in progress across the Council where a terms of reference has been issued the dashboard at Appendix 3 highlights that:
 - 4.18.1 8 service responses have been received within agreed KPI timeframes;
 - 4.18.2 Executive Director responses are generally within agreed timeframes;
 - 4.18.3 Agreement on the Digital and Smart City terms of reference with Digital Services involved extensive engagement and was impacted by annual leave;

- 4.18.4 Service responses on the terms of reference for the Fraud and Serious Organised Crime audit have not yet been received from all services included in the scope of the review;
- 4.18.5 Finalisation of the report and workshop with management for the Planning and Performance Framework review was significantly impacted by the timing of annual leave; and,
- 4.18.6 The Elections in the Covid-19 environment audit was completed effectively with management and IA working closely to provide assurance in advance of the May 2021 Scottish parliament elections.

5. Next Steps

- 5.1 IA will continue to monitor the open and overdue findings position and delivery against key performance indicators, 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: Overdue Findings and Key Performance Indicators at 27 April 2021 – Paper 8.2](#)
- 8.2 [First Line Governance and Assurance Model – Paper 8.3](#)
- 8.3 [Internal Audit Journey Map and Key Performance Indicators - Paper 7.6 Appendix 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 11 August 2021
- 9.3 Appendix 3 – Internal Audit Key Performance Indicators as at 11 August 2021

Appendix 1 - Monthly Analysis of IA Overdue Findings and Management Actions

 Stable with limited change

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<u>Key Performance Indicator (KPI)</u>		<u>22/03/2021</u>		<u>27/04/2021</u>		<u>11/06/2021</u>		<u>07/07/2021</u>		<u>11/08/2021</u>		<u>Trend</u>
IA Findings												
1	Open findings	107	100%	100	100%	89	100%	85	100%	96	100%	Not applicable
2	Not yet due	43	40%	37	37%	34	38%	32	38%	45	47%	Not applicable
3	Overdue findings	64	60%	63	63%	55	62%	53	62%	51	53%	
4	Overdue - IA reviewing	18	28%	13	21%	12	22%	8	15%	3	6%	
5	High Overdue	17	27%	18	29%	18	33%	18	34%	17	33%	
6	Medium Overdue	38	59%	37	59%	30	55%	29	55%	28	55%	
7	Low Overdue	9	14%	8	13%	7	13%	6	11%	6	12%	
8	<90 days overdue	11	17%	6	10%	7	13%	9	17%	9	18%	
9	90-180 days overdue	10	16%	13	21%	8	15%	3	6%	2	4%	
10	180-365 days overdue	16	25%	12	19%	10	18%	15	28%	13	25%	
11	>365 days overdue	27	42%	32	51%	30	55%	26	49%	27	53%	
Management Actions												
12	Open actions	296	100%	269	100%	236	100%	218	100%	233	100%	Not applicable
13	Not yet due	120	41%	109	41%	96	41%	83	38%	103	44%	Not applicable
14	Overdue actions	176	59%	160	59%	140	59%	135	62%	130	56%	
15	Overdue - IA reviewing	61	35%	51	32%	40	29%	28	21%	17	13%	
16	Latest date missed	95	54%	82	51%	77	55%	43	32%	70	54%	
17	Date revised > once	71	40%	64	40%	60	43%	51	38%	48	37%	

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 not yet due as these numbers will naturally increase when new IA reports are finalised

Appendix 2 - Internal Audit Overdue Management Actions as at 11 August 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.
10. **Amber** formatting in the dates field indicates the date has been revised more than once.
11. Contributor – Officers involved in implementation of an agreed management action.

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Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
1	Asset Management Strategy Issue 1: Visibility and Security of Shared Council Property Paul Lawrence, Executive Director of Place and SRO	Medium	Review of existing shared property Started	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.	Estimated Date: 31/10/2018 Revised Date: 01/03/2026 No of Revisions 3	Alison Coburn Audrey Dutton Gohar Khan Layla Smith Michelle Vanhegan Peter Watton
2	Asset Management Strategy and CAFM system 18/19	High	3.1 Ensuring Data Completeness, Accuracy, and	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	Estimated Date: 31/03/2016	Alan Chim Alison Coburn Andrew Field

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
Page 322	<p>RES1813 Asset Management Strategy and CAFM: Issue 3 - Property and Facilities Management Data Completeness; Accuracy; and Quality</p> <p>Paul Lawrence, Executive Director of Place and SRO</p>		<p>Quality Started</p>	<p>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 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</p>	<p>Revised Date: 01/08/2022</p> <p>No of Revisions 1</p>	<p>Audrey Dutton Brendan Tate Gohar Khan Peter Watton</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
				run at an appropriate frequency to identify any significant changes to key data.		
3	<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>Paul Lawrence, Executive Director of Place and SRO</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 Revised Date: 01/08/2022 No of Revisions 2</p>	<p>Alan Chim Alison Coburn Andrew Field Audrey Dutton Brendan Tate Gohar Khan Graeme McGartland Peter Watton</p>
4	<p>Assurance Actions and Annual Governance Statements</p> <p>CW1903 Issue 1: Assurance Management Framework</p> <p>Stephen Moir, Executive Director, Corporate Services</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 Revised Date: 30/09/2021 No of Revisions 3</p>	<p>Chris Peggie Gavin King Hayley Barnett Laura Callender Layla Smith Michelle Vanhegan Mirka Vybiralova Nick Smith</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
5	<p>Brexit impacts - supply chain management</p> <p>CW1905 Issue 1: Divisional and Directorate Brexit supply chain management risks</p> <p>Julien Kramer, Interim Director of Communities and Families</p>	Medium	<p>CW1905 Rec. 1.1c: Education and Children's Services - Divisional and directorate supply chain management</p> <p>Started</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 Gray Crawford McGhie Jackie Irvine Liz Harrison Lorna French Michelle McMillan Nichola Dadds Nickey Boyle</p>
Page 324	<p>Budget Setting and Management</p> <p>RES 1903 Issue 2: Budget setting and management processes</p> <p>Stephen Moir, Executive Director, Corporate Services</p>	Medium	<p>RES 1903 Issue 2.1: Budget setting and management processes and timetable</p> <p>Started</p>	<p>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.</p>	<p>Estimated Date:31/12/2020</p> <p>0 Revised Date:01/05/2021</p> <p>1 No of Revisions0</p>	<p>Alison HenryAnnette SmithEmma BakerHugh DunnJohn ConnartyLayla SmithMichelle Vanhegan</p>
7	<p>Budget Setting and Management</p> <p>RES 1903 Issue 2: Budget setting and management processes</p> <p>Stephen Moir, Executive Director, Corporate Services</p>	Medium	<p>RES 1903 Issue 2.2: Clarity of roles and responsibilities</p> <p>Started</p>	<p>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.</p>	<p>Estimated Date: 31/12/2020</p> <p>Revised Date: 01/05/2021</p> <p>No of Revisions 0</p>	<p>Alison Henry Annette Smith Emma Baker Hugh Dunn John Connarty Layla Smith Michelle Vanhegan</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
8	Budget Setting and Management RES 1903 Issue 3: Continuous improvement: Lessons learned and customer feedback. Stephen Moir, Executive Director, Corporate Services	Medium	RES 1903 Issue 3.1: Annual budget setting lessons learned methodology Started	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.	Estimated Date: 31/05/2020 Revised Date: 31/05/2021 No of Revisions 1	Alison Henry Annette Smith Donna Rodger Emma Baker Hugh Dunn John Connarty Layla Smith Michelle Vanhegan
Page 325	Budget Setting and Management RES 1903 Issue 3: Continuous improvement: Lessons learned and customer feedback. Stephen Moir, Executive Director, Corporate Services	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
10	Budget Setting and Management RES 1903 Issue 4: Training for budget managers Stephen Moir, Executive Director, Corporate Services	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 David Camilleri Hugh Dunn John Connarty Layla Smith Lesley Tait Michelle Vanhegan
11	CGI Partnership Management and Governance RE1904 Issue 1 - CGI Governance and performance management framework Stephen Moir, Executive Director, Corporate Services	Medium	RES1904 - Rec 1.2 CGI governance framework Implemented	The governance framework has changed reflecting the Council's evolving technology needs and ongoing continuous feedback and improvement in delivery of CGI services, and some aspects of the governance framework detailed in the contract have become outdated. A governance document has been designed and agreed with CGI that includes all established partnership meetings and details their purpose; attendees; documents and information to be provided in advance of the meetings; and meeting agendas. The design of the current governance framework will be further considered as part of the next CGI contract refresh.	Estimated Date: 31/03/2021 Revised Date: 31/05/2021 No of Revisions 1	Alison Roarty Heather Robb Jackie Galloway Layla Smith Michelle Vanhegan Nicola Harvey

