Tuesday, 18 September 2018

Dear Member

Education Resources Committee

The Members listed below are requested to attend a meeting of the above Committee to be held as follows:-

Date: **Tuesday, 19 June 2018**
Time: **10:00**
Venue: **Committee Room 1, Council Offices, Almada Street, Hamilton, ML3 0AA**

The business to be considered at the meeting is listed overleaf.

Members are reminded to bring their fully charged tablets to the meeting

Yours sincerely

Lindsay Freeland
Chief Executive

Members

Katy Loudon (Chair), Peter Craig (Depute Chair), John Ross (ex officio), Alex Allison, John Anderson, Stephanie Callaghan, Margaret Cooper, Poppy Corbett, Margaret Cowie, Fiona Dryburgh, Alistair Fulton, Lynsey Hamilton, Ian Harrow, Mark Horsham, Julia Marrs, Monique McAdams, Ian McAllan, Gladys Miller, Lynne Nailon, Carol Nugent, Mo Razzaq, Graham Scott, Margaret B Walker, Sheena Wardhaugh, Jared Wark, David Watson

Substitutes

Jackie Burns, Maureen Devlin, Isobel Dorman, Martin Lennon, Eileen Logan, Colin McGavigan, Mark McGeever, Jim McGuigan, Richard Nelson, David Shearer, Collette Stevenson, Bert Thomson, Jim Wardhaugh,

External Members

Religious Representatives
Nagy Iskander, John Mulligan, Gillian Coulter

Teacher Representatives
Andy Harvey, Ann Marie Hobson

Parent Council Representatives
Hilary Kirby, Susannah McIntosh

BUSINESS

Monitoring Item(s)

Item(s) for Decision

Item(s) for Noting

Urgent Business

15 Urgent Business
Any other items of business which the Chair decides are urgent.

For further information, please contact:-

Clerk Name: Lynn Paterson
Clerk Telephone: 01698 454669
Clerk Email: lynn.paterson@southlanarkshire.gov.uk

EDUCATION RESOURCES COMMITTEE

Minutes of meeting held in Committee Room 1, Council Offices, Almada Street, Hamilton on 24 April 2018

Chair:
Councillor Katy Loudon

Councillors Present:
Alex Allison, John Anderson, Jackie Burns *(substitute for Councillor S Wardhaugh)*, Stephanie Callaghan, Poppy Corbett, Margaret Cowie, Peter Craig (Depute), Maureen Devlin *(substitute for Councillor McAdams)*, Fiona Dryburgh, Lynsey Hamilton, Mark Horsham, Ian McAllan, Mark McGeever *(substitute for Councillor Harrow)*, Jim McGuigan *(substitute for Councillor Fulton)*, Julia Marrs, Gladys Miller, Lynne Nailon, Carol Nugent, Graham Scott, Margaret B Walker, Jared Wark, David Watson

Councillors' Apologies:
Margaret Cooper, Alistair Fulton, Ian Harrow, Monique McAdams, Mo Razzaq, John Ross (ex officio), Sheena Wardhaugh

External Members Present:
Christine Hall, Andy Harvey, Ann Marie Hobson, Hilary Kirby, John Mulligan

External Members' Apologies:
Gillian Coulter, Dr Nagy Iskander

Attending:
Education Resources
T McDaid, Executive Director; D Dickson, Operations Manager; A Donaldson, Head of Education (Inclusion); C McKenzie, Head of Education (School Improvement); S Nicolson, Head of Education (Curriculum and Attainment); L Sherry, Head of Education (Corporate Planning and Support Services)
Finance and Corporate Resources
L Harvey, Finance Manager (Resources); M Milne, HR Business Partner; L O'Hagan, Finance Manager (Strategy); L Paterson, Administration Officer

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Chair's Opening Remarks
The Chair welcomed Christine Hall, the newly appointed Parent representative to her first meeting of the Committee and the return of Hilary Kirby as the other Parent representative.

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1 Declaration of Interests
No interests were declared.

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2 Minutes of Previous Meeting
The minutes of the meeting of the Education Resources Committee held on 6 February 2018 were submitted for approval as a correct record.

The Committee decided: that the minutes be approved as a correct record.

3 Education Resources - Revenue Budget Monitoring 2017/2018

A joint report dated 21 March 2018 by the Executive Directors (Finance and Corporate Resources) and (Education Resources) was submitted comparing actual expenditure at 2 February 2018 against budgeted expenditure for 2017/2018 for Education Resources, together with a forecast for the year to 31 March 2018.

As at 2 February 2018, there was an underspend of £506,000 on Education Resources' revenue budget, with a forecast of a potential underspend of £642,000 at 31 March 2018. The underspend was primarily due to the 2017/2018 budgeted cost for the teachers' pay award.

Details were provided on proposed budget virements to realign budgets.

The Committee decided:

(1)   that the underspend on Education Resources' revenue budget of £0.506 million at 2 February 2018 be noted;

(2)   that the forecast to 31 March 2018 of an underspend position be noted; and

(3)   that the budget virements, as detailed in the appendix to the report, be approved.

[Reference: Minutes of 6 February 2018 (Paragraph 3)]

4 Education Resources - Capital Budget Monitoring 2017/2018

A joint report dated 21 February 2018 by the Executive Directors (Finance and Corporate Resources) and (Education Resources) was submitted advising of the progress on Education Resources' capital programme 2017/2018 and summarising the expenditure position at 2 February 2018.

The Committee decided: that the report be noted.

[Reference: Minutes of 6 February 2018 (Paragraph 4)]

5 Education Resources - Workforce Monitoring - December 2017 to February 2018

A joint report dated 13 March 2018 by the Executive Directors (Finance and Corporate Resources) and (Education Resources) was submitted on the following employee information for Education Resources for the period December 2017 to February 2018:-

♦   attendance statistics
♦   occupational health statistics
♦   accident/incident statistics
♦   disciplinary hearings, grievances and Dignity at Work cases
♦   analysis of leavers
♦   Staffing Watch as at 9 December 2017

The Committee decided: that the report be noted.

[Reference: Minutes of 6 February 2018 (Paragraph 5)]

6   New Initiatives - Breakfast Clubs/Schools Support

A joint report dated 27 March 2018 by the Executive Directors (Education Resources) and (Finance and Corporate Resources) was submitted on the arrangements to pilot the implementation of free breakfast clubs during 2018/2019.

On 28 February 2018, the Executive Committee agreed a number of new initiatives for 2018/2019, one of which was to pilot the implementation of free breakfast clubs in a number of primary schools. It was agreed that £0.225 million be allocated in 2018/2019 for this purpose.

Breakfast clubs were generally considered to enhance wellbeing, academic performance and behaviour, especially for children whose parents might not otherwise be able to provide them with regular meals.

Detailed information was provided on:-

♦   the current breakfast club provision which operated in 45 primary schools within the Council area and was supported in a range of ways
♦   a pilot programme, to be introduced during school session 2018/2019, involving up to 40 schools across rural, urban, ASN and mainstream schools in each of the Council's 4 geographical localities
♦   the evaluation process to be undertaken in relation to the existing provision of breakfast clubs and the pilot programme, which would shape the format of the future full roll-out

Between the Easter and summer period 2018, the following 5 schools would commence the initial stage of the pilot before scaling up to 40 schools during school session 2018/2019:-

♦   St Blane's Primary School, Blantyre
♦   Robert Owen Memorial Primary School, Lanark
♦   St Bride's Primary School, Cambuslang
♦   Rigside Primary School
♦   Castlefield Primary School, East Kilbride

Key components of the pilot would be to understand the current working arrangements of breakfast clubs and working with the community. Consequently, the pilot would explore the option of supporting a local charitable organisation to deliver breakfast clubs in identified schools. This would allow the Council to compare the cost effectiveness and efficiency of Council and third sector delivery models.

Where the pilot would be delivered by the Council, a critical path for implementation was required for each school based upon the following clearly identified common principles:-

♦   all new breakfast clubs would be open from 8.15am to 8.45am
♦   the Facilities Assistant (janitor) would continue to provide an adult presence in the school yard to ensure a safe route to, and from, the breakfast club from 8.15am
♦   the Facilities Assistant (cook in charge) would prepare and serve breakfast items to pupils from 8.15am to 8.45am

Appropriate supervision was an essential element of the breakfast club provision. In those breakfast clubs not operated by the Council, the supervisor was the lessee and, in those breakfast clubs provided by the Council, the Head Teacher or nominated member of education staff was the supervisor, mostly on a voluntary basis.

Initial feedback from some existing breakfast clubs had highlighted the significant burden placed upon the school leaders who were required to act as supervisors.   To alleviate this issue, the pilot would recruit supervisors to create a safe, secure environment to support children and to deal with any day to day issues that might arise.

The pilot had assumed that there would be, on average, 1.5 FTE school support assistants, on Grade 1, Level 1-3, SCP 20 to 27 (£15,949.63 to £17,683.28, who would be responsible for supervision. Volunteers from the Parent Forum or the Parent Council would be asked to meet the role of adult presence. .

This was an additional staffing requirement that would not be met from existing employee budgets, however, it could be accommodated by adding additional hours to the existing/current contracts for school support assistants. The annual costs for the additional hours for the 40 schools involved in the pilot would amount to £89,409 to £99,127.20, which was based on 45 minutes added each morning during term time.

The proposed timeline for the pilot programme was as follows:-

♦	introduction of breakfast clubs in 5 schools	April and May 2018
♦	introduction of breakfast clubs in a further 35 schools	August 2018
♦	initial evaluation of breakfast club pilot	December 2018
♦	final evaluation of breakfast club pilot	April 2019
♦	full roll-out of breakfast clubs	August 2019

Following the initial evaluation process, an update report would be submitted to the Executive Committee in February 2019. The outcome of the final evaluation of the pilot would also be submitted to the Executive Committee, with recommendations for the full roll-out of the programme to commence in August 2019.

Education Resources would complete a staffing exercise to reconcile anticipated requirements for the forthcoming school year based on school rolls, placing and other requests, expected leave requirements and projected breakfast and lunch club provision. This would form the basis of a report to the Head of Personnel Services to request any necessary changes to established staffing levels required due to changing needs as the pilot developed.

The total predicted cost for the pilot initiative was £0.097 million which, although lower than the budget allocation, gave flexibility in terms of uptake levels which could affect the costs incurred for food and supervision and, in addition, any transport and School Crossing Patroller requirements, if identified.

The Committee decided:

(1) that the arrangements to pilot the implementation of free breakfast clubs in certain schools during 2018/2019, as detailed in the report, be approved;

(2) that the arrangements for additional staffing requirements for breakfast clubs, as outlined in paragraph 7.5 of the report, be approved; and

(3) that the Executive Director (Education Resources), in consultation with the Head of Personnel Services, be authorised to approve increases to the staffing establishment of school support assistants, as outlined in paragraph 7.8 of the report.

[Reference: Minutes of the Executive Committee of 28 February 2018 (Paragraph 7)]

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7 New Initiatives - School Holiday Lunch Clubs

A joint report dated 27 March 2018 by the Executive Directors (Education Resources) and (Finance and Corporate Resources) was submitted on arrangements to pilot school holiday lunch clubs during 2018/2019.

On 28 February 2018, the Executive agreed a number of new initiatives for 2018/2019, one of which was to develop a pilot for holiday lunch clubs in primary schools within the Neighbourhood Planning Areas (NPAs). It was agreed that £0.225 million be allocated in 2018/2019 for this purpose.

The aim of school holiday lunch clubs would be to prevent children going hungry during the summer holidays, improve children's health and promote learning through a programme of fun and engaging activities.

It was proposed that an initial pilot be introduced in 4 establishments during the summer holidays in 2018, covering July and the first 2 weeks in August. The clubs would operate for 4 hours, each weekday and include a range of activities including sports and arts and crafts and also an element of reading for pleasure to maintain momentum in terms of attainment during the holiday period.

The Council would use internal resources to create pilot clubs in 3 of the 9 primary schools in the 3 NPAs as follows:-

♦   Udston Primary School, Hamilton and Glenlee Primary School, Hamilton in the Burnbank, Udston and Hillhouse NPA
♦   St Anthony's Primary School, Rutherglen in the Whitlawburn and Springhall NPA

The aim was to create a hub arrangement where children from all schools in the local area would congregate in the one place. This would minimise the fixed costs of the venture and allow an assessment to be undertaken of whether children would be willing/able to travel to the hub.

A fourth establishment involved in the pilot would explore the option of supporting a local charitable organisation to deliver a holiday lunch club in the Strutherhill NPA. This would allow the Council to compare the cost effectiveness and efficiency of Council and third sector delivery models.

It was proposed that holiday lunch clubs be held during school holiday periods throughout the year, to commence at the 2019/2020 spring break. The outcome of the pilot would shape how this could be taken forward. It was anticipated that the evaluation of the pilot would provide information on demand/attendance, accessibility, transport requirements/requests and suitability/success of activities at rural and urban schools. An initial evaluation of the pilot would be reported to the Executive Committee in November 2018. Following the final evaluation of the pilot, a further report would be submitted to the Executive Committee with recommendations for the full roll-out of holiday lunch clubs

The programme would be led by the Education Resources' Youth, Family and Community Learning Service and, to deliver the pilot programme, the following staffing arrangements were required:-

♦   1 temporary post of Youth Worker to be established, employed on a 12 month fixed term contract on Grade 1, Level 1-4, SCP 20 to 31 (£15,949.63 to £18,759.97)
♦   additional staffing hours of 4 hours per day to be provided 5 days per week, for 9 weeks of the school holidays - Easter, summer and October for 12 posts of Active Breaks/Youth Group Worker, on Grade 1, Level 1-4, SCP 20-31 (£15,949.63 to £18,759.97).