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
12	<p>Cyber Security - Public Sector Action Plan</p> <p>RES1808: Issue 1: Critical Operational Cyber Security Controls</p> <p>Stephen Moir, Executive Director, Corporate Services</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 Revised Date: 31/12/2022 No of Revisions 3</p>	<p>Alison Roarty Heather Robb Layla Smith Michelle Vanhegan Mike Brown Nicola Harvey</p>
Page 327	<p>Digital Services Incident and Problem Management</p> <p>RES1907 Incident and Problem Management: Issue 1 - Next steps for incident resolution</p> <p>Stephen Moir, Executive Director, Corporate Services</p>	Low	<p>RES1907 Recommendation 1.1.1 - Incident Reports</p> <p>Started</p>	<p>Agreed – updates will be provided into the problem management records that feed into the Problem Review Board.</p>	<p>Estimated Date: 31/12/2020 Revised Date: 31/08/2021 No of Revisions 1</p>	<p>Alison Roarty Heather Robb Jackie Galloway Layla Smith Michelle Vanhegan Nicola Harvey Richard Burgess</p>
14	<p>Digital Services Incident and Problem Management</p> <p>RES1907 Incident and Problem Management: Issue 1 - Next steps for incident resolution</p> <p>Stephen Moir, Executive Director, Corporate Services</p>	Low	<p>RES1907 Recommendation 1.1.2 - Partnership Board and Client Service Reports</p> <p>Started</p>	<p>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.</p>	<p>Estimated Date: 31/12/2020 Revised Date: 31/08/2021 No of Revisions 1</p>	<p>Alison Roarty Heather Robb Jackie Galloway Layla Smith Michelle Vanhegan Nicola Harvey Richard Burgess</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
15	<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>Started</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>9 Revised Date:31/08/2021</p> <p>1 No of Revisions: 4</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 928	<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 2</p> <p>Started</p>	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;	<p>Estimated Date: 01/04/2019</p> <p>Revised Date: 30/06/2021</p> <p>No of Revisions 3</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>
17	<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>Started</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: 31/10/2021</p> <p>No of Revisions 3</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>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
18	<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>Started</p>	<p>Six monthly reporting will be provided to the Corporate Leadership Team together with details of relevant actions taken.</p>	<p>Estimated Date: 01/10/2019 Revised Date: 31/07/2021 No of Revisions 2</p>	<p>Adam Fergie Alison Coburn Claire Duchart David Givan Gareth Barwell George Gaunt Katy Miller Martin Young Nicole Fraser Scott Millar Steven Wright</p>
Page 329 19	<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>Started</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</p>	<p>Estimated Date: 01/11/2020 Revised Date: 01/03/2021 No of Revisions 0</p>	<p>Alison Coburn David Givan Gareth Barwell George Gaunt Nicole Fraser Scott Millar</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
Page 330				<p>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 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 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
20	<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>Started</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 Revised Date: 29/01/2021 No of Revisions 1</p>	<p>Alison Coburn David Givan Gareth Barwell George Gaunt Graeme Hume Nicole Fraser Scott Millar</p>
21	<p>Edinburgh Alcohol and Drug Partnership (EADP) – Contract Management</p> <p>Key Person Dependency and Process Documentation</p> <p>Judith Proctor, Chief Officer - HSCP</p>	Medium	<p>Rec 5 - Records Management Policy</p> <p>Started</p>	<p>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.</p>	<p>Estimated Date: 30/03/2018 Revised Date: 01/02/2021 No of Revisions 5</p>	<p>Angela Ritchie David Williams Tony Duncan</p>
22	<p>Emergency Prioritisation & Complaints</p> <p>CW1806 Issue 1: ATEC 24 Operational Framework</p> <p>Judith Proctor, Chief Officer - HSCP</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 Revised Date: 01/03/2021 No of Revisions 3</p>	<p>Andy Jones Angela Ritchie Tom Cowan</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
23	Emergency Prioritisation & Complaints CW1806 Issue 1: ATEC 24 Operational Framework Judith Proctor, Chief Officer - HSCP	Medium	CW1806 Issue 1.4(3): ATEC 24 Quality Assurance - Outcomes, supervision and key themes/improvements Started	1) 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.2)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: 31/12/2021 No of Revisions 2	Andy Jones Angela Ritchie Tom Cowan
Page 332	Emergency Prioritisation & Complaints CW1806: Issue 2: Third Party Service Provision - Health & Social Care Partnership Judith Proctor, Chief Officer - HSCP	Medium	CW1806: Issue 2(1): SLAs - Third Party Service Provision Started	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.	Estimated Date: 30/11/2019 Revised Date: 31/08/2021 No of Revisions 1 4	Angela Ritchie Brian Henderson Colin Beck Tony Duncan
25	Emergency Prioritisation & Complaints CW1806: Issue 2: Third Party Service Provision - Health & Social Care Partnership Judith Proctor, Chief Officer - HSCP	Medium	CW1806: Issue 2(2): Partnership Protocol HSCP/Contact Centre Started	Agreed, once the SLA is finalised, a Partnership Protocol will be developed in conjunction with Customer Contact Centre colleagues.	Estimated Date: 28/02/2020 Revised Date: 30/09/2021 No of Revisions 3	Alison Roarty Angela Ritchie Brian Henderson Colin Beck Lisa Hastie Tom Cowan

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
26	<p>First Line Project Governance</p> <p>MP1902 First line project governance: Issue 1 Directorate portfolio governance</p> <p>Stephen Moir, Executive Director, Corporate Services</p>	High	<p>MP1902 - Rec. 1.1: Project definition, identification, and methodology</p> <p>Started</p>	<p>Project governance, management, and methodology is currently being reviewed holistically across the Council as part of the design of the Council's Adaptation and Renewal Programme. This process will involve ensuring that there is sufficient capacity and capability to support any projects that will continue to be delivered by first line directorates and divisions, and will also involve development and implementation of a first line programme management framework that will ensure effective ongoing identification, governance, resourcing, and oversight of first line projects. The first line programme management framework will address all of the recommendations raised by Internal Audit in this report.</p>	<p>Estimated Date: 31/05/2021</p> <p>Revised Date:</p> <p>No of Revisions 0</p>	<p>Emma Baker Gillie Severin Layla Smith Michelle Vanhegan Simone Hislop</p>
27	<p>First Line Project Governance</p> <p>MP1902 First line project governance: Issue 1 Directorate portfolio governance</p> <p>Stephen Moir, Executive Director, Corporate Services</p>	High	<p>MP1902 - Rec. 1.2: Directorate project portfolio governance</p> <p>Started</p>	<p>Project governance, management, and methodology is currently being reviewed holistically across the Council as part of the design of the Council's Adaptation and Renewal Programme. This process will involve ensuring that there is sufficient capacity and capability to support any projects that will continue to be delivered by first line directorates and divisions, and will also involve development and implementation of a first line programme management framework that will ensure effective ongoing identification, governance, resourcing, and oversight of first line projects. The first line programme management framework will address all of the recommendations raised by Internal Audit in this report.</p>	<p>Estimated Date: 31/05/2021</p> <p>Revised Date:</p> <p>No of Revisions 0</p>	<p>Emma Baker Gillie Severin Layla Smith Michelle Vanhegan Nick Smith Simone Hislop</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
28	<p>First Line Project Governance</p> <p>MP1902 First line project governance: Issue 1 Directorate portfolio governance</p> <p>Stephen Moir, Executive Director, Corporate Services</p>	High	<p>MP1902 - Rec. 1.3: Project risk identification and management</p> <p>Started</p>	<p>Project governance, management, and methodology is currently being reviewed holistically across the Council as part of the design of the Council's Adaptation and Renewal Programme. This process will involve ensuring that there is sufficient capacity and capability to support any projects that will continue to be delivered by first line directorates and divisions, and will also involve development and implementation of a first line programme management framework that will ensure effective ongoing identification, governance, resourcing, and oversight of first line projects. The first line programme management framework will address all of the recommendations raised by Internal Audit in this report.</p>	<p>Estimated Date: 31/05/2021</p> <p>Revised Date:</p> <p>No of Revisions 0</p>	<p>Emma Baker Gillie Severin Layla Smith Michelle Vanhegan Nick Smith Simone Hislop</p>
29	<p>First Line Project Governance</p> <p>MP1902 First line project governance: Issue 2 Project management skills, experience, and training</p> <p>Stephen Moir, Executive Director, Corporate Services</p>	High	<p>MP1902 - Rec. 2.1: Project management training</p> <p>Started</p>	<p>Project governance, management, and methodology is currently being reviewed holistically across the Council as part of the design of the Council's Adaptation and Renewal Programme. This process will involve ensuring that there is sufficient capacity and capability to support any projects that will continue to be delivered by first line directorates and divisions, and will also involve development and implementation of a first line programme management framework that will ensure effective ongoing identification, governance, resourcing, and oversight of first line projects. The first line programme management framework will address all of the recommendations raised by Internal Audit in this report.</p>	<p>Estimated Date: 31/05/2021</p> <p>Revised Date:</p> <p>No of Revisions 0</p>	<p>Emma Baker Gillie Severin Layla Smith Michelle Vanhegan Nick Smith Simone Hislop</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
30	<p>First Line Project Governance</p> <p>MP1902 First line project governance: Issue 2 Project management skills, experience, and training</p> <p>Stephen Moir, Executive Director, Corporate Services</p>	High	<p>MP1902 - Rec. 2.2: Project management skills matrix – all directorates</p> <p>Started</p>	<p>Project governance, management, and methodology is currently being reviewed holistically across the Council as part of the design of the Council's Adaptation and Renewal Programme. This process will involve ensuring that there is sufficient capacity and capability to support any projects that will continue to be delivered by first line directorates and divisions, and will also involve development and implementation of a first line programme management framework that will ensure effective ongoing identification, governance, resourcing, and oversight of first line projects. The first line programme management framework will address all of the recommendations raised by Internal Audit in this report.</p>	<p>Estimated Date:31/05/202</p> <p>1 Revised Date: No of Revisions0</p>	<p>Emma Baker Gillie Severin Layla Smith Michelle Vanhegan Nick Smith Simone Hislop</p>
Page 335 31	<p>H&SC Care Homes - Corporate Report</p> <p>A3.5: Adequacy of Resources</p> <p>Judith Proctor, Chief Officer - HSCP</p>	Medium	<p>A3.5(1) Intervals of need dependency tool - resource allocation and budgets</p> <p>Implemented</p>	<p>Intervals of need dependency tool and Issac and Neville reporting are used on a monthly basis or as needs change (admission; or deterioration) to establish resource requirements for safe staffing levels by the Unit Manager. Monthly reports are provided to the Senior Care Home Manager, with escalation to Chief Nurse as required.</p>	<p>Estimated Date:</p> <p>31/01/2019</p> <p>Revised Date:</p> <p>01/05/2021</p> <p>No of Revisions</p> <p>5</p>	<p>Angela Ritchie Jacqui Macrae Jane Brown</p>
32	<p>H&SC Care Homes - Corporate Report</p> <p>A3.1: Training</p> <p>Judith Proctor, Chief Officer - HSCP</p>	Medium	<p>A3.1(1) Manager review of training</p> <p>Started</p>	<p>As per audit recommendation: - Care home managers should perform a six-monthly review to confirm that all employees have completed mandatory, induction and refresher training and that completion has been recorded on the iTrent human resources system. Where training has not been completed, this should be discussed with employees and reflected (where</p>	<p>Estimated Date:</p> <p>30/06/2019</p> <p>Revised Date:</p> <p>01/05/2021</p> <p>No of Revisions</p> <p>3</p>	<p>Angela Ritchie Jacqui Macrae Jane Brown</p>