The Youth Worker would liaise with schools, set up and adjust the programme as required, plan, develop and oversee the activities being provided and support the evaluation of the pilot. The 4 Active Breaks/Youth Group Workers would be provided by Education Resources and South Lanarkshire Leisure and Culture Limited in each hub school, dependent on the activities being offered.

The total predicted cost for the pilot initiative was £0.068 million which, although lower than the budget allocation, provided scope to extend or change how the service was delivered and gave flexibility in terms of uptake levels.

The Committee decided:

(1) that the arrangements to pilot school holiday lunch clubs within the Neighbourhood Planning Areas, as detailed in paragraph 4 of the report, be approved; and

(2) that the requirements for additional staffing hours for Active Breaks/Youth Group Workers, and the establishment of a temporary post of Youth Worker, as outlined in paragraph 7 of the report, be approved.

[Reference: Minutes of the Executive Committee of 28 February 2018 (Paragraph 7)]

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8 Enhanced Priorities for Allocation of the Paid Privilege Transport Scheme

A report dated 4 April 2018 by the Executive Director (Education Resources) was submitted on a proposal to revise the current priorities for the allocation of paid privilege places.

A paid privilege place was provided only when there was spare capacity on existing mainstream school transport contracts. At present, there were 4 priorities for the allocation of places and it was now proposed that consideration be given to families on low income. Consequently, pupils entitled to free school meals would be considered as Priority 3, with effect from August 2018.

The revised priorities would be as follows:-

♦ **Priority 1**   pupils whose family circumstances had been disrupted due to a health condition which affected their immediate carer. In those circumstances, supporting documentation from an appropriate agency such as the NHS or Social Work would be required

♦ **Priority 2**   pupils whose family circumstances had been disrupted due to a significant change to the child or young person's home life. In those circumstances, supporting documentation from an appropriate agency such as the NHS or Social Work would be required

♦ **Priority 3**   **pupils who were entitled to free school meals. Places would be issued to pupils who lived further from the school until all the places had been allocated**

♦ **Priority 4**   pupils whose permanent home address was within the catchment area. Places would be issued to pupils who lived further from the school until all the places had been allocated

♦ **Priority 5**   pupils whose permanent home address was outwith the catchment area. Places would be issued to pupils who lived further from the school until all the places had been allocated

The Committee recommended to the Executive Committee: that the revised priorities for the allocation of paid privilege places on existing mainstream school transport, with effect from August 2018, be approved.

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9 Additional Teachers and Classroom Support

A report dated 12 March 2018 by the Executive Director (Education Resources) was submitted on arrangements to recruit additional teachers and school support assistants.

On 28 February 2018, the Executive Committee agreed a number of new initiatives for 2018/2019, one of which was to allow the recruitment of an additional 17 teachers in the secondary sector, a further 15 teachers to support Additional Support Needs (ASN) across 15 ASN bases and 33 school support assistants. It was agreed that £3 million, over a period of 2 years, be set aside for those posts.

The additional teachers would allow the pupil/teacher ratio to be maintained and also support pupils with ASN through more ASN teachers in mainstream schools. The additional school support assistants, to be employed on a term-time basis, would also reflect demand for those services.

The additional employee costs consisted of:-

♦   32 posts of teacher on the SNCT national salary Point 0 to 6 (£22,866 to £36,480)
♦   33 posts of school support assistant, on a term time basis, (26.7 FTE) on Grade 1, Level 1-4, SCP 20 to 31 (£15,950 to £18,759)

£1.2 million had been set aside in 2018/2019 to cover the part year costs of the additional teachers and school support assistants from August 2018 to March 2019. £1.8 million would be set aside to cover the full year costs into 2019/2020. The total funding of £3 million provided some sustainability to meeting the costs of those additional posts and allowed time to build permanency into the Council's financial strategy.

The Committee decided: that the report be noted.

[Reference: Minutes of the Executive Committee 28 February 2018 (Paragraph 7)]

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10 Fair Funding to Achieve Excellence and Equity in Education - Consultation Analysis

A joint report dated 12 April 2018 by the Executive Directors (Finance and Corporate Resources) and (Education Resources) was submitted on the recently published analysis of responses to the Scottish Government's consultation on Fair Funding to Achieve Excellence and Equity in Education. On 27 September 2017, the Executive Committee approved the Council's response to this consultation, a copy of which was attached as an appendix to the report.

In February 2018, Rocket Science UK Limited published an analysis of the consultation responses. 85 written responses had been received from local authorities, headteacher/teachers, parents, other organisations and individuals. In addition, 6 focus groups had been conducted with headteachers across Scotland and the main messages from those discussions had been included in the analysis report.

Rocket Science UK Limited's report provided an analysis under 3 main headings which reflected the following main themes of the consultation:-

♦   advantages and disadvantages of the current funding system
♦   future systems of funding
♦   support and systems needed to implement change

The report did not point to any conclusions, next steps or actions but rather it was an attempt to analyse all responses received. It was anticipated that that the outcomes of the aforementioned consultation, and a separate consultation in relation to the Education (Scotland) Bill 2018, would feature in the final draft of the Bill which was expected later this year.

The Committee decided: that the summary of the analysis of responses to the Scottish Government's consultation on Fair Funding to Achieve Excellence and Equity in Education be noted.

[Reference: Minutes of the Executive Committee of 27 September 2017 (Paragraph 16)]

11 Pupil Equity Funding - Progress Update

A report dated 4 April 2018 by the Executive Director (Education Resources) was submitted providing an update on Pupil Equity Funding (PEF) as an element of the Scottish Government's Attainment Fund.

On 5 September 2017, the Committee noted details of the:-

♦ national operating guidance issued to headteachers to help schools plan how they would most effectively invest their PEF allocation to improve outcomes
♦ local operational guidance issued by Education Resources to supplement the national guidance

South Lanarkshire schools had been allocated £7,867,200 pupil equity funding for 2017/2018 which consisted of £5,888,400 for primary, £1,717,200 for secondary and £261,600 for Additional Support Needs' establishments. Schools were able to allocate funds to support both whole school and more targeted activity.

The fundamental purpose of the spend was to address identified need in relation to learner engagement, attendance, exclusion and participation, the aim being to secure improvements in Literacy, Numeracy and Health and Wellbeing in line with the National Improvement Framework priorities. headteachers had identified a broad range of activities, interventions and support in response to their local context. A breakdown of the categories used was outlined in the report.

The anticipated spend to 31 March 2018 was £5.678 million and the remaining £2.190 million would be carried forward into 2018/2019. Headteachers would ensure that this sum was utilised by the end of June 2018, in line with PEF guidance.

South Lanarkshire schools had been allocated pupil equity funding of £7,988,400 for 2018/2019 and the Scottish Government had committed to similar levels of allocation until the end of the current Parliament.

The Committee decided: that the report be noted.

[Reference: Minutes of 5 September 2017 (Paragraph 10)]

12 School Leaver Initial Destination Results 2016/2017

A report dated 16 March 2018 by the Executive Director (Education Resources) was submitted on the 2016/2017 school leaver initial destination survey results produced by Skills Development Scotland (SDS).

The report highlighted that for South Lanarkshire:-

♦ the highest ever positive destination rate of 95.8%, 2.1% above the national average, had been achieved
♦ the figure for positive destinations achieved by young people in the 30% most deprived areas of South Lanarkshire was 93%, 2.7% above the national average

♦ 33 out of 37 care experienced young people leaving school had achieved positive destinations in the year

Next steps would include:-

♦ further development of the tracking and monitoring of employability support for care experienced young people, with a particular focus on the support required for young people who were looked after at home
♦ expansion of the number of young people engaged in the Foundation Apprenticeships' Programme
♦ work to secure funding from the Scottish Government and the European Social Fund to deliver the wide range of targeted provision required to meet the individual needs of young people
♦ further joint work with Youth Justice Services to ensure that every young person had a bespoke package of support to achieve and sustain a positive destination
♦ development of an employer engagement action plan to further expand the availability of work placements and job opportunities for young people

The Committee decided: that the outcome from the initial survey on destinations for the 2016/2017 school leavers' cohort and planned next steps be noted.

13 Equality and Inclusion Update

A report dated 4 April 2018 by the Executive Director (Education Resources) was submitted on developments around the equality and inclusion agenda within Education Resources.

Equality and inclusion, a key policy within Education Resources, ensured that the Council's actions met the legislative requirements of a number of Acts passed by the Scottish Government. A key aspect was to make sure that all children should have the chance to be educated within their community. In particular, the Scottish Government had emphasised the 'presumption to mainstream' which stated that, as far as possible, children should be educated together in mainstream schools to foster a sense of belonging within communities and breakdown the barriers to prejudice.

Education Resources had been developing practice in equality and inclusion since the Additional Support for Learning (Scotland) Act 2004 came into effect. The focus of this work had been to ensure that inclusion and equality continued to be at the core of their work in schools, services and throughout Education Resources.

A new resource, 'Framework for Inclusion and Equality', had been developed for schools, establishments and partners which provided clear and straightforward advice on subjects such as:-

♦ staged intervention
♦ solution oriented meetings
♦ partnership working
♦ use of "How Good is Our School 4" to monitor the quality of inclusion within establishments

The Framework, launched in March 2018, was available in hard copy and also in a digital format on the Council's intranet and the Scottish Government's Glow website. Copies had been made available in the members' areas.

The Framework was designed to be an evolving resource which could respond to new initiatives and changes in Government policy. A key guide would be developed to sit within the Framework to reflect the Scottish Government's code of Practice on Information Sharing. It was anticipated that this would be outlined in the Children and Young People (Information Sharing) (Scotland) Bill.

The Committee decided: that the report be noted.

14 Scottish Education Awards

A report dated 4 April 2018 by the Executive Director (Education Resources) was submitted on the success of Trinity High School, Rutherglen on reaching the final stage of the Scottish Education Awards.

The Awards recognised the achievements and celebrated the successes which were taking place within education. Sanderson High School, East Kilbride had been award winners in 2017 in the category 'Employability Across Learning'.

The judges for the 2018 Awards had recognised the ongoing excellent work at Trinity High School and had selected the school as 1 of 3 finalists in the 'Raising Literacy' award category. Winners of this year's awards would be announced on 6 June 2018.

The Committee decided: that the success of Trinity High School, Rutherglen in reaching the final of the 2018 Scottish Education Awards be noted.

15 Urgent Business

There were no items of urgent business.

Report

Report to:	**Education Resources Committee**
Date of Meeting:	**19 June 2018**
Report by:	**Executive Director (Finance and Corporate Resources)**
	Executive Director (Education Resources)

Subject:	**Education Resources – Workforce Monitoring – March and April 2018**

1 Purpose of Report
1.1 The purpose of the report is to:-

♦ provide employment information for March and April 2018 relating to Education Resources

2 Recommendation(s)
2.1 The Committee is asked to approve the following recommendation(s):-

(1) that the following employment information for March and April 2018 relating to Education Resources be noted:-

♦ attendance statistics
♦ occupational health
♦ accident/incident statistics
♦ discipline, grievance and Dignity at Work cases
♦ analysis of leavers and exit interviews
♦ Staffing Watch as at 10 March 2018

3 Background
3.1 As part of the Council's performance management arrangements, regular workforce monitoring reports are submitted to Committee. This report for Education Resources provides information on the position for March and April 2018.

4 Monitoring Statistics
4.1 **Attendance Statistics (Appendix 1)**
Information on absence statistics is analysed for the month of April 2018 for Education Resources.

The Resource absence figure for April 2018 was 2.8%, which represents a decrease of 0.9% when compared to the previous month and is 1.3% lower than the Council-wide figure. Compared to April 2017, the Resource absence figure has decreased by 0.1%.

Based on the absence figures at April 2018 and annual trends, the projected annual average absence for the Resource for 2018/2019 is 2.8%, compared to a Council-wide average figure of 4.1%.

For the financial year 2018/2019, the projected average days lost per employee equates to 6.6 days, compared with the overall figure for the Council of 9.4 days per employee.

4.2 **Occupational Health (Appendix 2)**
In terms of referrals to occupational health, which include medical examinations and physiotherapy, overall 264 referrals were made this period, a decrease of 32 when compared with the same period last year.

4.3 **Accident/Incident Statistics (Appendix 2)**
There were 111 accidents/incidents recorded within the Resource this period, an increase of 3 when compared to the same period last year.

On further analysis of this data, 103 reports relate to physical incidents (93% of the total number reported). The staff and Resource continue to use the "Promoting Positive Behaviour and Relationships" Information Pack. The mandatory Learn Online module that was developed is available and all staff will complete this.

HQ Education officers continue to monitor the monthly activity and contact is made with every school from which a physical incident report is received. Where patterns or concerns emerge, more in depth support can be offered including multi agency meetings, behaviour outreach support, psychological services, adapted curriculum and activities, training or guidance for school staff on keeping themselves safe in challenging circumstances. Work is also ongoing within Education Resources to monitor violence at work reports within establishments, target recurring incidents and work together to reduce occurrences. Work is being developed on reviewing, recording and reporting incidents appropriately to ensure that staff are supported when incidents occur and that strategies are identified with a view to reducing the number of incidents.

The Education Operating Procedure is issued annually at the start of each session.

4.4 **Discipline, Grievance and Dignity at Work (Appendix 2)**
There were no disciplinary hearings held within the Resource this period, which represents a decrease of 3 when compared with the same period last year. No grievance hearings were held within the Resource this period which is a decrease of 1 when compared with the same period last year. No Dignity at Work hearings were held within the Resource this period, which is a decrease of 1 when compared with the same period last year.

4.5 **Analysis of Leavers (Appendix 2)**
There were 24 leavers in the Resource this period. This figure has increased by 10 when compared with the same period last year. Exit interviews were held with 8 employees.

5 **Staffing Watch (Appendix 3)**
5.1 There has been an increase of 5 in the number of employees in post from 9 December 2017 to 10 March 2018.

6 **Employee Implications**
6.1 There are no implications for employees arising from the information presented in this report.

7 **Financial Implications**
7.1 All financial implications are accommodated within existing budgets.

8   Other Implications

8.1   There are no implications for sustainability or risk in terms of the information contained within this report.

9   Equality Impact Assessment and Consultation Arrangements

9.1   This report does not introduce a new policy, function or strategy or recommend a change to an existing policy, function or strategy and, therefore, no impact assessment is required.

9.2   There was no requirement to undertake any consultation in terms of the information contained in this report.

Paul Manning
Executive Director (Finance and Corporate Resources)

Tony McDaid
Executive Director (Education Resources)

15 May 2018

Link(s) to Council Values/Ambitions/Objectives
♦ Accountable, effective, efficient and transparent
♦ Fair, open and sustainable
♦ Ambitious, self aware and improving
♦ Excellent employer
♦ Focused on people and their needs
♦   Working with and respecting others

Previous References
♦ Education Resources – 24 April 2018

List of Background Papers
♦ Monitoring information provided by Finance and Corporate Resources

Contact for Further Information
If you would like to inspect the background papers or want further information, please contact:-
Janet McLuckie, Personnel Officer
Ext: 4239   (Tel: 01698 454239)
E-mail: Janet.McLuckie@southlanarkshire.gcsx.gov.uk

ABSENCE TRENDS - 2016/2017, 2017/2018 & 2018/2019
Education Resources

	APT&C				Teachers				Resource Total				Council Wide		
	2016 / 2017	2017 / 2018	2018 / 2019		2016 / 2017	2017 / 2018	2018 / 2019		2016 / 2017	2017 / 2018	2018 / 2019		2016 / 2017	2017 / 2018	2018 / 2019
April	3.4	4.0	4.1	April	2.9	2.1	1.9	April	3.1	2.9	2.8	April	4.3	3.9	4.1
May	3.8	4.7		May	3.1	2.7		May	3.4	3.5		May	4.4	4.2	
June	3.8	3.6		June	2.4	2.2		June	3.0	2.8		June	4.1	3.9	
July	2.9	2.1		July	1.2	0.8		July	1.9	1.3		July	3.3	3.0	
August	3.0	2.7		August	1.4	1.0		August	2.0	1.7		August	3.6	3.2	
September	3.7	4.3		September	2.4	2.2		September	2.9	3.0		September	4.1	4.0	
October	4.2	4.6		October	2.9	2.4		October	3.4	3.3		October	4.4	4.1	
November	5.4	5.0		November	3.1	3.5		November	4.0	4.1		November	4.9	4.8	
December	5.4	5.3		December	3.2	3.8		December	4.1	4.4		December	4.9	5.1	
January	4.7	5.2		January	2.8	3.0		January	3.6	3.9		January	4.5	5.0	
February	5.5	5.5		February	3.7	3.0		February	4.4	4.0		February	5.0	5.0	
March	5.6	4.7		March	3.4	2.9		March	4.3	3.7		March	4.7	4.7	
Annual Average	4.3	4.3	4.1	Annual Average	2.7	2.5	1.9	Annual Average	3.3	3.2	2.8	Annual Average	4.4	4.2	4.1

No of Employees at 30 April 2018	2590	No of Employees at 30 April 2018	3721	No of Employees at 30 April 2018	6311	No of Employees at 30 April 2018	15026

For the financial year 2018/19, the projected average days lost per employee equates to 6.6 days.

EDUCATION RESOURCES

	Mar-Apr 2017	Mar-Apr 2018
MEDICAL EXAMINATIONS Number of Employees Attending	91	60
EMPLOYEE COUNSELLING SERVICE Total Number of Referrals	39	20
PHYSIOTHERAPY SERVICE Total Number of Referrals	101	104
REFERRALS TO EMPLOYEE SUPPORT OFFICER	48	61
REFERRALS TO COGNITIVE BEHAVIOUR THERAPY	17	19
TOTAL	296	264

CAUSE OF ACCIDENTS/INCIDENTS	Mar-Apr 2017	Mar-Apr 2018
Minor	3	0
Violent Incident: Physical****	97	103
Violent Incident: Verbal*****	8	8
Total Accidents/Incidents	108	111

*A Specified Injury is any fracture (other than to the fingers, thumbs or toes), amputation, loss of sight, serious burns, crushing injury, scalping, loss of consciousness caused by asphyxiation/ head injury, a chemical or hot metal burn to the eye or penetrating injury as defined by the HSE.

**Over 3 day / over 7day absence is an injury sustained outwith specified injury category that results in a period of absence of absence as defined by the HSE.

***Near Miss - Any unexpected, unplanned occurrence (except Dangerous Occurrences) that does not lead to injury of persons, damage to property, plant or equipment but may have done so in different circumstance.

****Physical violent incidents are included in the "Specified" figures, where applicable, to provide the "Total Specified" figures.

****Physical violent incidents and ***** Verbal Violent Incidents are included in the "Over 3-day or Over 7-day" figures, where applicable, to provide the "Total Over 3-day or Over 7-day" figures.

****Physical Violent Incidents and ***** Verbal Violent Incidents are included in the "Minor" figures, where applicable, to provide the "Total Minor" figures.

RECORD OF DISCIPLINARY HEARINGS	Mar-Apr 2017	Mar-Apr 2018
Total Number of Hearings	3	0

Time Taken to Convene Hearing Mar - Apr 2018

0-3 Weeks	4-6 Weeks	Over 6 Weeks
0	0	0

RECORD OF GRIEVANCE HEARINGS	Mar-Apr 2017	Mar-Apr 2018
Number of Grievances	1	0
Number Resolved at Stage 3	1	0

RECORD OF DIGNITY AT WORK	Mar-Apr 2017	Mar-Apr 2018
Number of Incidents	1	0
Number Resolved at Formal Stage	1	0

ANALYSIS OF REASONS FOR LEAVING	Mar-Apr 2017	Mar-Apr 2018
Poor Relationship with Manager/Colleagues	0	2
Childcare/caring responsibilities	0	2
Dissatisfaction With Terms and Conditions	0	1
Other	2	3
Number of Exit Interviews conducted	**2**	**8**

	Mar-Apr 2017	Mar-Apr 2018
Total Number of Leavers Eligible for Exit Interview	**14**	**24**

	Mar-Apr 2017	Mar-Apr 2018
Percentage of interviews conducted	**14%**	**33%**

JOINT STAFFING WATCH RETURN
EDUCATION RESOURCES

1. As at 10 March 2018

	MALE		FEMALE		TOTAL
	F/T	P/T	F/T	P/T	
Teachers	675	63	2210	656	3604
Other	128	75	375	1888	2466
Total Employees	803	138	2585	2544	6070

*Full - Time Equivalent No of Employees
Salary Bands

	Director	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Fixed SCP	Teacher	TOTAL
Teachers	0	0	0	0	0	0	0	4.6	3304.7	3309.3
Other	1	1071.62	469.08	87.58	20	15.00	4	58.04	9.2	1735.52

1. As at 9 December 2017

	MALE		FEMALE		TOTAL
	F/T	P/T	F/T	P/T	
Teachers	681	59	2230	650	3620
Other	126	80	369	1870	2445
Total Employees	807	139	2599	2520	6065

*Full - Time Equivalent No of Employees
Salary Bands

	Director	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Fixed SCP	Teacher	TOTAL
Teachers	0	0	0	0	0	0	0	4.6	3324	3328.6
Other	1	1058.46	458.97	86.09	21	14.00	4	58.44	9.6	1711.56

SOUTH LANARKSHIRE COUNCIL

Report

Report to:	**Education Resources Committee**
Date of Meeting:	**19 June 2018**
Report by:	**Executive Director (Education Resources)**
	Executive Director (Finance and Corporate Resources)

Subject:	**MCR Pathways – Targeted Support for Disadvantaged Young People**

1.   Purpose of Report

1.1.   The purpose of the report is to:-

♦   provide an update on MCR Pathways, a school-based mentoring programme supporting disadvantaged young people to realise their full potential, and

♦   seek approval to implement a pilot MCR programme in secondary schools.

2.   Recommendation(s)

2.1.   The Committee is asked to approve the following recommendation(s):-

(1)   that arrangements to pilot the MCR Pathways programme in certain secondary schools be approved;

(2)   that 8 FTE MCR Pathway Co-ordinator posts be created to support the implementation of the pilot; and

(3)   that following the evaluation of the pilot programme, a further report be submitted to this Committee.

3.   Background

3.1.   *MCR Pathways* is a schools based mentor programme supporting care experienced or disadvantaged young people to realise their potential within and through education.

3.2.   The programme was initiated to support young people in Glasgow and now supports over 1000 young people between the ages of 12 and 18 across all of the secondary schools in the city.

3.3.   The vision for the programme is that disadvantaged young people will have the same educational outcomes, career opportunities and life chances as their peers and is aligned to the positive actions we are taking to mark the 'Year of Young People'.

3.4.   MCR recruits, trains and supports mentors who meet with a matched young person every week for at least a year with the aim of building relationships, confidence and self-esteem and to help them re-engage and transition from school to a positive destination.

3.5.   Over the 10 years that the programme has run, post 16 return to school rates in the first school involved increased from 4% to 60% in 2016 and, critically, the number of care experienced young people going on to further and higher education increased from 19% to 78%.

4.   Operation of the Programme

4.1.   The programme works through a full time school-based MCR Pathways Co-ordinator working alongside the Pupil Support team in each school. Their role is to work with school staff to identify young people to be included on the programme and to manage and coordinate the operation of the programme. The MCR Pathways Co-ordinators are employed by the local authority.

4.2   The overall programme is supported by an *MCR Pathways* infrastructure. *MCR Pathways* provide a 'hub' service to support the management of the programme - Mentor Services, Volunteer Services and Talent Tasters. In addition, they have experience in and support mentor recruitment and training, volunteer engagement and staff development, mentor and organisation forums and host key events within the planned annual calendar.

4.3.   Mentors are drawn from local businesses and organisations on a volunteer basis. A mentoring services' coordinator from *MCR Pathways* manages the recruitment, training, professional development and support of the mentors.

4.4.   Weekly meetings are facilitated between the mentor and the young person with the purpose of building motivation, commitment and resilience over time. The programme will include 'talent taster' sessions: opportunities to engage in a range of active visits and experiences relating to employment opportunities beyond school.

4.5.   The MCR activity complements the work being carried out in school to further develop the skills of young people. Developing Scotland's young workforce is the focus of the MCR Programme and it provides additionality to the provision for targeted pupils.

5.   Monitoring – making a difference for young people

5.1.   Performance measures are monitored throughout the programme via Progression and Impact cycle reviews. The following indicators will be used to measure success:

Retention/Stay –on Rate
•   S4 Young people returning for S5
Attainment
•   Senior phase Literacy and Numeracy Levels
•   SCQF Level 4/5 Attainment
Progression
•   S4-S6 Positive Destination Benchmark
Other Indicators:
•   Attendance and Engagement
•   Skills and Aspirations
•   Health and Wellbeing

6.   Implementation

6.1.   The proposal is to implement an initial pilot programme in the 6 schools with the highest proportion of pupils in SIMD 1/2, with 2 other schools joining the pilot later in 2018. The pilot has been tailored to the current programme availability offered by *MCR Pathways*.

6.2.   In May 2018, the Scottish Government announced that 50% of the costs will be met for secondary schools involved in the Scottish Attainment Challenge.

6.3.   The programme costs £55,000 per school per annum, including the staffing costs. This covers the salary and on costs, the recruitment, training and development of the mentors, the development and provision of 'talent taster' sessions with local businesses and the provision of a hub for MCR staff.

6.4.   If the initial pilot is successful, it is projected that the MCR programme may be implemented in a number of other secondary schools.

6.5.   An update on the evaluations of the initial pilot MCR Programme will be provided to a future meeting of the Education Resources Committee.

7.   Employee Implications

7.1.   The staffing implications for implementing the Pilot are detailed below. The school-based Pathway Coordinator posts will be allocated to the school establishment.

Post	Current Number of Posts (FTE)	Proposed Number of Posts (FTE)	Grade	SCP Range	Hourly Rate	Annual Salary	Gross Cost inc on costs 30.3%
MCR Pathway Co-ordinator (Youth Worker)	0	8	Grade 2 Level 1-4	SCP - 33 - 57	£10.58 -£15.04	£19,307 - £27,446	£25,157 - £35,762
Total Costs*							£201,256 - £286,096

*SLC costs will be 50% of the total cost.

8   Financial Implications

8.1.   The programme costs £55,000 per school per annum. The Scottish Government will fund 50% of these costs in schools involved in the Scottish Attainment Challenge.

8.2.   Funding for the remaining costs of the pilot has been identified within the Education Resources' budget.

9.   Other Implications

9.1.   There are no significant risk implications in terms of the information contained within this report.

9.2.   There are no implications for sustainability in terms of the information contained within this report.

10.   Equality Impact Assessment and Consultation Arrangements

10.1.   This report does not introduce a new policy, function or strategy or recommend a change to existing policy, function or strategy and therefore, no impact assessment is required.