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				appropriate) in their annual performance discussions.		
33	H&SC Care Homes - Corporate Report A3.3: Performance & Attendance Management Judith Proctor, Chief Officer - HSCP	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. (No longer relevant as Gylemuir is now closed).	Estimated Date: 30/06/2018 Revised Date: 01/05/2021 No of Revisions 3	Angela Ritchie Jacqui Macrae
Page 336	H&SC Care Homes - Corporate Report A3.4: Agency Staffing Judith Proctor, Chief Officer - HSCP	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
35	HMO Licensing PL1803 Issue 1 Licensing system - Data Integrity and Performance Issues Paul Lawrence, Executive Director of Place and SRO	High	PL1803 Issue 1.2 Escalation of system issues Started	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	Estimated Date: 31/03/2020 Revised Date: 31/03/2021 No of Revisions 1	Alison Coburn Andrew Mitchell David Givan George Gaunt Grace McCabe Isla Burton
36	HMO Licensing PL1803 Issue 2 - Collection and processing of HMO licence fees	High	PL1803 Issue 2.1 BACs payment reference Started	It should be noted that measures are 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	Estimated Date: 30/03/2020 Revised Date: 05/10/2020 No of	Alison Coburn Andrew Mitchell David Givan George Gaunt

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
Page 337	Paul Lawrence, Executive Director of Place and SRO			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 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.	Revisions 1	Grace McCabe Isla Burton
	37	HMO Licensing PL1803 Issue 3 - Operational Performance and Reporting Paul Lawrence, Executive Director of Place and SRO	Medium	PL1803 Issue 3.6 HMO Key Performance Indicators and Performance Reporting Started	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	Estimated Date: 31/01/202 0 Revised Date: 01/06/202 0 No of Revisions 0

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
				make recommendations for approval for performance targets ongoing performance targets.		
Page 338	<p>Homelessness Services</p> <p>CW1808 Issue 3: Provision of homelessness advice and information</p> <p>Julien Kramer, Interim Director of Communities and Families</p>	Medium	<p>CW1801 Recommendation 3.1.2: Updating homelessness information on website</p> <p>Started</p>	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.	<p>Estimated Date: 30/04/2020</p> <p>Revised Date: 29/07/2021</p> <p>No of Revisions 4</p>	<p>Debbie Herbertson Jackie Irvine Liz Harrison Nichola Dadds</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
39	<p>Life Safety</p> <p>CW1910 - Life safety: Issue 1 Life safety systems and reporting</p> <p>Stephen Moir, Executive Director, Corporate Services</p>	High	<p>CW1910 Rec 1.3 Life safety incident identification, escalation, and reporting</p> <p>Implemented</p>	<p>Corporate Health and Safety will: 1. Issue guidance to establish relevant criteria to determine the significance of life safety incidents, for approval by the Council Health and Safety Group.2. Send out a communication to all Council employees about the importance of reporting all incident types on the SHE system and the statutory nature of RIDDOR. This will be highlighted when opening SHE and the forthcoming HS policy review and will include a procedure for reporting incidents through management in addition to SHE.3. Send out a communication to all staff about the importance of reporting and the statutory nature of RIDDOR. This will be highlighted when opening SHE and the forthcoming HS policy review.4. Consider whether incidents and near misses are being consistently recorded and escalated in line with policy as part of the ongoing health and safety assurance programme.</p>	<p>Estimated Date: 30/06/2021</p> <p>Revised Date:</p> <p>No of Revisions 0</p>	<p>Chris Lawson Layla Smith Michelle Vanhegan Nick Smith</p>
40	<p>Life Safety</p> <p>CW1910 - Life safety: Issue 5 Corporate Health and Safety</p> <p>Stephen Moir, Executive Director, Corporate Services</p>	Low	<p>CW1910 Rec. 5.1 Review of life safety policies and procedures</p> <p>Implemented</p>	<p>Corporate Health and Safety will consider the need for additional policies (including any requirement for recommendations in relation to competence and assurance re gas and electricity compliance) covering Gas and Electricity or whether this should continue to reside as procedures within the appropriate directorate. CHS will ensure that H&S audits cover these areas.</p>	<p>Estimated Date: 30/07/2021</p> <p>Revised Date:</p> <p>No of Revisions 0</p>	<p>Chris Lawson Layla Smith Michelle Vanhegan Nick Smith</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
41	<p>Life Safety</p> <p>CW1910 - Life safety: Issue 5 Corporate Health and Safety</p> <p>Stephen Moir, Executive Director, Corporate Services</p>	Low	<p>CW1910 Rec. 5.2 Technical guidance and support</p> <p>Implemented</p>	<p>1. The preparation of the skills matrix is currently underway and will be finalised. 2. The issue of capacity will be considered as recruitment increases the size of the team and, recognising that capacity will change from time to time within the team, will plan in capacity for providing technical advice to services. 3. CHS will endeavour to provide support where requested by services. 4. Where this is not possible, CHS will advise teams to engage external consultants.</p>	<p>Estimated Date: 30/06/2021</p> <p>Revised Date:</p> <p>No of Revisions 0</p>	<p>Chris Lawson Layla Smith Michelle Vanhegan Nick Smith</p>
42	<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. 4.1.1 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</p>	<p>Estimated Date: 31/12/2020</p> <p>Revised Date:</p> <p>No of Revisions 0</p>	<p>Alison Coburn Gareth Barwell Jemma Tennant Robbie Beattie</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
				need to record completion in relevant divisional and directorate risk registers.		
43	<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>Started</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>Estimated Date: 18/12/2020</p> <p>Revised Date:</p> <p>No of Revisions 0</p>	<p>Alison Coburn</p> <p>Alistair Latona</p> <p>Patricia Blore</p> <p>Willie Gilhooly</p>
Page 341 44	<p>Localities Operating Model</p> <p>1. Localities Governance and Operating Model</p> <p>Paul Lawrence, Executive Director of Place and SRO</p>	High	<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</p>	<p>Estimated Date: 31/03/2020</p> <p>Revised Date: 31/03/2023</p> <p>No of Revisions 2</p>	<p>Alison Coburn</p> <p>David Givan</p> <p>Evelyn Kilmurry</p> <p>George Gaunt</p> <p>Sarah Burns</p>

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				that new management actions will be raised at that time to track implementation progress.		
Page 342	Localities Operating Model 1. Localities Governance and Operating Model Paul Lawrence, Executive Director of Place and SRO	High	1.2 Recommendation – Development and Delivery of Council Locality Improvement Plan Actions Started	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.	Estimated Date: 31/03/2020 Revised Date: 31/03/2023 No of Revisions 2	Alison Coburn Alison Henry David Givan Evelyn Kilmurry George Gaunt Michele Mulvaney Paula McLeay Sarah Burns
46	Localities Operating Model 1. Localities Governance and Operating Model	High	1.3 Recommendation - Locality Service Delivery Performance Measures	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	Estimated Date: 31/03/2020 Revised Date: 31/03/2023 No of	Alison Coburn Evelyn Kilmurry Michele Mulvaney Paula McLeay Sarah Burns

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
Page 343	Paul Lawrence, Executive Director of Place and SRO		Started	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.	Revisions 2	
	47	Localities Operating Model 1. Localities Governance and Operating Model Paul Lawrence, Executive Director of Place and SRO	High	1.4 Recommendation - Engagement with Council centralised divisions Started	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	Estimated Date: 31/03/2020 Revised Date: 31/03/2023 No of Revisions 2

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
				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.		
48	<p>Localities Operating Model</p> <p>1. Localities Governance and Operating Model</p> <p>Paul Lawrence, Executive Director of Place and SRO</p>	High	<p>PL1801 1.5 Recommendation - Locality budget planning and financial management</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: 31/03/2020</p> <p>No of Revisions 2</p>	<p>Alison Coburn Annette Smith Evelyn Kilmurry Hugh Dunn John Connarty Michelle Vanhegan Sarah Burns Susan Hamilton</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
49	Localities Operating Model 1. Localities Governance and Operating Model Paul Lawrence, Executive Director of Place and SRO	High	1.6 Recommendation - Risk Management Started	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.	Estimated Date: 31/03/2020 Revised Date: 31/03/2023 No of Revisions 2	Alison Coburn David Givan Evelyn Kilmurry George Gaunt Sarah Burns

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Page 346	Localities Operating Model 1. Localities Governance and Operating Model Paul Lawrence, Executive Director of Place and SRO	High	1.7 Recommendation - Succession Planning Started	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.	Estimated Date: 31/03/2020 Revised Date: 31/03/2023 No of Revisions 2	Alison Coburn David Givan Evelyn Kilmurry George Gaunt Sarah Burns
	51	Payments and Charges CW1803 Payments and Charges Issue 4: Processing and recording Licensing Fees Paul Lawrence, Executive Director of Place and SRO	Medium	CW1803 Rec. 4.1 - Procedures supporting processing and recording licencing fees Started	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	Estimated Date: 20/12/2019 Revised Date: 01/05/2020 No of Revisions 0