10.2.   Trade Union colleagues have been consulted on the proposals contained with this report.

Tony McDaid
Executive Director (Education Resources)

25 May 2018

Paul Manning
Executive Director (Finance and Corporate Resources)

Link(s) to Council Values/Ambitions/Objectives
♦ Improve achievement, raise educational attainment and support lifelong learning
♦ Ensure schools and other places of learning are inspirational

Previous References
None

List of Background Papers
♦ Developing Scotland's Young Workforce

Contact for Further Information
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SOUTH LANARKSHIRE COUNCIL

Report

Report to:	**Education Resources Committee**
Date of Meeting:	**19 June 2018**
Report by:	**Executive Director (Education Resources)**
	Executive Director (Finance and Corporate Resources)

Subject:	**Pupil Equity Fund – Staffing**

1. Purpose of Report
1.1. The purpose of the report is to:-
   ♦ seek approval for the Executive Director (Education Resources) in conjunction with the Head of Personnel Services to agree establishment variations within Education Resources resulting from the implementation of the Pupil Equity Fund (PEF).

2. Recommendation(s)
2.1. The Committee is asked to approve the following recommendations:
   (1) that the requirement for ongoing temporary changes to staffing to implement PEF be approved; and
   (2) that the Head of Personnel Services be authorised to approve changes to the staffing establishment, in agreement with the Executive Director (Education Resources).

3. Background
3.1. The First Minister launched the Scottish Attainment Challenge (SAC) in February 2015. In late 2016, an announcement was made by the Scottish Government that, from April 2017, an additional £120m would be provided through the Attainment Scotland Fund directly to Head Teachers to reduce the poverty related attainment gap. This is known as PEF.

3.2. Education Resources previously reported to the Education Resources Committee on 5 September 2017 and 24 April 2018 on PEF and have issued local operational guidance to Head Teachers, which supplements the national advice in relation to operation of the funding and is in line with good governance.

3.3. Changes to the number of posts within the Council are generally approved by Committee through a request to increase establishment. There are, however, areas where there is a need to make more flexible changes to staffing levels, dependent on funding and service requirements.

3.4. To enable schools to use their PEF more effectively, flexible arrangements are required with regards to the appointment of posts.

4. Pupil Equity Fund Allocation
4.1 Head Teachers were advised directly by the Scottish Government of the level of funding available to their schools. The 2018/2019 funding for South Lanarkshire Schools is £7,988,400 and the Scottish Government have committed to similar levels of allocation until the end of this parliament. Funding is based on the school year (1 August to 31 July).

4.2   Previous reports to Committee have highlighted the robust processes around the PEF implementation, National and Local Guidance; Tracking and Monitoring; Assessment and Moderation; School Improvement Planning; Governance; Finance and Procurement and Staffing.

5.   Implementing Pupil Equity Funding

5.1   Schools are able to allocate finance to support both whole school and more targeted activity. Schools identify the young people in their establishments who may be experiencing barriers to learning for deprivation reasons. Schools then spend Scottish Government allocated PEF on interventions appropriate to these targeted groups.

5.2   During 2017/2018 and also in plans for 2018/2019, Head Teachers identified a broad range of activities, interventions and supports in response to their local context. These can be classified into a number of categories. These include Literacy, Numeracy, Health and Wellbeing and staffing, which account for the largest spends, as well as others such as parental engagement, outdoor learning, breakfast clubs etc.

6.   Staffing

6.1.   The annual staffing exercise for August 2017 included the facility for Head Teachers to use PEF to fund additional teaching staff. An additional 45 FTE Teachers were recruited through PEF, as well as 40 FTE School Support Assistants. In addition, the following non-teaching staff supported schools and were funded through PEF: 0.5 FTE Psychologists; 0.4 FTE Librarians; 1.2 FTE Early Years' Workers and 0.4FTE Active Breaks Staff.

6.2.   The current annual teaching campaign and teacher recruitment throughout the year assists schools to recruit additional teachers for PEF purposes. In addition, the recurring recruitment campaigns for School Support Assistants also assists schools to recruit additional School Support Assistants. There is flexibility in both these establishments to recruit additional posts for PEF purposes as this is needs and pupil numbers led.

6.3   In addition, short term requests to recruit for cover or short term needs is within the delegated authority of the Head of Personnel Services and will be requested and approved through the normal vacancy vetting process.

6.4   However, Head Teachers will require flexibility in recruiting non-teaching staff, similar to those posts detailed at 6.1,to deliver a variety of interventions for the duration of the PEF funding.

7.   Proposals

7.1   As a result of the nature of the PEF and the variety and timing of interventions, there is a requirement to ensure that needs are met as soon as they are identified. At present, there is no facility to temporarily change staffing in a way that is required to implement the PEF funding. There is a need to support the staffing requirements of Head Teachers to implement PEF, through temporary changes to establishment of posts within Education Resources for the duration of the PEF funding. The temporary posts will be for no longer than the period of PEF or greater than 23 months. This will be approved through the normal vacancy vetting process and only by both the Head of Personnel Services, in agreement with the Executive Director (Education Resources).

8.   Employee Implications

8.1.   All posts will be established on a temporary basis and the normal rules around employment will apply. In the event there are areas of the service with a high volume

of posts and, as a result of turnover, posts can be offered on a permanent basis, this will be implemented.

9. Financial Implications
9.1. Costs associated with any temporary increase in FTE are met through PEF funding.

10. Other Implications
10.1. There are no implications for sustainability or risk in terms of the information contained in this report.

11. Equality Impact Assessment and Consultation Arrangements
11.1. There is no requirement to carry out an impact assessment in terms of the proposals contained within this report.

11.2. Consultation with Trade Unions has taken place through the Joint Consultative process. All locally developed guidance has also been shared. The Trade Unions are regularly updated on recruitment activity and workforce monitoring reports.

Tony McDaid
Executive Director (Education Resources)

Paul Manning
Executive Director (Finance and Corporate Resources)

22 May 2018

Link(s) to Council Values/Ambitions/Objectives
- Improve achievement, raise educational attainment and support lifelong learning
- Ensure schools and other places of learning are inspirational

Previous References
None

List of Background Papers
None

Contact for Further Information
If you would like to inspect the background papers or want further information, please contact Stewart Nicolson:-
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Report

Report to:	**Education Resources Committee**
Date of Meeting:	**19 June 2018**
Report by:	**Executive Director (Education Resources)**
	Executive Director (Finance and Corporate Resources)

Subject:	**GIRFEC Support**

1. Purpose of Report
1.1. The purpose of the report is to:-

♦ request approval for additional administrative support within the Inclusive Education Service to support the implementation of Parts 4, 5 and 18 of the Children and Young People Scotland Act 2014.

2. Recommendation(s)
2.1. The Committee is asked to approve the following recommendation(s):-

(1) that two fixed term posts of Clerical and Administrative Assistant, within the Inclusive Education Service, be created for a period of 23 months from August 2018 until July 2020 be approved.

(2) that the actions which have taken place to date, in terms of implementing GIRFEC to improve outcomes which support the wellbeing of children and young people be noted.

3. Background
3.1. The Children and Young People (Scotland) Act 2014 was passed in the Scottish Parliament on 19 February 2014 and received its Royal Assent on 27 March 2014.

3.2. The Act aims to further the Scottish Government's ambition for Scotland to be the best place to grow up in by putting children and young people at the heart of planning and services and ensuring their rights are respected across the public sector.

3.3. Statutory guidance has been produced to explain the legal duties in Parts 4, 5 and 18 (section 96) of the Act. These parts are about the Getting It Right For Every Child (GIRFEC) national approach to improving outcomes through public services that support the wellbeing of children and young people. The guidance is still in draft form but it is anticipated that it will be finalised and published before these parts of the Act come into force.

3.4. There are three specific parts of the Act that directly relate to the implementation of the Getting it Right for Every Child national approach to improving outcomes through public services that support the wellbeing of children and young people. These are:
- **Part 4** – Named Person Service, the provision of a Named Person and Information Sharing Duties
- **Part 5** – Child's Plan
- **Part 18** – Assessment of wellbeing

4. Part 4 – Named Person Service, the provision of a Named Person and Information Sharing Duties

4.1. Part 4 of the Act makes the provision of a Named Person service and the identification of a Named Person available as an entitlement for all children and young people, from birth until their 18th birthday (even if they have left school)

4.2. For children attending school within South Lanarkshire, the Named Person function will be carried out by the Primary School Head Teacher, and a Pupil Support Teacher in Secondary Schools.

4.3. Information Sharing: Part 4 of the Act also creates duties to share information within the established framework of Scottish, United Kingdom and European law including the Data Protection Act.

4.4. This means that the handling, storage, processing, sharing, and retention of information by all service providers, relevant authorities and those providing services on their behalf must be compliant with legislation.

4.5. New guidance will be developed for all staff across the Community Planning Partnership to make them aware of the new data sharing requirements once these have been finalised after receipt of final guidance from government and taking account of national solutions and timescales.

5. Part 5 and 18 – Child's Plan and Assessment of Wellbeing

5.1 Education Resources will use the national SEEMiS Wellbeing module, which is an electronic system that fully takes account of what is required to facilitate the implementation of the Child's Plan. This is a new, specifically developed module. The wellbeing module requires approximately 600 staff being trained to use the tool and receive training on how to carry out wellbeing assessment and develop a plan for the child/young person. The GIRFEC Officer recruited in the latter half of 2017 has responsibility to plan for the use of this module across Education Resources.

6. Proposal

6.1. The GIRFEC Officer post was agreed at Committee in October 2017. The Scottish Government has also provided funding for Local Authorities to take forward such arrangements as necessary to ensure that the functions detailed within the Children and Young People Act (2014) are embedded in good practice. The posts of Clerical Assistant and Administration Assistant are required to take this forward (see para 6.4).

6.2. Since coming into post in October 2017, the GIRFEC Officer has been making plans to roll out a comprehensive programme of training for all aspects of the duties set out above. This training commenced in January 2018. There will be several phases of training, beginning with awareness raising and moving through the functions of the well-being module on SEEMiS to ensure a consistency of approach and practice across all our schools.

6.3. The SEEMIS Wellbeing module has been adopted by the Scottish Government as the recommended solution for information sharing and management of vulnerable children by Education Authorities. Part of this solution is the development of a Single Point of Contact within each Authority to ensure the secure communication, processing and storage of sensitive wellbeing information on children and families in accordance with the Data Protection Act and the new General Data Protection Regulations. We envisage that wellbeing information from other agencies and our Social Work colleagues will be routed through our Single Point of Contact and from there uploaded to the Wellbeing module for individual Named Persons. This ensures

a fully secure communications network. The amount of such sensitive information coming into the contact email address is likely to be high. This has been shown by a pilot project involving one agency, Police Scotland, using the Single Point of Contact between January and March of 2017.

6.4.   This training and implementation of the new Single Point of Contact is one of the most significant developments within Education Resources over the next two years. To support the work of the GIRFEC Officer, administrative support is required to coordinate and arrange this training programme. The complexity and numbers involved require the post of administrative support to be full time. Further details on the level of support required is highlighted in paragraph 8.

6.5.   For the Single Point of Contact to function effectively and for the training programme to be taken forward in an efficient and productive way, the Inclusive Education Service considers there is a need for two posts to be created to work on both aspects of this project.

7.   Funding
7.1.   The Scottish Government has provided funding for Local Authorities to take forward such arrangements as necessary to ensure that the functions detailed within the Children and Young People Act (2014) are embedded in good practice. The proposed posts are initially requested for a 23 month period as further guidance is expected from the Scottish Government later in 2018.

8.   Employee Implications
8.1

Post title	Current Number of Posts (FTE)	Proposed Number of Posts (FTE)	Grade	SCP Range	Hourly Rate	Annual salary	Gross costs (including on-costs 30.3%)
Clerical Assistant	0	1	Grade 1 Level 1-4	SCP 20 - 31	£8.74 - £10.28	£15,949 - £18,759	£20,781 - £24,443
Admin Assistant	0	1	Grade 2 Level 1-2	SCP 32 - 40	£10.58 - £11.72	£19,307 - £21,387	£25,157 - £27,869

These posts have been graded using the Council's job evaluation scheme.

9.   Financial Implications
9.1   Costs associated with this proposal will be met from funding allocated to the Council by the Scottish Government for the development and implementation of the duties and powers contained within the Children and Young People (Scotland) Act 2014.

10.   Equality Impact Assessment and Consultation Arrangements
10.1   This report does not introduce a new policy, function or strategy or recommend a change to an existing policy, function or strategy and, therefore, no impact assessment is required.

10.2   Trade Union colleagues have been consulted on the proposals contained with this report.

Tony McDaid
Executive Director (Education Resources)

25 May 2018

Paul Manning
Executive Director (Finance and Corporate Resources)

Link(s) to Council Values/Ambitions/Objectives
- Improve achievement, raise educational attainment and support lifelong learning
- Ensure schools and other places of learning are inspirational

Previous References
None

List of Background Papers
- SLDR Report to Executive Committee (March 2016)

Contact for Further Information
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SOUTH LANARKSHIRE COUNCIL

Report

Report to:	**Education Resources Committee**
Date of Meeting:	**19 June 2018**
Report by:	**Executive Director (Education Resources)**

Subject:	**Review of Anti Bullying Treat Me Well Guidelines**

1. Purpose of Report

1.1. The purpose of the report is to:-

◆ provide an update on a revised Anti Bullying Treat Me Well Guidelines.

2. Recommendation(s)

2.1. The Committee is asked to approve the following recommendation(s):-

(1) that the progress made in developing the Anti Bullying Treat Me Well Guidelines and the engagement with stakeholders be noted.

3. Background

3.1. In November 2017, the Scottish Government published their revised anti bullying guidelines Respect For All. Education Resources' revised guidelines take account of the new government publication.