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				capability with mandatory sections for each licence type processed.		
52	<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, Corporate Services</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</p> <p>Dougie Linton</p> <p>Gavin Graham</p> <p>Hugh Dunn</p> <p>John Connarty</p> <p>Layla Smith</p> <p>Michelle Vanhegan</p> <p>Susan Hamilton</p>
<p>Page 347</p> <p>53</p>	<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>Judith Proctor, Chief Officer - HSCP</p>	High	<p>CE1902 - 1.2d Policy Register review: Full Policy review – Edinburgh Health & Social Care Partnership</p> <p>Pending</p>	<p>Following Corporate Leadership Team approval of revised definitions of policies; procedures; guidance and templates (as per recommendations at 3.1), all Directorates will review their existing policies, procedures and guidance and reclassify as appropriate. A risk-based approach will be adopted across Directorates to determine how regularly individual policies will be reviewed, based on the expected frequency of changes in applicable legislation, regulations and statutory requirements. The agreed frequency for review will be recorded on the policy template and included in the published policy register. All policies will be then be reviewed regularly in line with the agreed frequency. Policy documents on individual Orb pages for Divisions will be removed and links included to the Council's published policy register which will be the single source of truth for all Council policies.</p>	<p>Estimated Date:31/07/202</p> <p>1 Revised Date:31/10/202</p> <p>1 No of Revisions1</p>	<p>Angela Ritchie</p> <p>Moira Pringle</p> <p>Tom Cowan</p> <p>Tony Duncan</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
54	<p>Policy Management Framework</p> <p>CE1902 Policy Management Framework Issue 2: Completion of Integrated Impact Assessments (IIAs)</p> <p>Judith Proctor, Chief Officer - HSCP</p>	High	<p>CE1902 - 2.2 Completion and publication of Integrated Impact Assessments - Edinburgh Health & Social Care Partnership</p> <p>Pending</p>	Directorates will review all new and revised policies prior to submission for approval by Committee to confirm that all IIA requirements outlined in the recommendation above have been completed, with evidence of review and approval by the Head of Division retained. Responsibility for monitoring progress with implementation of IIA action plans will be allocated to an appropriate senior responsible officer within each division to confirm that known gaps are being effectively addressed.	<p>Estimated Date: 31/07/2021</p> <p>Revised Date: 31/10/2021</p> <p>No of Revisions 0</p>	<p>Angela Ritchie</p> <p>Moira Pringle</p> <p>Tom Cowan</p> <p>Tony Duncan</p>
Page 3485	<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>Judith Proctor, Chief Officer - HSCP</p>	High	<p>CE1902 - 1.2e Policy Register review: Review of Health & Social Care directories within the Orb</p> <p>Implemented</p>	The Communities and Families and Health and Social Care policy and procedures directories on the Orb will be reviewed and linked to policies within the approved policy register. All other policies will be reclassified in line with the definitions provided at recommendation 3.1a.	<p>Estimated Date: 31/07/2021</p> <p>Revised Date:</p> <p>No of Revisions 0</p>	<p>Angela Ritchie</p> <p>Moira Pringle</p> <p>Tom Cowan</p> <p>Tony Duncan</p>
56	<p>Policy Management Framework</p> <p>CE1902 Policy Management Framework Issue 1: Completeness and accuracy of Council policies and the online policy register</p>	High	<p>CE1902 - 1.2b Policy Register review: Initial review of online policy register – Place</p> <p>Started</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	<p>Estimated Date: 31/01/2021</p> <p>Revised Date: 30/09/2021</p> <p>No of Revisions 3</p>	<p>Alison Coburn</p> <p>Audrey Dutton</p> <p>David Givan</p> <p>Gareth Barwell</p> <p>George Gaunt</p> <p>Karl Chapman</p> <p>Lindsay Robertson</p> <p>Peter Watton</p> <p>Veronica Wishart</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
	Paul Lawrence, Executive Director of Place and SRO			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.		
Page 349	<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>Julien Kramer, Interim Director of Communities and Families</p>	High	<p>CE1902 - 1.2e Policy Register review: Review of Communities and Families directories within the Orb</p> <p>Started</p>	The Communities and Families and Health and Social Care policy and procedures directories on the Orb will be reviewed and linked to policies within the approved policy register. All other policies will be reclassified in line with the definitions provided at recommendation 3.1a.	<p>Estimated Date: 30/06/2021</p> <p>Revised Date: 31/12/2021</p> <p>No of Revisions 1</p>	<p>Crawford McGhie</p> <p>Jackie Irvine</p> <p>Liz Harrison</p> <p>Lorna French</p> <p>Nichola Dadds</p> <p>Nickey Boyle</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
Page 350	<p>Records Management - LAAC</p> <p>CW1705 Issue 1: Project file review process</p> <p>Julien Kramer, Interim Director of Communities and Families</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 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.</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 Freeha Ahmed Jackie Irvine John Arthur Liz Harrison Louise McRae Nichola Dadds Nickey Boyle Nicola Harvey Stephen Moir</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
59	<p>Records Management - LAAC</p> <p>CW1705 Issue 3: Pre destruction business as usual file review process</p> <p>Julien Kramer, Interim Director of Communities and Families</p>	Medium	<p>CW1705 Issue 3.2a (ECS): 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 Freeha Ahmed Jackie Irvine John Arthur Liz Harrison Louise McRae Nichola Dadds Nickey Boyle Nicola Harvey Stephen Moir</p>
Page 358	<p>Records Management - LAAC</p> <p>CW1705 Issue 3: Pre destruction business as usual file review process</p> <p>Judith Proctor, Chief Officer - HSCP</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>
61	<p>Records Management - LAAC</p> <p>CW1705 Issue 3: Pre destruction business as usual file review process</p> <p>Julien Kramer, Interim Director of Communities and Families</p>	Medium	<p>CW1705 Issue 3.3a (ECS): 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 Freeha Ahmed Jackie Irvine John Arthur Liz Harrison Louise McRae Nichola Dadds Nickey Boyle Nicola Harvey Stephen Moir</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
62	Records Management - LAAC CW1705 Issue 3: Pre destruction business as usual file review process Judith Proctor, Chief Officer - HSCP	Medium	CW1705 Issue 3.3b (H&SCP): Quality Assurance Process Started	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.	Estimated Date: 30/06/2020 Revised Date: 31/08/2021 No of Revisions 1	Alison Roarty Angela Ritchie Louise McRae
Page 352	Resilience BC Review of resilience templates and approach Stephen Moir, Executive Director, Corporate Services	High	CW1702 Rec 1.c - Review and communication of revised resilience templates and approach Implemented	Resilience will review Business Impact Assessment (BIA) templates and Business Area Resilience Plan / Protocol templates and approach, incorporating concurrent risk planning. These will be communicated to Directorates who will then be required to complete refreshed BIAs, followed by resilience plans/protocols.	Estimated Date: 31/05/2021 Revised Date: No of Revisions 0	Gavin King Mary-Ellen Lang
64	Resilience BC Completion and adequacy of service area business impact assessments and resilience arrangements Paul Lawrence, Executive Director of Place and SRO	High	Rec 3.1 a) Place - Development of resilience protocols for statutory and critical services Started	In line with the approach agreed by the Council's Policy and Sustainability Committee in October 2020, the Council has shifted from a plan-based resilience approach to a protocol-based approach. Resilience protocols will be developed for high risk services as required, with support from Corporate Resilience. All Directorates will aim to have this complete by 31 December 2022.	Estimated Date: 19/06/2020 Revised Date: 31/12/2022 No of Revisions 1	Alison Coburn Audrey Dutton Claire Duchart David Givan Gareth Barwell Gavin King George Gaunt Karl Chapman Lindsay Robertson Mary-Ellen Lang Peter Watton

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
65	Resilience BC Completion and adequacy of service area business impact assessments and resilience arrangements Stephen Moir, Executive Director, Corporate Services	High	Rec 3.1b Corporate Services - Development of Resilience Plans/protocols for statutory and critical services Started	Rebased action October 2020Following 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
Page 353	Resilience BC Completion and adequacy of service area business impact assessments and resilience arrangements Judith Proctor, Chief Officer - HSCP	High	Rec 3.1c H&SC - Development of Resilience Plans/protocols for statutory and critical services Started	Rebased action October 2020Following 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
67	Resilience BC Completion and adequacy of service area business impact assessments and resilience arrangements Julien Kramer, Interim Director of Communities and Families	High	Rec 3.1d Education and Children's Services - Development of Resilience Plans/protocols for statutory and critical services Started	Rebased action October 2020Following 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	Gavin King Jackie Irvine Laura Zanotti Liz Harrison Lorna French Mary-Ellen Lang Michelle McMillan Nichola Dadds Nickey Boyle

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
68	<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:31/10/2021</p> <p>No of Revisions 4</p>	<p>Alison Coburn Annette Smith Audrey Dutton Claire Duchart David Givan Gareth Barwell George Gaunt Hugh Dunn Iain Strachan Karl Chapman Lindsay Robertson Mary-Ellen Lang Mollie Kerr Peter Watton</p>
69	<p>Resilience BC</p> <p>Completion and adequacy of service area business impact assessments and resilience arrangements</p> <p>Judith Proctor, Chief Officer - HSCP</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: 30/11/2021</p> <p>No of Revisions 3</p>	<p>Angela Ritchie Jacqui Macrae</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
70	Resilience BC Completion and adequacy of service area business impact assessments and resilience arrangements Paul Lawrence, Executive Director of Place and SRO	High	Rec 6.2a Place - 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 3	Alison Coburn Audrey Dutton Claire Duchart David Givan Gareth Barwell George Gaunt Karl Chapman Lindsay Robertson Mary-Ellen Lang Peter Watton
71	Resilience BC Completion and adequacy of service area business impact assessments and resilience arrangements Stephen Moir, Executive Director, Corporate Services	High	Rec 6.2b Corporate Services - 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	Estimated Date: 28/06/2019 Revised Date: 31/03/2022 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
				<p>should be recorded in Service Area and Directorate risk registers.</p> <p>Date revised to reflect that following receipt of initial assurance by 31 March 2021, annual assurance should be obtained by 31 March 2022.</p>		
72	<p>Resilience BC</p> <p>Completion and adequacy of service area business impact assessments and resilience arrangements</p> <p>Judith Proctor, Chief Officer - HSCP</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>
73	<p>Resilience BC</p> <p>Completion and adequacy of service area business impact assessments and resilience arrangements</p> <p>Julien Kramer, Interim Director of Communities and Families</p>	High	<p>Rec 6.2d Education and Children's Services - 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 Jackie Irvine Laura Zanotti Liz Harrison Lorna French Mary-Ellen Lang Michelle McMillan Nichola Dadds Nickey Boyle</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
74	Resilience BC Adequacy, maintenance and approval of Council wide resilience plans Stephen Moir, Executive Director, Corporate Services	Medium	Rec 4) Update of Council Business Continuity Plan to include key elements from resilience 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 resilience 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	Gavin King Mary-Ellen Lang
Page 357	Risk Management RES1910 Risk Management: Issue 6 Completion of risk registers Stephen Moir, Executive Director, Corporate Services	Medium	RES1910 Rec 6.1 Completion of Risk registers within Directorates Implemented	The Council's Directors will ensure that directorate and the Corporate Leadership Team risk registers are updated on an ongoing basis to reflect all relevant and new and emerging risks escalated from divisions and directorates and more widely across the Council, and in line with refreshed operational risk management processes, with the most recent versions used as the basis for discussion at both directorate and CLT risk and assurance committees.	Estimated Date: 30/06/2021 Revised Date: No of Revisions 0	Lesley Newdall Michelle Vanhegan Nick Smith
	Risk Management RES1910 Risk Management: Issue 7 Risk appetite Stephen Moir, Executive Director, Corporate Services	Medium	RES1910: Rec 7.3 Directorate application of risk appetite Implemented	Directors and heads of divisions will ensure that target risk is consistently identified, considered and assessed as part of ongoing first line risk management responsibilities.	Estimated Date: 30/06/2021 Revised Date: No of Revisions 0	Angela Ritchie Judith Proctor Layla Smith Michelle Vanhegan Nick Smith