3.2 It was agreed that a review of the 2011 guidelines was necessary and with updated guidance from respect*me*, Scotland's Anti-Bullying Service, outlining approaches to developing new strategies and policies, a review group was formed to take forward the following:-
- review the sections of the guidelines in line with respect*me*'s guidance on policy development
- identify CPD requirements and opportunities
- re-visit the SEEMiS module for recording and progressing bullying behaviour incidents
- explore links to Health and Wellbeing within Curriculum for Excellence
- identify new resources that support addressing bullying behaviour
- engage parents/carers, young people and staff in the review process

3.3 The revised Treat Me Well Guidelines 2018, attached as Appendix 1, will ensure all educational establishments in South Lanarkshire Council:-

- make every effort to ensure that all young people are free to learn in a safe and secure environment without the fear of bullying
- ensure that there is a common understanding of what bullying is and where it takes place
- develop and maintain a partnership approach among parents, carers, young people and staff which develops school ethos and tackles the issue and impact of bullying

- promote a positive ethos within our educational establishments that fosters development of self-esteem and resilience within our young people
- equip young people with the necessary skills to tackle the behaviour and impact associated with bullying both in our educational establishments and in the world outside
- support those who have been affected by bullying and those who display bullying behaviours
- provide education establishments with a framework for developing anti-bullying strategies and models for improvement in line with respect*me*'s 'Policy Through Practice' and Respect For All – The National Approach to Anti-Bullying for Scotland's Children and Young People

4. Progress to date

4.1 Paramount to the review, has been the necessity to ensure that we understand current concerns and issues facing young people and their families. To that end, at the start of the review process, we gathered information from parents and young people to capture all concerns relating to bullying and, in these final stages, we are continuing communication with parents and young people on our revised guidelines.

4.2 The recently developed SEEMiS module which allows for the reporting of bullying behaviour incidents has been piloted by Cathkin High, Machanhill Primary, Larkhall, Lanark Grammar and Carluke High are also involved in the pilot of the module.

Currently, incidents of bullying behaviour are recorded in pastoral notes.

The working group has recognised that there will be training required to fully implement the SEEMiS module into working practice. Feedback of use has been positive since it follows the same process of completing racial incidents. Key to this will be agreement as to who will have responsibility to input and monitor information.

4.3 All education establishments are aware of the revisions taking place and are aware of the RespectMe Policy through to Practice document. There is already a lot of good practice in educational establishments, including Holy Cross High School's work on anti-bullying being recognised by RespectMe and Education Scotland. Their media clip, 'A pupil's journey to overcome bullying' is available for other schools to view at the following web address:-

https://www.youtube.com/watch?v=x_QTHd5oDMs

The group is eager to ensure that the guidelines are available to establishments as soon as possible, appropriate to ensuring they meet the expectations of all stakeholders.

4.4 The Treat Me Well 2018 Guidelines highlight a shift in terminology away from the labelling term 'bully' and the guidelines signpost many documents and agencies to support educational establishments in anti bullying strategies.

5. Next Steps

5.1 We are currently seeking the views of young people and their input will assist us in finalising the pupils sections of the guidelines. On 31 May 2018, at the South Lanarkshire Parents as Partners Conference, Respect*me* spoke of the work they are doing in schools in terms of anti-bullying, and an opportunity to gather and hear the views of parents on the revised Treat Me Well guidelines was provided.

5.2   Education establishments will receive information and training regarding the use of the SEEMiS module. Government guidelines are also being developed.

5.3   The Treat Me Well 2018 Guidelines will reflect the views of the parents and young people consultations and be launched and implemented by Autumn 2018.

6.   Employee Implications
6.1   None

7.   Financial Implications
7.1   None

8.   Other Implications
8.1   There are no significant risk implications in terms of the information contained within this report.

8.2   There are no implications for sustainability in terms of the information contained within this report.

9.   Equality Impact Assessment and Consultation Arrangements
9.1   This report updates the anti-bullying guidelines in line with government policy. An impact assessment of the revised guidelines will be conducted.

9.2   Consultation has taken place with a range of stakeholders, including the Trades Unions, Parents and Young People.

Tony McDaid
Executive Director (Education Resources)

29 May 2018

Link(s) to Council Values/Ambitions/Objectives
- Improve achievement, raise educational attainment and support lifelong learning
- Ensure schools and other places of learning are inspirational

Previous References
None

List of Background Papers
- SEEMiS module help sheets

Contact for Further Information
If you would like to inspect the background papers or want further information, please contact:-
Anne Donaldson, Head of Education (Inclusion)
Ext: 4452 (Tel: 01698 454452)
E-mail: anne.donaldson@southlanarkshire.gov.uk

Education Resources

Treat Me Well

Anti-Bullying Behaviour Guidance

2018

23 March 2018

Introduction

Treat Me Well is guidance for Education Resources to assist staff in addressing anti-bullying in South Lanarkshire education establishments and to develop establishment anti-bullying behaviour strategies that are robust, involve staff, parents, carers, children and young people, and that learning environments are safe and secure.

In addition to this guidance, Education Resources has six additional core policy statements on:

- Wellbeing and Care
- Communication and Consultation
- Inclusion and Equality
- Leading Learning
- Maximising the Use of Resources
- Quality Management

The policy framework provides an overall purpose and direction for the work of all establishments and services within Education Resources. The policies support our contributions to the council's policy objectives included in "Connect", the Council's Plan.

Treat Me Well, the anti-bullying guidance, links with the core policies, particularly to Wellbeing and Care and Inclusion and Equality. The guidance also link to the Race, Disability and Gender Statements of Commitment, which tackle discrimination and harassment.

Each policy includes a rationale and a set of components linked to the rationale. This guidance follows the same structure. Treat Me Well has 5 components and each component has one or more outcomes. The responsibilities and expectations of staff are presented in relation to each component as are the responsibilities and expectations of parents, carers, children and young people.

This guidance contains links to resources for staff, parents, carers, children and young people, as well as professional learning opportunities that will help to increase knowledge and confidence in supporting people who are affected by bullying behaviour and equally, those who are displaying bullying behaviour.

This strategy provides an overall guide to assist staff in working in partnership with parents and other agencies to help ensure that children and young people are learning in a safe educational environment and are treated well by their peers. From this guidance, establishments have the necessary resources to ensure that their establishment strategy is robust in address bullying behaviour and fostering an ethos of positive roles models, self-esteem, resilience and respect.

Education Resources has taken account of new, up to date Respect For All – The National Approach to Anti-Bullying for Scotland's Children and Young People, respect*me* resources for policy development, equalities legislation, progress in ICT, equality of opportunity implications of recent legislation and national developments in writing this guidance.

The process of impact assessment has been embedded into the process of consultation and review.

The glossary within this guidance provides a description of the terms in this guidance.

Information on core policies can be found on the South Lanarkshire website (www.southlanarkshire.gov.uk).

Treat Me Well

2

Rationale

The ability to learn is absolutely crucial for life in our ever changing world of education, work and leisure. Education Resources has a key responsibility for developing successful learners, confident individuals, effective contributors and responsible citizens and providing the highest possible quality of teaching and learning experiences. To this end, the purpose of promoting, supporting and maintaining an anti-bullying strategy in all educational establishments in South Lanarkshire is to:

- make every effort to ensure that all young people are free to learn in a safe and secure environment without the fear of bullying. It is every child's right not to be bullied

- ensure that there is a common understanding of what bullying is and where it takes place

- develop and maintain a partnership approach among parents, carers, young people and staff which develops school ethos and tackles the issue and impact of bullying

- promote a positive ethos within our educational establishments that fosters development of skills, self-esteem and resilience within our young people

- equip young people with the necessary skills to tackle the behaviour and impact associated with bullying both in our educational establishments and in the world outside

- support those who have been affected by bullying and those who display bullying behaviours

- provide education establishments with a framework for developing anti-bullying strategies and models for improvement in line with respect*me*'s 'Policy Through Practice' and Respect For All – The National Approach to Anti-Bullying for Scotland's Children and Young People

A consistent approach to addressing the issue of bullying within establishments is essential if a positive outcome is to be reached. The establishment of a clear and agreed general framework is crucial to ensure consistency and coherence. Such a framework helps secure partnership working to address the issue of bullying. The main components within an anti-bullying framework are:

1. **A clear working definition of bullying in line with the national approach**
2. **A positive ethos**
3. **Positive strategies and structures**
4. **A procedure for handling bullying incidents**
5. **Recording, monitoring, evaluating and reporting**

3

The Components

1. A clear working definition of bullying

Outcome

A clear and agreed working definition of bullying inline with the national approach.

The definition that is used in this policy is:

Bullying is both behaviour and impact; the impact is on a person's capacity to feel in control of themselves. This is what we term as their sense of 'agency'. Bullying takes place in the context of relationships; it is behaviour that can make people feel hurt, threatened, frightened and left out. This behaviour happens face to face and online. (respect*me*, 2015)

Bullying online is just as serious as bullying face-to-face and will be treated equally.

Bullying behaviour can include:

- being called names, teased, put down or threatened face-to-face and/or online
- being hit, tripped, pushed or kicked
- having belongings taken or damaged
- being ignored, left out or having rumours spread about you (face-to-face and/or online)
- sending abusive messages, pictures or images on social media, online gaming platforms or phone
- behaviour which makes people feel like they are not in control of themselves or their lives (face-to-face and/or online)
- being targeted because of who you are or who you are perceived to be (face-to-face and/or online)
- prejudiced-based bullying based on an individual's actual or perceived identity; it can be based on characteristics unique to a child or young person's identity or circumstance.

Bullying is a breach of children's rights and may occur in a variety of contexts:

- Asylum seekers and refugees
- Body image
- Disability bullying
- Gender and sexism
- Homophobic bullying
- Homelessness
- Looked After children
- Peer pressure
- Racial bullying
- Religion and belief
- Sectarianism
- Young carers

This should not, however, be seen as an exhaustive list as there may be many other contexts in which bullying can occur including all of the protected characteristics as set out in the Equality Act 2010.

The Equality Act 2010 makes it unlawful to discriminate against people with a 'protected characteristic'.

These are:

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

A description of these can be found listed in the glossary in appendix 1.

Responsibilities and expectations

All staff
- promote an ethos and culture of praise and positive behaviours within education establishments
- encourage children and young people to develop the necessary skills such as self-awareness and self-esteem, and develop coping strategies, assertiveness and resilience
- should listen, learn, involve and resolve
- should be aware of the reporting and recording system in place within the establishment in responding to incidents of bullying behaviour, and should refer to school policy and follow establishment guidance at all times
- should support the person(s) experiencing bullying behaviour and person(s) displaying bullying behaviour as the aim is to change behaviours positively
- may liaise with parents and carers where appropriate when any form of bullying behaviour occurs

Promoted staff

- should monitor the recording of incidents – the SEEMiS management information system enables staff to record significant incidents and action taken within Pastoral Notes and/or the Bullying and Equalities module
- should report racial incidents and incidents involving those with protected characteristics, following SLC reporting for Dealing with Racial Harassment and record this in SEEMiS Racist Incidents

Heads of establishments/managers

- lead the creation, development and maintenance of a climate of positive behaviour, inclusion, equality, shared responsibility and a sense of community in line with Promoting Positive Relationships and Behaviour guidelines for establishments and services
- liaise with parents, carers and the local authority where appropriate

Parents and carers

- are advised to refer to respectme's Bullying: A Guide for parents and carers

- report any bullying incidents to the educational establishment, but they should address their children's behaviour when it affects others negatively
- monitor their children and young person's use of electronic devices, mobile technologies and social media, including setting parental controls and ensuring private setting are in place
- in the first instance, report any abuse to website providers, delete nasty or offensive messages and make sure their children unfriend or block abusers
- be aware that there may be incidents which they may have to report to the police

Young people

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6

2. A positive ethos

Outcome

a positive ethos and culture of dignity, excellent behaviour, strong leadership, shared responsibility, inclusion and equality, partnership working and a sense of community.

Responsibilities and expectations

All staff, parent council members, parents, carers, children and young people

- should be committed to creating a positive ethos and culture in education establishments
- adhere to national and local guidelines and procedures, including this guidance

Heads of establishment/managers

- set the tone for an establishment by being accessible and approachable and by striving to create a safe, welcoming environment
- develop and maintain an inclusive ethos and a culture which is proactive in the prevention of bullying and which supports children/young people who have been subjected to bullying and those who display bullying behaviours
- ensure that children and young people are aware of their rights
- ensure that children understand their responsibilities towards others in the creation of such an ethos and culture
- ensure employees, parent council members, parents, carers, children and young people are central in the creation and implementation of an establishment anti-bullying strategy inline with respect*me*'s 'Policy Through Practice' and Respect For All – The National Approach to Anti-Bullying for Scotland's Children and Young People.

3. Positive strategies and structures

Outcome

Pro-active positive strategies and structures within and between establishments, support children and young people and seek to prevent bullying, or minimise its effect, where it does occur.

Responsibilities and expectations

All staff, parent council members, parents, carers, children and young people

- role model positive relationships and positive behaviour and, create a culture of praise within our establishments
- ensure that children and young people develop the necessary skills, such as self-awareness, self-esteem, avoidance and coping strategies, assertiveness and resilience, through the Curriculum for Excellence capacities of successful learners, confident individuals, effective contributors and responsible citizens and in particular, the Health and Well-Being outcomes and Social Education programmes

Heads of establishment/managers

- lead the creation, development and maintenance of a culture which promotes positive behaviour, praise, inclusion and equality, shared responsibility and a sense of community
- lead the development and review of establishment policy and procedures inline with Respect*me 'Policy through to practice – Getting it Right'*
- identify professional development/training opportunities which enhance anti-bullying strategies and promotes a consistent approach to handling bullying behaviour

Education Resources Management Team

- lead and promote the continuing professional development/training opportunities which enhance anti-bullying strategies

4. A procedure for handling bullying incidents

Outcome

Clear procedures for handling bullying incidents that involves staff, parents, carers, children and young people.