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
77	Risk Management RES1910 Risk Management: Issue 3 First line management of risk Stephen Moir, Executive Director, Corporate Services	Medium	RES1910 Rec 3.1a Directorate identification and recording of new or emerging significant risks (Corporate Services) Implemented	An agenda item will be included in risk management group meetings to agree which new and emerging significant risks should be communicated across divisions and directorates and by which attendees, and which risks will be escalated for consideration at/to divisional and directorate risk committees.	Estimated Date: 30/06/2021 Revised Date: No of Revisions 0	Annette Smith Hugh Dunn Layla Smith Lesley Newdall Michelle Vanhegan Nick Smith Nicola Harvey Peter Watton
Page 358	Risk Management RES1910 Risk Management: Issue 3 First line management of risk Paul Lawrence, Executive Director of Place and SRO	Medium	RES1910 Rec 3.1b Directorate identification and recording of new or emerging significant risks (Place) Implemented	An agenda item will be included in risk management group meetings to agree which new and emerging significant risks should be communicated across divisions and directorates and by which attendees, and which risks will be escalated for consideration at/to divisional and directorate risk committees.	Estimated Date: 30/06/2021 Revised Date: No of Revisions 0	Alison Coburn Audrey Dutton Gareth Barwell George Gaunt Karl Chapman Lesley Newdall Lindsay Robertson Peter Watton
79	Risk Management RES1910 Risk Management: Issue 3 First line management of risk Julien Kramer, Interim Director of Communities and Families	Medium	RES1910 Rec 3.1c Directorate identification and recording of new or emerging significant risks (Education and Children's Services) Implemented	An agenda item will be included in risk management group meetings to agree which new and emerging significant risks should be communicated across divisions and directorates and by which attendees, and which risks will be escalated for consideration at/to divisional and directorate risk committees.	Estimated Date: 30/06/2021 Revised Date: No of Revisions 0	Andy Gray Jackie Irvine Lesley Newdall Liz Harrison Lorna French Michelle McMillan Nichola Dadds Nickey Boyle

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
80	Risk Management RES1910 Risk Management: Issue 3 First line management of risk Judith Proctor, Chief Officer - HSCP	Medium	RES1910 Rec 3.1d Directorate identification and recording of new or emerging significant risks (Health and Social Care) Pending	An agenda item will be included in risk management group meetings to agree which new and emerging significant risks should be communicated across divisions and directorates and by which attendees, and which risks will be escalated for consideration at/to divisional and directorate risk committees.	Estimated Date: 30/06/2021 Revised Date: No of Revisions 0	Angela Ritchie
Page 359	Risk Management RES1910 Risk Management: Issue 9 Identification of Health and Social Care & ALEO risks Judith Proctor, Chief Officer - HSCP	High	RES1910 Rec 9.1 HSCP Chief officer representation at CLT risk committees Started	The Chief Officer of the HSCP will be requested to attend all CLT risk Committees or send an appropriate delegate to ensure that all significant HSCP risks are discussed and included in the CLT risk register (where relevant).	Estimated Date: 30/05/2021 Revised Date: No of Revisions 0	Angela Ritchie
82	Risk Management RES1910 Risk Management: Issue 9 Identification of Health and Social Care & ALEO risks Stephen Moir, Executive Director, Corporate Services	High	RES1910 Rec 9.3 Ongoing risk assurance activities for HSCP and ALEOs Started	The Health and Social Care Partnership will be included in the scope of ongoing sample-based assurance activities to be performed by corporate risk management (refer 6.1 above) to confirm that all relevant adult social care risks are being considered, assessed, and recorded in relevant risk registers. This process will also confirm that all relevant arm's length external organisation (ALEO) risks have been considered and included in directorate risk registers (where appropriate).	Estimated Date: 30/06/2021 Revised Date: No of Revisions 0	Angela Ritchie Judith Proctor Lesley Newdall Michelle Vanhegan

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
83	<p>Risk Management</p> <p>RES1910 Risk Management: Issue 9 Identification of Health and Social Care & ALEO risks</p> <p>Stephen Moir, Executive Director, Corporate Services</p>	High	<p>RES1910 Rec 9.2 Corporate Risk Team representation at HSCP Risk committees</p> <p>Started</p>	<p>The Council's corporate risk team will also be invited to attend Health and Social Care Partnership Risk Committees to confirm that all relevant adult social care risks are being identified; assessed; recorded; managed and escalated (where appropriate) for discussion at the Corporate Leadership Team risk and assurance committee with relevant risks recorded in the Council's corporate risk register.</p>	<p>Estimated Date:30/05/202 1 Revised Date:31/03/202 2 No of Revisions 1</p>	<p>Angela Ritchie Judith Proctor Michelle Vanhegan</p>
Page 360	<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 - 1.1 Roads Service Improvement Plan review (including financial operating model)</p> <p>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 Revised Date: 01/06/2021 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>
85	<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>Started</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 Revised Date: 01/05/2021 No of Revisions 0</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
86	Road Services Improvement Plan PL1808 Issue 1. Roads Improvement Plan financial operating model and project governance Paul Lawrence, Executive Director of Place and SRO	High	PL1808 - 1.4 Post implementation reviews Started	A post implementation review of both the new organisational structure (31 March 2020) and completed Roads Service Improvement Plan (the Plan) actions (March 2021) will take place to assess the effectiveness of the new service and any requirements for change, and the impact of the changes delivered through the Plan.	Estimated Date: 31/03/2021 Revised Date: 01/08/2022 No of Revisions 1	Alison Coburn Cliff Hutt David Givan Gareth Barwell Gavin Brown George Gaunt Jamie Watson Jordan Walker Nicole Fraser Sean Gilchrist
Page 361	Road Services Improvement Plan PL1808 Issue 2. Roads services performance monitoring and quality assurance Paul Lawrence, Executive Director of Place and SRO	High	PL1808 - 2.1 Service Delivery Performance Monitoring Started	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.	Estimated Date: 31/07/2020 Revised Date: 30/09/2021 No of Revisions 2	Alison Coburn Cliff Hutt David Givan Gareth Barwell Gavin Brown George Gaunt Jamie Watson Jordan Walker Nicole Fraser Sean Gilchrist
88	Road Services Improvement Plan PL1808 Issue 2. Roads services performance monitoring and quality assurance Paul Lawrence, Executive Director of Place and SRO	High	PL1808 - 2.2 Roads services quality assurance framework Started	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	Estimated Date: 30/06/2020 Revised Date: 31/03/2021 No of Revisions 1	Alison Coburn Cliff Hutt David Givan Gareth Barwell Gavin Brown George Gaunt Jamie Watson Jordan Walker Nicole Fraser Sean Gilchrist

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor	
Page 362				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.			
	89	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 accreditation 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 Jordan Walker Nicole Fraser Sean Gilchrist
	90	Road Services Improvement Plan PL1808 Issue 3. Roads inspection, defect categorisation, and repairs	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: 30/06/2021 No of	Alison Coburn Cliff Hutt David Givan Gareth Barwell Gavin Brown George Gaunt Jamie Watson Jordan Walker

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
	Paul Lawrence, Executive Director of Place and SRO				Revisions 4	Nicole Fraser Sean Gilchrist
91	Road Services Improvement Plan PL1808 Issue 4. Roads - Management of public liability claims Paul Lawrence, Executive Director of Place and SRO	Low	PL1808 - 4.1 Management of public liability claims Started	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.	Estimated Date: 28/05/2020 Revised Date: 31/12/2020 No of Revisions 1	Alison Coburn Cliff Hutt David Givan Gareth Barwell Gavin Brown George Gaunt Jamie Watson Jordan Walker Nicole Fraser Sean Gilchrist
Page 363 92	School admissions, appeals and capacity planning CF1901: School admissions, appeals and capacity planning - Issue 1: Policies, Procedures & Guidance Julien Kramer, Interim Director of Communities and Families	High	CF1901: Issue 1.1(b) - Review of Admissions Operational Procedures Implemented	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.	Estimated Date: 31/08/202 0 Revised Date: 22/02/202 1 No of Revisions 1	Alison Roarty Arran Finlay Gavin King Hayley Barnett Layla Smith Liz Harrison Lorna French Matthew Clarke Michelle Vanhegan Neil Jamieson Nick Smith Nickey Boyle Nicola Harvey Sheila Haig Stephen Moir

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
93	<p>School admissions, appeals and capacity planning</p> <p>CF1901: School admissions, appeals and capacity planning - Issue 2: Operational Processes - Admissions & Appeals</p> <p>Julien Kramer, Interim Director of Communities and Families</p>	High	<p>CF1901 Issue 2.4: Managing Conflicts of Interest</p> <p>Pending</p>	<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>	<p>Estimated Date: 30/06/2020</p> <p>Revised Date: 31/10/2021</p> <p>No of Revisions 2</p>	<p>Arran Finlay Claire Thompson Liz Harrison Lorna French Michelle McMillan Nickey Boyle</p>
94	<p>School admissions, appeals and capacity planning</p> <p>CF1901: School admissions, appeals and capacity planning - Issue 1: Policies, Procedures & Guidance</p> <p>Julien Kramer, Interim Director of Communities and Families</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 Gavin King Hayley Barnett Layla Smith Liz Harrison Lorna French Matthew Clarke Michelle Vanhegan Neil Jamieson Nick Smith Nickey Boyle Nicola Harvey Sheila Haig Stephen Moir</p>
95	<p>School admissions, appeals and capacity planning</p> <p>CF1901: School admissions, appeals and</p>	High	<p>CF1901: Issue 1.1(d)/(e) - Communicating Guidance on Website & Orb</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: 31/10/2021</p> <p>No of</p>	<p>Alison Roarty Arran Finlay Gavin King Hayley Barnett Layla Smith Liz Harrison</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
	capacity planning - Issue 1: Policies, Procedures & Guidance Julien Kramer, Interim Director of Communities and Families		Started		Revisions 1	Lorna French Matthew Clarke Michelle Vanhegan Neil Jamieson Nick Smith Nickey Boyle Nicola Harvey Sheila Haig Stephen Moir
Page 365	School admissions, appeals and capacity planning CF1901: School admissions, appeals and capacity planning - Issue 1: Policies, Procedures & Guidance Julien Kramer, Interim Director of Communities and Families	High	CF1901: Issue 1.2 - Review & Update of School Websites Started	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.	Estimated Date: 31/12/2020 Revised Date: 01/05/2021 No of Revisions 0	Arran Finlay Claire Thompson Liz Harrison Lorna French Michelle McMillan Nickey Boyle
97	School admissions, appeals and capacity planning CF1901: School admissions, appeals and capacity planning - Issue 1: Policies, Procedures & Guidance Julien Kramer, Interim	High	CF1901: Issue 1.3(a) - Review of Operational Forms Started	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.	Estimated Date: 31/12/2020 Revised Date: 01/05/2021 No of Revisions 0	Alison Roarty Arran Finlay Layla Smith Liz Harrison Lorna French Michelle Vanhegan Neil Jamieson Nickey Boyle Nicola Harvey

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
	Director of Communities and Families					Sheila Haig Stephen Moir
98	<p>School admissions, appeals and capacity planning</p> <p>CF1901: School admissions, appeals and capacity planning - Issue 1: Policies, Procedures & Guidance</p> <p>Julien Kramer, Interim Director of Communities and Families</p>	High	<p>CF1901: Issue 1.3(d) - Issuing Standard Letters & Forms</p> <p>Started</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: 31/10/2021</p> <p>No of Revisions 1</p>	<p>Arran Finlay Claire Thompson Liz Harrison Lorna French Michelle McMillan Nickey Boyle</p>
99	<p>School admissions, appeals and capacity planning</p> <p>CF1901: School admissions, appeals and capacity planning - Issue 2: Operational Processes - Admissions & Appeals</p> <p>Julien Kramer, Interim Director of Communities and Families</p>	High	<p>CF1901 Issue 2.2: Waiting List Management</p> <p>Started</p>	<p>The remit of the working group led by the Communities and Families Senior Education Officer, will include a review of waiting list management. The working group will consider the risks outlined in this report and should the creation of a centralised system not be feasible, alternative arrangements will be developed to improve customer experience, and the effectiveness and efficiency of waiting list management. The review will consider if the new SEEMIS schools system currently under development will improve current processes.</p>	<p>Estimated Date: 30/06/2021</p> <p>Revised Date: 01/11/2021</p> <p>No of Revisions 0</p>	<p>Arran Finlay Claire Thompson Liz Harrison Lorna French Michelle McMillan Nickey Boyle</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
100	<p>School admissions, appeals and capacity planning</p> <p>CF1901: School admissions, appeals and capacity planning - Issue 2: Operational Processes - Admissions & Appeals</p> <p>Julien Kramer, Interim Director of Communities and Families</p>	High	<p>CF1901 Issue 2.3(b): Quality Assurance Checks in Schools</p> <p>Started</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-Assurance Framework from 2021 onwards.</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 Liz Harrison Lorna French Michelle McMillan Nickey Boyle</p>
Page 367 101	<p>School admissions, appeals and capacity planning</p> <p>CF1901: School admissions, appeals and capacity planning - Issue 2: Operational Processes - Admissions & Appeals</p> <p>Julien Kramer, Interim Director of Communities and Families</p>	High	<p>CF1901 Issue 2.5: Placing Request Appeals - key resource dependencies</p> <p>Started</p>	<p>The working group led by the Communities and Families Senior Education Officer, will establish key dependencies and resource planning requirements. This will include interdependencies and resources required to support preparation of key reports. Changes will be trialled in the current year and the updated process implemented for 2021.</p>	<p>Estimated Date: 31/03/2021</p> <p>Revised Date: 01/08/2021</p> <p>No of Revisions 0</p>	<p>Alison Roarty Arran Finlay Gavin King Hayley Barnett Layla Smith Liz Harrison Lorna French Matthew Clarke Michelle Vanhegan Neil Jamieson Nick Smith Nickey Boyle Nicola Harvey Sheila Haig Stephen Moir</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
102	<p>School admissions, appeals and capacity planning</p> <p>CF1901: School admissions, appeals and capacity planning - Issue 3: Process Documentation & Delivery Responsibilities</p> <p>Julien Kramer, Interim Director of Communities and Families</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 Revised Date: 22/02/2021 No of Revisions 1</p>	<p>Alison Roarty Arran Finlay Gavin King Hayley Barnett Layla Smith Liz Harrison Lorna French Matthew Clarke Michelle Vanhegan Neil Jamieson Nick Smith Nickey Boyle Nicola Harvey Sheila Haig Stephen Moir</p>
103	<p>School admissions, appeals and capacity planning</p> <p>CF1901: School admissions, appeals and capacity planning - Issue 3: Process Documentation & Delivery Responsibilities</p> <p>Julien Kramer, Interim Director of Communities and Families</p>	Medium	<p>CF1901 Issue 3.1(d): Roles & Responsibilities Out with Annual Process</p> <p>Started</p>	<p>The working group will review the roles and responsibilities for any tasks performed out with 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 Gavin King Hayley Barnett Layla Smith Liz Harrison Lorna French Matthew Clarke Michelle Vanhegan Neil Jamieson Nick Smith Nickey Boyle Nicola Harvey Sheila Haig Stephen Moir</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
104	<p>School admissions, appeals and capacity planning</p> <p>CF1901: School admissions, appeals and capacity planning - Issue 4: Data Access, Security & Retention</p> <p>Julien Kramer, Interim Director of Communities and Families</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 out with 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: 30/09/2021 No of Revisions 2</p>	<p>Alison Roarty Arran Finlay Gavin King Hayley Barnett Layla Smith Liz Harrison Lorna French Michelle Vanhegan Neil Jamieson Nickey Boyle Nicola Harvey Sheila Haig Stephen Moir</p>
105	<p>School admissions, appeals and capacity planning</p> <p>CF1901: School admissions, appeals and capacity planning - Issue 4: Data Access, Security & Retention</p> <p>Julien Kramer, Interim Director of Communities and Families</p>	Medium	<p>CF1901: Issue 4.4(b): Document Retention & Disposal; Schools</p> <p>Started</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 Revised Date: 30/09/2021 No of Revisions 2</p>	<p>Arran Finlay Claire Thompson Liz Harrison Lorna French Michelle McMillan Nickey Boyle</p>
106	<p>Social Media - Access Controls</p> <p>1. Social media operational framework</p> <p>Stephen Moir, Executive</p>	High	<p>CE1901 Rec1.1 Social media operational framework</p> <p>Started</p>	<p>1. A social media operational framework will be developed to be used and followed by service areas across the Council. The content of the framework will cover all of the points noted at 1 above with the following exceptions: whilst an enterprise social media tool would be the optimal solution to manage and report on ongoing use of social media across the council, implementation of Sprout Social for</p>	<p>Estimated Date: 31/05/2021 Revised Date: No of</p>	<p>Layla Smith Michael Pinkerton Michelle Vanhegan</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
Page 370	Director, Corporate Services			<p>every social media account across the council would be prohibitive from a cost perspective. Instead, an appropriate risk-based threshold will be applied to determine the Council's most significant social media accounts (for example, number of followers and / or usage volumes), and account owners will be requested to manage these accounts through the Sprout Social platform. it is not always possible to obtain validation from platform providers; however social media account owners will be encouraged to achieve this where possible.2. Second line ownership of the framework together with any cross Council support requirements (for example support required from Digital Services and / or Human Resources) will be defined and agreed, and first line divisions and directorates will be requested to confirm their ongoing compliance with framework requirements within their annual governance statement responses.3. Once designed, the framework will be reviewed and approved by the Corporate Leadership Team (CLT) to ensure that all directorates are aware of and agree with the framework content.4. Once approved by the CLT, the framework will be communicated across all Council divisions and directorates and published on the Orb.</p>	<p>Revisions 0</p>	