Responsibilities and expectations

All staff and heads of establishment/managers

- promote and publicise clear procedures for dealing with incidents of bullying behaviour in consultation with parent council, parents, carers, staff, children and young people
- adopt these procedures consistently across their establishment
- recognise the importance of parents and carers as partners in the education of their children and young people. The involvement of parents and carers is an integral part of the process of handling bullying incidents and reviewing establishments policy on addressing bullying behaviour.

The procedure and subsequent information leaflets must reassure parents and carers:

- that bullying behaviour is taken seriously

- that the establishment has procedures for dealing with incidents of bullying behaviour and the needs of individuals are recognised

- that they have the opportunity to work alongside staff, where appropriate, in dealing with incidents of bullying behaviour

- that establishments along with parents and carers work in partnership to create an environment where young people feel safe

- that establishments are committed to changing the behaviour and attitudes that contribute to bullying behaviour

- that research shows that restorative practice methodology and counselling is more effective in dealing with incidents than punishment or sanctions

- that there is a process to take forward concerns over the handling of a bullying behaviour incident and the subsequent outcome of an investigation

Parents and carers

- liaise with staff carrying out procedures for dealing with incidents of bullying
- support children and young people affected by bullying behaviour incident
- reinforce and role model positive relationships and positive behaviour
- liaise with staff to review procedures through the establishments challenging bullying behaviour strategy

Young people

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5. Recording, monitoring, evaluating and reporting

9

Outcome

Establishments undertake to develop, implement and maintain procedures, which are suitable to their needs and circumstances, for the monitoring, recording and reporting of bullying incidents.

Guidelines are followed for ensuring the wellbeing and care of learners is met through the Mainstreaming Equalities report, setting out the Council's commitment to improving the quality of life for everyone in South Lanarkshire. This should be read in the context of Education Resources Policy on Inclusion and Equality which implements the requirements of the Equality Act 2010, and the national strategy Respect For All – The National Approach to Anti-Bullying for Scotland's Children and Young People (2017). With the guidelines and policy framework, the SEEMiS Bullying and Equality Module provides the reporting structure for all incidents.

Responsibilities and expectations

All staff

- are aware of the revised procedures for monitoring, recording and evaluating through the SEEMiS Bullying and Equalities Module and all appropriate staff should follow these procedures

Heads of establishment/managers are responsible for:

- undertaking ongoing reflection and evaluation of in-house procedures to address bullying behaviour through their leadership of the agreed self-evaluation procedures
- taking appropriate action in cases of bullying incidents
- maintaining appropriate records through the SEEMiS Bullying and Equalities Module and pastoral notes
- ensuring that information is available for Education Resources Management Team when required
- recording and reporting on cases of bullying incidents inline with Education Resources policy on Inclusion and Equality, and the Council's Mainstreaming Equalities report
- identifying ongoing professional development/training opportunities which support recording, monitoring, evaluation and recording practice.

Review

This guidance will be subject to review through a 3 year cycle.

Further Information

If you need this information in another language or format, please contact us to discuss how we can best meet your needs:
Education Resources (Treat Me Well), Council Offices, Almada Street, Hamilton, ML3 0AE;
phone XXXX XXXXX or email education@southlanarkshire.gov.uk

Appendix 1

Glossary

Counselling

A formal process of listening and offering advice in order to help resolve problems

Curriculum for Excellence
Curriculum for Excellence is the centrepiece of the Scottish Government's Education agenda. It represents the biggest educational reform since the advent of 5-14. It aims to focus classroom practice upon the child and around the four capacities of education:
- successful learners
- confident individuals
- responsible citizens
- effective contributors

It also aims to:
- simplify and prioritise the current curriculum
- encourage more learning through experiences
- create a single framework for the curriculum and assessment 3-18.

Establishments
The generic term used to cover all schools, early years centres, Youth, Family and Community Learning Service (a range of services for young people aged 12 to 24 years), and specialist provisions and bases which we manage. It may be applied to individual facilities e.g. a school, a Universal Connections, or a service that operates on a peripatetic basis e.g. Youth, Family and Community Learning Service and Psychological Services.

Ethos
Characteristics, attitudes, beliefs etc. of an individual, group or organisation.

Impact assessment
Impact assessment is a process aimed at structuring and supporting the development of policies. It identifies and assesses the problem at stake and the objectives pursued. It identifies the main options for achieving the objective and analyses their likely impacts on those affected by the policy. It outlines advantages and disadvantages of each option and may suggest solutions to problems arising.

Inclusion
Where all children and young people are entitled to receive a high quality education and are supported in achieving equal opportunities to help them fulfil their potential. Inclusion in education aims to ensure the full participation of children, young people and adult learners, in the curriculum and the community, as the foundation for the highest achievements of all.

Parents/Carers
Parents/carers should be taken to refer to parents, foster carers, carers who are relatives or friends and care staff in residential settings (including secure provision). In the absence of parents, local authorities have a statutory duty to take on this role for children and young people looked after away from home.

Restorative practice
Restorative practices describe a range of approaches used in many establishments where staff or peer mediators intervene in a situation.

In cases of bullying or a dispute between pupils, a trained pupil mediator may help the parties involved in the dispute to agree what has happened, what harm has been done and what can be done to put things right. The emphasis is on apologising, putting the difficulty in the past and agreeing a way forward.

In cases of serious disputes between pupils, pupils and teachers, or parents and teachers, a trained adult facilitator (usually a member of school staff not involved in the dispute) hears from both sides what has happened and reaches agreement with them about what has gone wrong, what harm has

been done and what can be done to put things right. The emphasis is again on apologising, putting the difficulty in the past and agreeing a way forward.

United Nations Convention on the Rights of the Child (UNCRC)
This convention sets out the civil, political, economic, social and cultural rights that all children everywhere are entitled to. It also explains how adults and governments must work together to make sure all children can enjoy all their rights. Schools can engage with the convention via the process of working towards the Rights Respecting Schools Award (RRSA) or the South Lanarkshire 'Making Rights Real'

Additional support needs
An additional support need can arise for any reason and be of short or long term duration. Additional support may be required to overcome needs arising from the learning environment; heath or disability; family circumstances or social and emotional factors. A child or young person may be bullied because they have an additional support need and crucially being bullied can also result in an additional support need.

Age
Although prejudice and discrimination based on age is not applicable in school settings, it can affect children and young people in a variety of other settings, for example, in workplaces, further and higher education and in wider society.

Asylum seekers and Refugees
Children and young people who are asylum seekers or refugees may be at greater risk of bullying directly or indirectly. Stigma, due to lack of knowledge and understanding of asylum seekers and refugees, and reluctance to burden parents with extra worries can allow bullying to go undetected and continue.

Body image and Physical appearance
This can be hugely important to children and young people, with bullying because of body image having the potential to negatively impact upon their wellbeing.

Disablist Bullying
People who bully others may see children and young people with disabilities as being less able to defend themselves and less able to tell and adult about the bullying. The bullying behaviour is likely to be focused upon their specific disability or disability, whether they are in mainstream schooling or specialist provision.

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

Sexual Orientation & Homophobic Bullying
Bullying based on sexual orientation is motivated by a prejudice against lesbian, gay or bisexual (LGB) people. It is also commonly referred to as 'homophobic bullying' but can also be expanded to recognise the specific experiences of bisexual young people using the term 'biphobic bullying'.

Children and young people do not necessarily have to be gay, lesbian or bisexual themselves to experience 'homophobic bullying'. This type of bullying may be directed towards young people perceived to be lesbian, gay or bisexual young people; those that do not conform to gender norms and/or expectations; and those who have gay friends or family members. Children with LGB parents

may also experience homophobic bullying; it is related to these forms of bullying through underlying sexist attitudes.

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

Looked after Children and Young People
Children and young people who are looked after at home or looked after away from home, are vulnerable to bullying behaviour for a number of reasons. It may be due to regular changes in schools or where they are placed, which can make forming friendships difficult. Forming relationships with peers and adults can be more difficult due to early childhood adversity.

Marriage/Civil Partnership
Whilst it is unlikely that a school-aged pupil will be in a same sex marriage or civil partnership, and directly experience prejudice and discrimination as a result, there could be instances of indirect discrimination. For example, if the child or young person associated with someone (parent, carer, sibling etc.) who is in a same sex marriage or civil partnership, or in a same sex relationship. Marriage and civil partnership discrimination and prejudice can also affect children and young people in a variety of settings, for example, in workplaces, further and higher education and in wider society.

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

Religion and Belief
Lack of knowledge and understanding about traditions, beliefs and etiquette of different faiths can lead to religious intolerance. Lack of awareness about the differences in practices of religions such as prayer times, dietary requirements, fasting and the wearing of religious clothing or articles of faith, resulting in misunderstanding and stereotyping, may lead to bullying. People who have no religion or belief are also protected under the Equality Act 2010.

Sectarianism
Most people understandably associate sectarianism with religion. The reality of prejudice however means that your family background, the football team you support, the community you live in, the school you attend and even the colour of your clothing, can mark you out for sectarian abuse – whatever your beliefs may be. In Scotland, sectarianism is most often related to Protestant and Roman Catholic divisions within Christianity but can also relate to other religions, for example, Sunni and Shia Muslims within Islam, and Orthodox and Reform Jews within Judaism.

Sexism and gender
Bullying in the form of derogatory language and the spreading of malicious rumours can be sued to regulate both girls' and boys' behaviour – suggesting that they are not being a 'real' man or a 'real' woman. These terms can be of an explicit sexual nature and it is worth noting that many can involved the use of terms for people who are gay or lesbian, as a negative towards a person's masculinity or femininity. Sexism and gender stereotypes feed into homophobia, biphobia, and transphobia. Gender stereotyping, based on the notion of acceptable and unacceptable male and female behaviour, can leave children and young people, who are not perceived to conform to these notions, vulnerable to indirect and direct bullying.

13

Personality traits that do not fit into the unwritten rules of 'appropriate' male and female behaviour can lead to bullying because of the prejudice towards their perceived difference.

Gender identity and Transphobic bullying

The term 'transgender' is an 'umbrella term' for those whose 'gender identity' or expression differs in some way from the gender that was assigned to them at birth. Gender identity reflects an individual's internal sense of self as being male, female, or an identity between or outside the two.

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

Young Carers

The lives of young carers can be significantly affected by their responsibility to care for a family member who has a physical illness or disability, mental health difficulty, sensory or learning disability or, issues with the misuse of drugs or alcohol. Young carers are at risk of bullying for a variety of reasons. Depending on the responsibilities at home, they may find themselves being unable to fully participate in school or after-school activities or 'fun stuff'. This can make it difficult for them to form relationships; it can hinder successful transitions or lead to educational difficulties.

Socio-economic prejudice

Bullying due to socio-economic status can take place in any community. Small differences in perceived family income/family living arrangements/social circumstances or values, can be used as a basis for bullying behaviours. Behaviours such as mocking speech patterns, accents, belongings, clothing etc. can become widespread through those considering themselves to be in the dominant social economic group. Bullying of children who endure parental substance misuse can also be prevalent.

14

Personal Development opportunities and resources

There are varied sources of training to support both understanding of and addressing bullying behaviour. These are provided both internal and external to South Lanarkshire Council and Education Resources, with a number of national organisations and projects offering training in support of understanding and addressing bullying behaviour. The schools network GLOW website and the Community Learning and Development Standards Council's iDevelop website also present opportunities to link in materials across the curriculum with colleagues across Scotland.

In addition to this, the sharing of good practice cannot be understated and should be considered as part of Career-Long Professional Learning.

The list of opportunities and resources in appendix 2 is not exhaustive and suggestions for further training and resources are welcomed.

Any suggestions should be sent to education@southlanarkshire.gov.uk

South Lanarkshire Council

South Lanarkshire Council offers a number of online learning modules such as:
- Equality and Diversity Awareness
- LGB&T People and Public Services
- Promoting Positive Relationships and Behaviour
- Understanding attachment theory
- Resilience Matrix – a framework for thinking

In addition to this, training is offered in the use of the new SEEMiS Bullying and Equalities module, with this being available as a webinar through the Learn On Line area of the intranet.

Existing materials and packs such as Making Rights Real, Recognising and Realising Children's Rights are very helpful in developing understanding and embedding a positive ethos and culture of dignity.

For more information, please access Learn On Line through South Lanarkshire Council's Intranet.

The resources referenced here are:
1. Respect*me*
2. United Nations Convention on the Rights of the Child (UNCRC)
3. LBGT Youth Scotland
4. Education Professional Bodies (CLD Standards Council, YouthLink Scotland, EIS etc.)
5. Mental Health First Aid
6. Mentors in Violence Prevention Programme
7. Stonewall Scotland
8. Scottish Traveller Education Programme
9. Bullying UK
10. Young Minds
11. Child Exploitation and Online Protection (CEOP)
12. Thinkuknow
13. Childline
14. Choose Life
15. Hands On Scotland
16. No Knives Better Lives
17. Scottish Out of Schools Care Network
18. Early Years Scotland
19. Social Media

15

1. respect*me*

respect*me*, Scotland's anti-bullying service, was launched in March 2007. The service is fully funded by the Scottish Government and is managed by SAMH (Scottish Association for Mental Health) in partnership with LGBT Youth Scotland.

They work with all adults involved in the lives of children and young people to give them the practical skills and confidence to deal with children who are bullied and those who bully others. Their aim is to build the capacity of these adults to effect change and challenge bullying and stigma at an individual, school, family, community and societal level.