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
107	<p>Social Media - Access Controls</p> <p>1. Social media operational framework</p> <p>Stephen Moir, Executive Director, Corporate Services</p>	High	<p>CE1901 Rec1.2 Social Media Guidance</p> <p>Started</p>	<p>1. The operational framework will include a section on social media guidance and will seek to cover all the issues set out above. Further detailed guidance will be produced and circulated if required 2. The guidance will include details of the recommended management oversight to confirm that the guidance is being consistently applied. 3. The operational framework and guidance will be shared across divisions and directorates with a request that any existing local procedures should no longer be applied. The guidance will also be published on the Orb and linked to the social media operational framework.</p>	<p>Estimated Date:31/05/2021</p> <p>1 Revised Date: No of Revisions 0</p>	<p>David Ure</p> <p>Layla Smith</p> <p>Michael Pinkerton</p> <p>Michelle Vanhegan</p>
Page 379	<p>Social Media - Access Controls</p> <p>2. Social media operational security and privacy issues</p> <p>Stephen Moir, Executive Director, Corporate Services</p>	Medium	<p>CE1901 Rec 2.1 Operational framework -Social media guidance on operational security and privacy issues</p> <p>Started</p>	<p>To prevent potential recurrence, these points will also be included in the operational framework and supporting guidance to be developed (refer finding 1).</p>	<p>Estimated Date: 28/05/2021</p> <p>Revised Date: No of Revisions 0</p>	<p>David Ure</p> <p>Layla Smith</p> <p>Michael Pinkerton</p> <p>Michelle Vanhegan</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
109	<p>Social Media - Access Controls</p> <p>2. Social media operational security and privacy issues</p> <p>Stephen Moir, Executive Director, Corporate Services</p>	Medium	<p>CE1901 Rec 2.2b Corporate DPIAs for social media channels</p> <p>Started</p>	<p>Corporate DPIAs will be prepared to support the Council's use of social media, with one DPIA completed for each social media channel used. The corporate DPIA will be prepared by Communications with support from Information Governance and will define the requirements to support ongoing compliance with data protection regulations for ongoing social media use across the Council. The corporate DPIAs will be shared with all social media account owners with a request that they confirm that their social media accounts will be managed in line with the framework set out in the DPIA. Where account owners confirm that this is not possible, they will be requested to engage with Information Governance to complete separate DPIAs for the relevant social media accounts.</p>	<p>Estimated Date: 28/05/2021</p> <p>Revised Date:</p> <p>No of Revisions 0</p>	<p>David Ure Layla Smith Michael Pinkerton Michelle Vanhegan</p>
110	<p>Social Media - Access Controls</p> <p>2. Social media operational security and privacy issues</p> <p>Stephen Moir, Executive Director, Corporate Services</p>	Medium	<p>CE1901 Rec 2.2a Communicating initial requirements to social media account users - operational security and privacy issues</p> <p>Started</p>	<p>The outcomes detailed in this finding will be shared with all social media account users across the Council with a request that they action points 4; 6; and 8 immediately (where possible) and advising that these areas will be a future ongoing requirement of the social media operational framework that is currently being designed.</p>	<p>Estimated Date: 28/05/2021</p> <p>Revised Date:</p> <p>No of Revisions 0</p>	<p>David Ure Layla Smith Michael Pinkerton Michelle Vanhegan</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
111	Social Media - Access Controls 3. Social media training Stephen Moir, Executive Director, Corporate Services	Medium	Rec 3.1 - Social media training needs assessment Started	1. A training needs assessment for social media account owners and users will be developed as part of the social media operational framework and supporting guidance with support (where required) from Human Resources. The training needs assessment will be provided to all Council directorates and divisions with a request that it is completed for all new social media account owners and users. 2. Directorates and divisions will be requested to ensure that social media training is classified as an essential learning activity within their essential learning programmes for those roles that include a social media remit / responsibility.	Estimated Date: 30/06/2021 Revised Date: No of Revisions 0	David Ure Layla Smith Michael Pinkerton Michelle Vanhegan
Page 373 111	Social Media - Access Controls 3. Social media training Stephen Moir, Executive Director, Corporate Services	Medium	Rec 3.2 - Refresh of social media training materials Started	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.	Estimated Date: 30/06/2021 Revised Date: No of Revisions 0	David Ure Layla Smith Michael Pinkerton Michelle Vanhegan
113	Social Work Centre Bank Account Reconciliations Corporate Appointee Client Fund Management Judith Proctor, Chief Officer - HSCP	High	2.2. Updating procedures to include an annual review of Corporate Appointee contracts Implemented	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.	Estimated Date: 30/04/2018 Revised Date: 01/08/2021 No of Revisions 2	Alison Roarty Angela Ritchie Colin Beck Louise McRae Tony Duncan

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
114	<p>Social Work Centre Bank Account Reconciliations</p> <p>Corporate Appointee Client Fund Management</p> <p>Judith Proctor, Chief Officer - HSCP</p>	High	<p>Rec. 8 Business Support and Senior Social Worker - refresher training closing and reallocation of client fund accounts</p> <p>Implemented</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 Revised Date: 01/08/2021 No of Revisions 3</p>	<p>Alison Roarty Angela Ritchie Colin Beck Louise McRae Tony Duncan</p>
Page 374 115	<p>Social Work Centre Bank Account Reconciliations</p> <p>Corporate Appointee Client Fund Management</p> <p>Judith Proctor, Chief Officer - HSCP</p>	High	<p>Rec 1b - Business Support - review of Corporate Appointee processes</p> <p>Implemented</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 Revised Date: 01/08/2021 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
116	Social Work Centre Bank Account Reconciliations Corporate Appointee Client Fund Management Judith Proctor, Chief Officer - HSCP	High	Recommendation 1a - Health & Social Care Started	<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>	Estimated Date: 28/06/2019 Revised Date: 01/11/2021 No of Revisions 3	Alison Roarty Angela Ritchie Colin Beck Louise McRae Tony Duncan

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
117	<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 1 - Street lighting inventory completeness and electrical testing results</p> <p>Started</p>	<p>Rebased as at 30/03/2021 Clear processes will be designed, recorded (in the Street Lighting Operational guide), and implemented to ensure that following completion of wards in the EESLP:- progress with electrical testing is monitored and actioned; and- checks are performed over the completeness and accuracy of all inventory data held on Confirm (e.g. routine sample testing across the wards). Following the completion of further wards in the EESLP, Internal Audit will perform sample testing to ensure the data held on Confirm is accurate and complete, and that electrical testing outcomes are being recorded. IA will also confirm that the inventory checks have been designed and implemented. It is expected that the EESLP will complete in late 2021, and therefore an implementation date of 31/03/2022 has been agreed with IA.</p>	<p>Estimated Date: 20/12/2019</p> <p>Revised Date: 31/03/2022</p> <p>No of Revisions 4</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>
118	<p>Street Lighting and Traffic Signals</p> <p>Street Lighting and Traffic Signals: Process and quality assurance documentation and training</p> <p>Paul Lawrence, Executive Director of Place and SRO</p>	Low	<p>PL1810 Issue 3 - Rec 1 Operation and maintenance procedures</p> <p>Started</p>	<p>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 September 2019, whichever comes first.</p>	<p>Estimated Date: 30/09/2019</p> <p>Revised Date: 31/08/2021</p> <p>No of Revisions 6</p>	<p>Alan Simpson Alison Coburn Claire Duchart David Givan Gareth Barwell Gavin Brown George Gaunt Lindsey McPhillips Mark Love Nicole Fraser Robert Mansell Tony Booth</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
119	<p>Street Lighting and Traffic Signals</p> <p>Traffic Signals: Evidence of pre installation design and acceptance testing</p> <p>Paul Lawrence, Executive Director of Place and SRO</p>	Low	<p>PL1810 Issue4: Rec 3 - Checklist retention procedures</p> <p>Started</p>	Processes for the completion and retention of the checklist to be included in appropriate Operational Guide.	<p>Estimated Date: 31/03/2020</p> <p>Revised Date: 31/08/2021</p> <p>No of Revisions 6</p>	<p>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</p>
120	<p>Supplier Management Framework and CIS Payments</p> <p>RES1809 Issue 1: Contract Management by Directorates and Service Areas</p> <p>Judith Proctor, Chief Officer - HSCP</p>	High	<p>RES1809 Issue 1.2(1): Supplier management quality assurance - H&SCP</p> <p>Pending</p>	Health and Social Care Partnership Quality assurance monitoring is performed over the two Partnership contracts included in the Internal Audit sample, through the Multi Agency Quality Assurance meetings held every two months – one for care at home/care and support, and another one for care homes and adult residential. The terms of reference of this enhanced monitoring arrangement include care inspectorate grades and care service feedback complaints. There are also areas of excellent practice with some weekly supplier meetings and ongoing monitoring, and some suppliers have payment terms that are linked to quarterly performance (for example the Sustainable Community Support Programme). These recommendations are accepted and will be implemented following implementation of the refreshed Contracts management framework (that includes an enhanced contract risk assessment matrix for the Partnership), and refresh of the Partnership contracts register.	<p>Estimated Date: 29/06/2021</p> <p>Revised Date: 01/11/2021</p> <p>No of Revisions 0</p>	<p>Angela Ritchie Moira Pringle Tony Duncan</p>

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121	Supplier Management Framework and CIS Payments RES1809 Issue 1: Contract Management by Directorates and Service Areas Julien Kramer, Interim Director of Communities and Families	High	RES1809 Issue 1.2(2): Supplier management quality assurance - Education and Children's Services Started	Education and Children's Services Recommendations are accepted and will be implemented. A quality assurance process will be put in place taking into account the contract management toolkit and the council contract standing orders. We will continue to have regular supplier meetings as are already in place. This has been strengthened in recent months in relation to the commissioning of out of council residential placements and suppliers are being held to account in relation to the achievement of agreed outcomes for children and young people.	Estimated Date: 29/06/2021 Revised Date: 01/11/2021 No of Revisions 0	David Hoy Jackie Irvine Liz Harrison Lorna French Michelle McMillan Nichola Dadds Nickey Boyle
122	Supplier Management Framework and CIS Payments RES1809 Issue 1: Contract Management by Directorates and Service Areas Paul Lawrence, Executive Director of Place and SRO	High	RES1809 Issue 1.2(3): Supplier management quality assurance - Place Started	Place This will be incorporated into the Place regular monitoring reports on procurement to provide assurance that risk assessments are happening, especially for tier 1 and 2 contracts and that appropriate action is taken. This will be undertaken in conjunction with the Contracts and Grants Management and Commercial Partner team in procurement to ensure consistency of approach and shared learning.	Estimated Date: 31/03/2021 Revised Date: 30/09/2021 No of Revisions 1	Alison Coburn Audrey Dutton David Givan Gareth Barwell George Gaunt Karl Chapman Lindsay Robertson Peter Watton
123	Supplier Management Framework and CIS Payments RES1809 Issue 1: Contract Management by Directorates and Service Areas	High	RES1809 Issue 1.3(3): Contract manager support and guidance - Place Started	Place This recommendation is accepted, and this will be added as appropriate to the Place mandatory training matrix at the next review.	Estimated Date: 31/08/2020 Revised Date: 30/09/2021 No of Revisions 1	Alison Coburn Audrey Dutton David Givan Gareth Barwell George Gaunt Karl Chapman Lindsay Robertson Peter Watton

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
	Paul Lawrence, Executive Director of Place and SRO					
Page 379	<p>Supplier Management Framework and CIS Payments</p> <p>RES1809 Issue 1: Contract Management by Directorates and Service Areas</p> <p>Julien Kramer, Interim Director of Communities and Families</p>	High	<p>RES1809 Issue 1.4(3): Review of contract waivers - Education and Children's Services</p> <p>Started</p>	<p>Education and Children's Services 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>	<p>Estimated Date: 27/03/2020</p> <p>Revised Date: 01/11/2020</p> <p>No of Revisions 1</p>	<p>Anna Gray Claire Thompson Crawford McGhie David Hoy Jackie Irvine Liz Harrison Lorna French Michelle McMillan Nichola Dadds Nickey Boyle</p>

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Page 3802	<p>Supplier Management Framework and CIS Payments</p> <p>RES1809 Issue 2: Contracts and Grants Management Strategic Direction</p> <p>Stephen Moir, Executive Director, Corporate Services</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 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</p>	<p>Estimated Date: 31/12/2020</p> <p>Revised Date: 31/12/2021</p> <p>No of Revisions 1</p>	<p>Annette Smith Gavin Brown Hugh Dunn Iain Strachan Layla Smith Michelle Vanhegan Mollie Kerr</p>

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				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.		
Page 381 126	<p>Unsupported Technology (Shadow IT) and End User Computing</p> <p>CW1914 Issue 2: Ongoing shadow IT and end user computing management</p> <p>Stephen Moir, Executive Director, Corporate Services</p>	High	<p>CW1914 Rec 2.1 - Shadow IT and end user computing system owner responsibilities</p> <p>Started</p>	<p>1. A detailed cloud based / shadow IT framework will also be designed and implemented across the Council. This will consolidate and include links to procurement requirements; the new user access management framework; and the existing externally hosted ICT services protocol, ensuring that all existing requirements that apply to ongoing use of Shadow IT systems are consolidated and reflected in one place. 2. Where the points above are not included in the existing frameworks or protocols, they will be reflected in the new shadow IT framework document. 3. The new framework will be communicated across all divisions and directorates and published on the Orb.</p>	<p>Estimated Date: 30/07/2021</p> <p>Revised Date: 28/02/2022</p> <p>No of Revisions 1</p>	<p>Alison Roarty Heather Robb Layla Smith Michelle Vanhegan Mike Brown Nicola Harvey</p>
127	<p>Unsupported Technology (Shadow IT) and End User Computing</p> <p>CW1914 Issue 2: Ongoing shadow IT and end user computing management</p>	High	<p>CW1914 Rec 2.1a - Second line assurance and oversight (Corporate Services)</p>	<p>The following actions were discussed and agreed by the Council's Corporate Leadership Team and will be applied by all first line divisions and directorates. 1. divisions and directorates will confirm whether they are consistently applying shadow IT framework and meet the requirements of the Council's externally hosted ICT services protocol in their annual assurance statements, and</p>	<p>Estimated Date: 30/07/2021</p> <p>Revised Date: 31/05/2022</p> <p>No of</p>	<p>Alison Roarty Annette Smith Hugh Dunn Katy Miller Layla Smith Michelle Vanhegan Mike Bell</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
	Stephen Moir, Executive Director, Corporate Services		Started	with any gaps or instances of non-compliance disclosed; 2. reliance will be placed on third line oversight by Internal Audit (IA), acknowledging that the assurance provided in relation to the ongoing management of shadow IT technology applications across the Council will be considered as part of IA's ongoing risk based assurance proposals, with assurance unlikely to be provided on an ongoing basis.	Revisions 1	Nick Smith Nicola Harvey Peter Watton
Page 382 128	Unsupported Technology (Shadow IT) and End User Computing CW1914 Issue 2: Ongoing shadow IT and end user computing management Paul Lawrence, Executive Director of Place and SRO	High	CW1914 Rec 2.1b - Second line assurance and oversight (Place) Started	The following actions were discussed and agreed by the Council's Corporate Leadership Team and will be applied by all first line divisions and directorates. 1. divisions and directorates will confirm whether they are consistently applying shadow IT framework and meet the requirements of the Council's externally hosted ICT services protocol in their annual assurance statements, and with any gaps or instances of non-compliance disclosed; 2. reliance will be placed on third line oversight by Internal Audit (IA), acknowledging that the assurance provided in relation to the ongoing management of shadow IT technology applications across the Council will be considered as part of IA's ongoing risk based assurance proposals, with assurance unlikely to be provided on an ongoing basis.	Estimated Date: 30/07/2021 Revised Date: 30/09/2021 No of Revisions 1	Alison Coburn Audrey Dutton Gareth Barwell Karl Chapman Lindsay Robertson Peter Watton

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
129	<p>Unsupported Technology (Shadow IT) and End User Computing</p> <p>CW1914 Issue 2: Ongoing shadow IT and end user computing management</p> <p>Judith Proctor, Chief Officer - HSCP</p>	High	<p>CW1914 Rec 2.1d - Second line assurance and oversight (Health and Social Care)</p> <p>Implemented</p>	<p>The following actions were discussed and agreed by the Council's Corporate Leadership Team and will be applied by all first line divisions and directorates. 1. divisions and directorates will confirm whether they are consistently applying shadow IT framework and meet the requirements of the Council's externally hosted ICT services protocol in their annual assurance statements, and with any gaps or instances of non-compliance disclosed; 2. reliance will be placed on third line oversight by Internal Audit (IA), acknowledging that the assurance provided in relation to the ongoing management of shadow IT technology applications across the Council will be considered as part of IA's ongoing risk based assurance proposals, with assurance unlikely to be provided on an ongoing basis.</p>	<p>Estimated Date: 30/07/2021</p> <p>Revised Date:</p> <p>No of Revisions 0</p>	<p>Angela Ritchie Moira Pringle Tom Cowan Tony Duncan</p>
130	<p>Unsupported Technology (Shadow IT) and End User Computing</p> <p>CW1914 Issue 2: Ongoing shadow IT and end user computing management</p> <p>Julien Kramer, Interim Director of Communities and Families</p>	High	<p>CW1914 Rec 2.1c - Second line assurance and oversight (Education and Children's Services)</p> <p>Started</p>	<p>The following actions were discussed and agreed by the Council's Corporate Leadership Team and will be applied by all first line divisions and directorates. 1. divisions and directorates will confirm whether they are consistently applying shadow IT framework and meet the requirements of the Council's externally hosted ICT services protocol in their annual assurance statements, and with any gaps or instances of non-compliance disclosed; 2. reliance will be placed on third line oversight by Internal Audit (IA), acknowledging that the assurance provided in relation to the ongoing management of shadow IT technology applications across the Council will be considered as part of IA's ongoing risk based assurance proposals, with assurance unlikely to be provided on an ongoing basis.</p>	<p>Estimated Date: 30/07/2021</p> <p>Revised Date:</p> <p>No of Revisions 0</p>	<p>Crawford McGhie Jackie Irvine Liz Harrison Lorna French Michelle McMillan Nichola Dadds Nickey Boyle</p>

Appendix 3 - Internal Audit Key Performance Indicators as at 11 August 2021

Directorate	Service	Review	Audit Status	Terms of ref Service Resps <= 5 days post issue	Terms of Ref Director Resps <= 5 days post issue	Close out mee <=5 days after fieldwork completed	Report Issued by IA <= 10 days post close out meeting	W/Shop <= 5 days after report issued	Mgt Resps Agreed <= 5 days post w/shop	Final Draft to Directors <= 5 days post Mgt Resps	Director Approval <= 3 days from receipt	Final report issued by IA <= 5 days post director	Team Central Updated by IA <=5 days of final report	Comments
Corporate Services	Human Resources	Design of the Scottish Local Government Living Wage Requirements	Fieldwork	17	1	0	0	0	0	0	0	0	0	
Corporate Services	Human Resources	Employee Lifecycle Data and Compensation and Benefits Processes	Fieldwork	13	2	0	0	0	0	0	0	0	0	
Corporate Services	Legal and Assurance	Planning and Performance Framework design review	Reporting	26	2	3	35	15	0	0	0	0	0	Challenges with annual leave in service and IA for report and workshop timeframes
Corporate Services	Legal and Assurance	Elections in Covid Environment - design review	Complete	3	2	1	10	N/A	N/A	2	1	1	7	No workshops held - report agreed via e mail with management.
Council Wide	CHS; P&FM; HPS	Health and Safety - Implementation of asbestos recommendations	Fieldwork	6	9	0	0	0	0	0	0	0	0	No response from Exec Director of Place - only Executive Director of Resources
Council Wide	Council Wide	Fraud and Serious Organised Crime	Planning	0	0	0	0	0	0	0	0	0	0	Terms of reference to services 15/07/21 - awaiting responses from Procurement; Planning and Building Standards; Housing Property Services.
Place	Place Mgt, Transport	Parking and Traffic Regulations	Reporting	4	2	0	0	0	0	0	0	0	0	
Place	Place Mgt, Transport	Active Travel	Planning	9	0	0	0	0	0	0	0	0	0	Draft Tor to Director 26/07/21. Place has requested postponement as team members new
Corporate Services	Digital Services	Digital and Smart City Strategy	Planning	46	0	0	0	0	0	0	0	0	0	Agreement on Tor involved a number of meetings and was impacted by annual leave.
Corporate Services	Customer	Council Tax and Business Rates	Fieldwork	7	5	0	0	0	0	0	0	0	0	