They have developed a range of resources for adults, children and young people, which offer practical advice and guidance on a range of anti-bullying issues and the writing of anti-bullying policy. Their publications can be downloaded from the website and paper copies of some publications can be ordered by contacting respect*me* directly at enquire@respectme.org.uk

Respect*me* also have a number of videos, which can be used with children and young people to generate discussion around bullying and the impacts it can have on everyone involved. Their video resources can be viewed on the website, and additional short films can be found on their YouTube channel.

For more information, please visit: www.respectme.org.uk/resources

or use the QR code below:

2. United Nations Convention on the Rights of the Child

It's every child's right not to be bullied. Children's rights are unique in that many of them, although designed for the safety and protection of children, have to be provided for by adults and the government.

Although children and young people are covered under the Human Rights Act 1998, their rights are more clearly specified under the UN Convention on the Rights of the Child (UNCRC).

The Convention has 54 articles that cover all aspects of a child's life and set out the civil, political, economic, social and cultural rights that all children everywhere are entitled to. It also explains how adults and governments must work together to make sure all children can enjoy all their rights. Every child has rights, whatever their ethnicity, gender, religion, language, abilities or any other status.

The Convention must be seen as a whole: all the rights are linked and no right is more important that another. The right to relax and play (Article 31) and the right to freedom of expression (Article 13) have equal importance as the right to be safe from violence (Article 19) and the right to education (Article 28).

unicef provide information regarding all of the rights as well as resources to help with campaigns around rights through the Rights Respecting Schools Award.

For more information, please visit: www.unicef.org.uk/what-we-do/un-convention-child-rights/

or use the QR code below:

respect*me* have explored the UNCRC in relation to bullying behaviour and information from this can be found by visiting: www.respectme.org.uk/bullying/childrens-rights

or use the QR code below:

3. LGBT Youth Scotland

17

LGBT Youth Scotland have developed a number of resources for practitioners, parents, carers and young people to support and guide addressing inclusion and homophobic, transphobic and biphobic bullying behaviour.

The resources are organised in to the following categories:
- Schools and education
- Young people
- Community capacity building
- Health
- Domestic abuse

LGBT Youth Scotland are a key partners in presenting current research towards improving the lives of LGBTI young people in Scotland.

For more information and to view the resources, please visit: www.lgbtyouth.org.uk/pro-resources

or use the QR code below:

4. Education Professional Bodies (CLD Standards Council, YouthLink Scotland, EIS etc.)

Training and peer support is offered through national organisations for teaching and Community Learning and Development staff. Through professional learning events and seminars, training

18

courses and workshops, research and, online forum discussions, a range of resources are available to support challenging behaviour and perceptions.

These resources include:
- Tackling Sectarianism Resources CPD training (Sense over Sectarianism and YouthLink Scotland – The National Agency for Youth Work)
- i-develop website service provided to support creative, innovative and effective learning and development for CLD practitioners (Community Learning and Development Standards Council).
- Myths of Immigration (Guidance for early years, teachers and lecturers on challenging myths and misunderstandings – Educational Institute for Scotland)
- Get it Right for Girls (challenging misogynistic attitudes among children and young people – Educational Institute for Scotland)

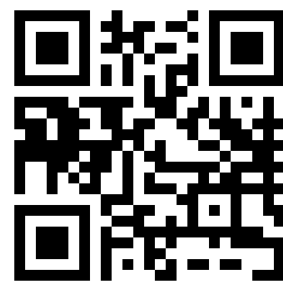For more information and to view the resources highlighted above, please visit:

- www.youthlinkscotland.org
- www.i-develop-cld.org.uk
- www.eis.org.uk/index.asp

YouthLink Scotland

i-develop
CLD Standards Council

Educational Institute for Scotland

5. Mental Health First Aid

Mental Health First Aid (MHFA) was first developed in Australia by Betty Kitchener and her husband Professor Anthony Jorm. Like most brilliant ideas it came about in a very ordinary way. Betty and Tony were walking their dog one day when they realised that there was no mental health equivalent

19

of physical first aid. This germ of an idea led to an internationally recognised programme of simple steps that can be used to help a person in distress.

In 2004 Scottish materials were developed and the National Training Team was commissioned to begin training instructors from all over Scotland.

In March 2009 the new materials were launched and all current instructors went through a refresher course on the use of the new materials.

The SMHFA course takes 12 hours to complete. It can be presented in a range of formats to suit different groups. The course must be presented by a qualified SMHFA instructor and quality is continuously monitored by NHS Health Scotland.

The course can be presented in the following formats:
- 2 full days
- 4 half days
- 6 two-hour sessions.

The following is a brief outline of what is covered on the course:
- guidance on being a Mental Health First Aider
- attitudes to mental health issues
- equalities
- the recovery message
- the impact of alcohol and drugs on mental health
- introduction to suicide intervention
- listening skills
- understanding depression
- how to offer first aid to someone experiencing depression
- understanding anxiety
- how to offer first aid to someone experiencing anxiety
- understanding psychosis
- how to offer first aid to someone experiencing a psychotic episode.

The course does not train people to be mental health workers. It offers basic general information about mental health problems. The knowledge presented and understanding developed in the course helps to remove stigma and fear and to give confidence in approaching a person in distress. Mental Health First Aid is an initial response to distress and all participants on the course understand that this help is given only until other suitable or professional help can be found.

For more information or to view the course details, please visit: www.smhfa.com

or use the QR code below:

revention Programme

The Mentors in Violence Prevention Programme (MVP) developed in the 1990's by American Educationalist Dr Jackson Katz utilises a creative bystander approach to prevent all forms of bullying and gender based violence. Males and females are not looked at as potential victims or perpetrators but as empowered and active bystanders with the ability to support and challenge peers. Within the

MVP Programme a bystander is defined as a friend, class-mate, team-mate, colleague or relative. In other words, it is someone they know.

The key training tool within the MVP Programme is the 'MVP playbook'. The playbook supports the discussion based teaching approach within the MVP Programme offering a consistent approach to delivery of all MVP sessions. The 'playbook' offers excellent opportunities to discuss issues such as:

- Dating Abuse
- Harassment
- Bullying
- Sexting
- Control
- Alcohol and consent

A range of training materials, supporting documents and resources are available from the Mentors against Violence website.

The MVP Programme isn't a programme that teaches boys and girls not to bully or abuse, it is a leadership programme and provides an excellent opportunity to develop leadership skills amongst young people.

The MVP Programme is a peer mentoring programme. Once schools receive initial training their next task is to recruit and train a team of MVP mentors from the upper part of the school. It is this 'boy to boy' and 'girl to girl' mentoring that has demonstrated positive outcomes for the MVP programme as well as giving MVP mentors valuable life skills.

For more information and to view the resources, please visit:
www.mvpscotland.org.uk/MVPteaching.html

or use the QR code below:

7. Stonewall Scotland

Stonewall Scotland support individuals to work out how they can make a difference for LGBT people at work, home and in their communities. They seek to equip people with the tools and confidence to connect with, influence and enable others in their communities, by challenging homophobic, biphobic and transphobic bullying, celebrating difference and improving inclusion and visibility of role models.

Stonewall Scotland also work with organisations, including workplaces, schools, healthcare providers, sports clubs and religious institutions, here and abroad, to ensure they offer inclusive, equal and inspiring environments for lesbian, gay, bisexual and trans people.

Through their work, Stonewall Scotland have produced resources to support the better understanding and of the issues faced by LGBT people, and to help ensure that policies and strategies are LGBT inclusive.

In particular, Stonewall Scotland engaged pupils to produce the School Report Scotland 2017, gathering the experiences of lesbian, gay, bi and trans young people, highlighting the issues that they face, the support that they need and steps to help take the report forward.

For more information and to view the resources and reports, please visit: www.stonewallscotland.org.uk

or use the QR code below:

8. Scottish Traveller Education Programme

The Scottish Traveller Education Programme website provides resources, tools and information promoting innovative approaches to learning. Importantly, families, young people and teachers have been involved in co-producing all the materials.

The materials support all aspects of learning with an additional focus on tackling bullying and the issues facing Traveller young people.

The website provides links to resources and training for Teachers and all professionals who are involved in education with people from travelling cultures, as well as advice and guidance for young people and their parents.

For more information and to view the resources, please visit: www.step.education.ed.ac.uk

or use the QR code below:

9. Bullying UK

Bullying UK is part of Family Lives, a charity with over three decades of experience helping parents to deal with the changes that are a constant part of family life.

Their role is to support everyone achieve the best relationship possible with the children that they care about, as well as supporting parenting professionals.

They provide professional, non-judgmental support and advice through their helpline, website, befriending services, and parenting/relationship support groups. Nearly all of our services are

accessible at no charge to parents and they can be contacted 365 days a year.

They offer support when life becomes complicated and provide support around family breakdown, aggression in the home, bullying, risky teenage behaviour and mental health concerns of both parents and their children.

Family Lives offer a range of courses for professionals, including online, as well as training for parents.

For more information and to view the resources and reports, please visit: www.bullying.co.uk

or use the QR code below:

10. YoungMinds

YoungMinds is the UK's leading charity championing the wellbeing and mental health of young people.

Driven by their experience, they create change so that children and young people can cope with life's adversities, find help when needed and succeed in life.

YoungMinds provides a guide for parents' worries about their child's behaviour or mental health that seeks to equip them with strategies to support themselves and their child.

They also provide both in-house training and open access training. Their open access training is open to individuals and groups, held at a YoungMinds location on specific dates throughout the year. Their bespoke in-house training is delivered to your organisation and can be tailored to meet the needs of the organisation. Please note that there may be costs associated to these training opportunities.

For more information or to view the resources, please visit: www.youngminds.org.uk

or use the QR code below:

11. Online Protection (CEOP)

CEOP is a law enforcement agency and is there to help keep children and young people safe from sexual abuse and grooming online. They help thousands of children and young people every year.

They are there to help and give advice, and anyone can make a report directly to them if something has happened online which has made them feel unsafe, scared or worried. This might be from someone they know in real life, or someone they have only ever met online.

If you make a report to them it will be read by one of their Child Protection Advisors who will get in contact with person reporting on the phone number or email address that is given to them to make sure that they are safe. They will also discuss with them what will happen next.

25

The website offers further information about keeping children and young people safe across the following:
- 5 – 7 year olds
- 8 – 10 year olds
- 11 – 13 year olds
- Young people aged 14+
- Parents/carers
- Professionals

For more information or to view the course details, please visit: www.ceop.police.uk/safety-centre/

or use the QR code below:

12. Thinkuknow

Thinkuknow is the education programme from the National Crime Agency's CEOP command.

Thinkuknow aims to empowers children and young people aged 5-17 to identify the risks they may face online and know where they can go for support.

It is based around three key themes:
- How to have fun
- How to stay in control (or how to take control)
- How to report a problem

The education programme consists of:

26

- a presentation, which is given to young people in schools, youth groups and other youth environments,
- a website aimed directly at young people, which also contains information for teachers and parents,
- a number of hard-hitting education films designed to make young people think about whom they are talking to online, and
- other resources including posters and a range of promotional material.

For more information and to view the resources, please visit: www.thinkuknow.co.uk

or use the QR code below:

13. Childline

Childline started in 1986 providing a free helpline for children to which is now a free 24-hour counselling service for children and young people up to their 19th birthday. In 2006, Childline joined the NSPCC in order to expand to the provision it offers now.

Childline offer information, advice and resources on the range areas and topics listed below:

- Bullying, abuse, safety & the law
- You & your body
- Your feelings
- Friends, relationships & sex
- Home and families
- School, college & work

Their website discusses different types of bullying and how to get support and feel better. In addition to this, Childline publish reports that help develop understanding of the changing issues from research they have carried out with young people.

For more information and to view the resources and reports, please visit: www.childline.org.uk

or use the QR code below:

14. Choose Life

As part of the national suicide prevention strategy, Choose Life provides guidance to help practitioners support young people who are at risk and require specific interventions at that time in their life.

Training forms a significant part of the Scottish Government suicide prevention strategy to prevent suicide in Scotland. By training a proportion of the population, more skilled and confident helpers could be available to explore thoughts of suicide and intervene. The National Suicide Prevention Programme offers suicide prevention training covering awareness and exploration to suicide first aid skills. Courses are organised and delivered at a local level by qualified trainers.

Training offered by Choose Life includes:

- ASIST - a two-day workshop that offers practical help to enable caregivers to recognise and intervene to prevent the immediate risk of suicide.

28

- safeTALK - a three-hour training which gives you the skills to recognise when someone may have thoughts of suicide, and to connect that person to someone with suicide intervention skills.

- suicideTALK - a short exploration and awareness-raising session, of one to three hours. It is flexible to meet the needs of each group. suicideTALK is aimed at all members and groups within communities.

For more information and to view the resources, please visit: www.chooselife.net

or use the QR code below:

15. Hands On Scotland

Hands On Scotland have developed their website to help make a difference to children and young people's lives. It gives practical information, tools and activities to respond helpfully to troubling behaviour and to help children and young people to flourish.

In 2 parts:

1. How to help children Flourish; and
2. How to help with Troubling Behaviours

How to help children Flourish is a resource that gives information, ideas and activities to help promote positive mental health (flourishing) in all children and young people. It also aims to help prevent the difficulties described in the Troubling Behaviours section and to help improve your own mental health and create a flourishing community.

This section was designed for parents, carers and anyone working with infants, children and young people (for example: teachers, social workers, foster carers, health workers, school nurses, nursery nurses, etc).

29

How to help with Troubling Behaviours is a resource that provides practical information and techniques on how to respond helpfully to children and young people's troubling behaviour and promote their mental health and wellbeing.

This section was designed for anyone working with children and young people (for example: teachers, social workers, foster carers, health workers, school nurses, etc).

For more information and to view the resources and reports, please visit:
www.handsonscotland.co.uk

or use the QR code below:

16. No Knives Better Lives

No Knives Better Lives is a national initiative which works with local organisations to provide information and support. The campaign aims to raise awareness of the consequences of carrying a knife and provides information on local activities and opportunities for young people.

They provide learning resources across primary and secondary age groups for young people, parents and carers, and practitioners to explore the consequences of knife crime in particular. They provide access to online practitioner training packages, peer education training, educational toolkits for schools and youth work settings, and a range of supporting resources from high-quality videos and animations to posters, leaflets, reports and evaluations.

For more information and to view the resources, please visit:
www.noknivesbetterlives.com/practitioners

or use the QR code below:

30

17. Scottish Out of School Care Network (SOSCN)

SOSCN are the national infrastructure umbrella organisation providing support, mentoring, training, information and resources to all childcare services in Scotland, which provide childcare, play and learning opportunities for school-age children.

SOSCN provide guidance on developing anti-bullying policy for Out of School Care, equalities and diversity, promoting positive behaviour and training for practitioners in areas such as Activity and Wellbeing.

For more information and to view the resources, please visit: www.soscn.org

or use the QR code below:

18. Early Years Scotland

Early Years Scotland offers a range of professional learning opportunities to inspire, encourage and support your practice.

Their professional learning opportunities can be delivered at a time and place to suit you; in-house in your setting or at a centrally organised venue.

They also offer weekend and evening opportunities and are currently developing a new online learning platform.

Early Years Scotland's opportunities cover all aspects of early years provision with particular focus on involving parents in their children's learning and developmental support.

A Professional Learning Framework of all training offered is revised regularly.

For more information and to view the resources, please visit: https://earlyyearsscotland.org/

or use the QR code below:

32

19. Social Media

Following organisations online via social media (Facebook, YouTube, Twitter, Instagram etc.) will keep you up to date with current developments and training opportunities.

Almost all organisations now have a social media presence through which conversations take place across the world, resources are promoted and shared, conferences and seminars can be attended or followed, and people can get the opportunity to hear about the practice you are developing locally.

Education Resources Digital Strategy (2016) offers guidance for establishments using social media. This can be accessed through the Council Intranet.

Report

SOUTH LANARKSHIRE COUNCIL

Report to:	**Education Resources Committee**
Date of Meeting:	**19 June 2018**
Report by:	**Executive Director (Education Resources)**

Subject:	**West Partnership Update**

1. Purpose of Report

1.1. The purpose of the report is to:-

♦ provide an update on the progress of the West Partnership.

2. Recommendation(s)

2.1. The Committee is asked to approve the following recommendation(s):-

(1) that the progress of the West Partnership be noted; and
(2) that regular updates on progress within the partnership be submitted to future meetings of this Committee.

3. Background

3.1. A Joint Steering Group, consisting of representatives from Scottish Government Learning Directorate, Scottish Government Children and Families Directorate, Education Scotland, CoSLA, SOLACE and ADES devised a report on the establishment of Regional Improvement Collaboratives (RICs) in September 2017.

3.2. The report set out a number of principles upon which the RICs should operate including the need to develop an improvement plan which would be devised on a regional basis and would be informed by the National Improvement Framework and be:

- Outcome focused
- Child centred
- A thematic approach
- Robust, locally driven and evidence based
- Agile and flexible
- Empowering

3.3. The Joint Steering Group also agreed that the introduction of RICs would entail all partners working differently as well as "securing additionality through collaboration, thereby protecting against displacement or replication of activity". The Scottish Government undertook to devise guidance to support the development of each RIC's Improvement Plan and this was issued in December 2017.

4. The West Partnership

4.1. The development of the West Partnership has sought to emphasise the importance of maintaining local democratic accountability through the regional partnership, with the Partnership seeking to enhance and support the existing improvement measures being implemented by education authorities. It recognises that schools and local authorities will still produce their own improvement plans to take account of local needs and priorities.

4.2. In January 2018, the first meeting of the West Partnership Education Convenors' Group took place and it was agreed that Councillor Jim Patterson, Renfrewshire Council be appointed as the Chair of the Convenors' Group. The Education Convenors' Group will meet on a quarterly basis and updates on progress within the Partnership discussed.

5. Areas of development
5.1. Three areas of work were initially identified to support the ambitions of the partnership. These were:

  ♦ Early Learning and Childcare
  ♦ Improvement
  ♦ Learner Journey

5.2. In addition, lead officers were agreed for each area: Mhairi Shaw (ERC), Regional Lead Officer; Maureen McKenna (GCC), Improvement Lead; Laura Mason (WDC), Early Learning and Childcare Lead; and Tony McDaid (SLC), Learner Journey Lead.

6. Initial Improvement Plan
6.1. The West Partnership, along with the other regional improvement collaboratives across Scotland, was required to submit an initial improvement plan to the Chief Inspector of Education Scotland by the end of January 2018.

6.2. The initial improvement plan sought to complement and enhance the existing work being undertaken by the eight partner authorities. However, it was also recognised that the initial plan will remain draft and continue to evolve as the West Partnership extends its engagement activity to include more and more staff across the eight authorities.

6.3. The Education Resources Committee noted the contents of the initial improvement plan of the West Partnership at its meeting held on 6 February 2018.

6.4. The partnership's improvement plan was endorsed in January 2018 and thereafter submitted to Education Scotland by the due date of 30 January 2018. Feedback on the plan was received in February 2018 with the intention that it would support Phase 2 of the plan which is due by 3 September 2018.

6.5. The feedback referred to above noted the following high level strengths:

  • the Partnership has developed a clear, high-level phase one plan;
  • all partner authorities have worked well to develop strong governance arrangements;
  • the Partnership has made a very positive start to gathering performance data;
  • a key principle of the plan is its emphasis on adding value and avoiding unnecessary replication of existing local improvement priorities;
  • it is focused on areas which it has identified would benefit from collaborative approaches to bring about improvement for all;

- the plan identifies that the Partnership provides the opportunity to recognise, promote and share good practice across the eight partner authorities.

6.6. The feedback also indicated areas which should be considered when devising Phase 2 of the Plan
- the plan should develop further how it will share and learn from best practice in raising attainment across all eight member authorities
- there is a recognised need to involve all stakeholders and provide more detail of improvement activities and associated resource needs
- phase 2 of the plan should take due account of school and local authority improvement plans, national advice and priorities
- setting out what collaboration means for the workforce of the West Partnership and how it may:-
  o become a way of and enhances the current way of working for all colleagues;
  o improve outcomes for children and young people

7. The Development of phase 2 of the Improvement Plan
- An opportunity was offered and taken to continue to raise awareness of the Partnership and its plan and to engage with Head Teachers at recent Pupil Equity Fund conferences held in Hampden in March 2018. Comments and suggestions from Head Teachers at these events have been collated and will inform the next version of the plan.

- A consultation activity is also underway with all teachers and practitioners as to how the Partnership can engage directly with classroom and playroom practitioners.

- The Partnership has already had meetings with:-
  o Principals of Colleges operating in the region
  o National Parent Forum for Scotland (NPFS) representatives
  o Trade Union representatives

- The individual workstreams will continue to develop action plans, reflecting the priorities outlined in the Improvement Plan.

- Consultation will also take place with young people in order to shape Phase 2 of the plan.

- The Partnership has engaged Professor Chris Chapman and Professor Graham Donaldson, both Glasgow University, to work with senior leaders and Quality Improvement staff across the region to develop a shared vision of collaboration, the benefits of such approaches and what that will look like at all levels of the system. This will feed into Phase 2.

- Phase 2 of the Improvement Plan will be considered at the Glasgow City Region Education Committee and, consequently, at local authority Education Committees before submission to Education Scotland in September 2018.

8.   Progress to date

8.1.   As well as the development of Phase 2 of the improvement plan, a range of activities have been undertaken to take forward the three strategic priorities.

8.2.   **Early Learning and Childcare**
The Early Learning and Childcare area has been divided into a range of workstreams in recognition of the significant agenda underway.

8.3.   The workstreams include:
- **Build Leadership Capacity**
  - gathering of baseline quality information from Education Scotland and Care Inspectorate
  - identifying specific targets for improvement
  - participating in National Standard and Quality Criteria consultation

- **Developing curriculum, learning and teaching**
  - aligning of cross-authority work undertaken prior to the establishment of the formal West Partnership
  - developing West Partnership Achievement Framework – collation of practice from each authority
  - establishing metrics for maximizing use of physical capacity and staffing model
  - putting in place arrangements for the launch of the new European Practice Standard for Outdoor ELC
  - communicating Grounds for Learning regarding a shared visioning session to support the development of key principles for our Outdoor ELC strategy

- **Professional Learning/CPD**
  - considering CPD required to support the implementation of the plan

8.4.   **Improvement**
- **Supporting staff**
  - working with Education Scotland to develop a series of conferences, designed and tailored to the needs of staff across the partnership. The outline plan covers a suggested format, potential number of attendees, potential venue and potential keynote speakers. These would then be considered together and the intention would be to develop a three to five year plan for conferences targeting staff
  - planning for events to take place during academic session 2018/19

- **Data analysis**
  - analysing a range of data across the partnership
  - working with the Scottish Government to access data that would help deveop baseline evidence

8.5. **Learner Journey**
- **Focusing on high quality learning, teaching and assessment**
  - o building on the Making Maths Count collaborative, sessions on building resilience and instilling a growth mind-set in students in mathematics have taken place. Teachers from across the West Partnership have attended training events
  - o undertaking a survey of all teachers and practitioners to help identify professional learning opportunities to support classroom practice

- **Extending the range of moderation and assessment activities**
  - o plan a range of moderation support activities across literacy and numeracy
  - o offering moderation of assessment opportunities across the partnership. This work will be supported by each Local Authorities' Quality Assurance Moderation Support Officer

- **Working to improve the range of curricular pathways for young people**
  - o working with the College Principals to improve the vocational pathways available for pupils leaving school into college. This includes a number of Head Teachers meeting with the Principal of South Lanarkshire College to discuss extending the college offer for pupils
  - o identifying opportunities for potential partnership working with the Developing the Young Workforce Regional Groups

9. Progress Update
9.1. As these actions develop, further updates will be provided to future meetings of the Education Resources Committee.

10. Employee Implications
10.1. There are no employee implications arising from the recommendations in this report. Further information will be provided at a future date.

11. Financial Implications
11.1. There are no financial implications arising from the recommendations in this report.

12. Other Implications
12.1. There are no significant risk implications in terms of the information contained within this report.

12.2. There are no implications for sustainability in terms of the information contained within this report.

13. Equality Impact Assessment and Consultation Arrangements
13.1. This report does not introduce a new policy, function or strategy or recommend a change to existing policy, function or strategy and therefore, no impact assessment is required.

13.2. Further consultation will continue to take place between now and the school session 2017/2018 with a range of stakeholders.

Tony McDaid
Executive Director (Education Resources)

25 May 2018

Link(s) to Council Values/Ambitions/Objectives
- Improve achievement, raise educational attainment and support lifelong learning
- Ensure schools and other places of learning are inspirational

Previous References
- Education Resources Committee – February 2018

List of Background Papers
- West Partnership – Improvement Plan

Contact for Further Information
If you would like to inspect the background papers or want further information, please contact:-
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SOUTH LANARKSHIRE COUNCIL

Report

Report to:	**Education Resources Committee**
Date of Meeting:	**19 June 2018**
Report by:	**Executive Director (Education Resources)**

Subject:	**Early Learning and Childcare 1,140 Hours Update 2018/2019 - Implementation of Phase 2 Pilot**

1. Purpose of Report

1.1. The purpose of the report is to:-

♦ provide an update on the Scottish Government's Expansion plans for 1,140 hours from August 2020 and related work/impact within South Lanarkshire Council.
♦ identify Phase 2 requirements and next steps for the expansion to 1,140 hours by August 2020.

2. Recommendation(s)

2.1. The Committee is asked to note the following recommendation(s):-

(1) that requirements for the Council in Phase 1 of the implementation of 1,140 hours of early learning and childcare be noted; and

(2) that the increase within the Education Resources establishment, as approved by the Executive Committee, be noted.

3. Background

3.1. In June 2015, the Scottish Government announced its commitment to increasing the number of hours of free early learning and childcare (ELC) provided to all 3 and 4 year olds and eligible 2 year olds from 600 hours per annum to 1,140 hours per annum by 2020.

3.2. In March 2017, the Scottish Government published the ELC expansion planning guidance for Local Authorities. This guidance sets out the Scottish Government's vision for an ELC expansion that will almost double entitlement to free ELC to 1,140 hours per year by 2020 for all three and four year olds and eligible two year olds. That vision is underpinned by clear guiding principles of quality, flexibility, accessibility and affordability.

3.3. The Scottish Government confirmed in May 2017 the financial allocation for 2017/18 for the expansion plans for 1,140 hours' ELC implementation. £1.743 million was allocated for capital and £1.220 million for revenue. Monies allocated facilitated initial capital plans and phase 1 implementation.

3.4. Following agreement of a multi-year funding package for the expansion of early learning and childcare (ELC) by Scottish Ministers and COSLA Leaders, Scottish Government wrote to councils on 1 May 2018 to confirm local authority multi-year revenue and capital allocations. Allocations for 2019/2020 onwards remain subject to parliamentary approval of the respective Scottish Budget(s). At present, officers are working through the implications of the grant settlement on the Council's plans for early years' expansion to identify potential impacts. This will be reported to a future meeting of the Committee.

3.5. In order to respond to the transformational agenda set by the Government of 1,140 hours, a strategic group was established within Education Resources in January 2017. The following five sub-groups operate to ensure the 1,140 commitment will be delivered:-

♦ infrastructure
♦ workforce expansion and development
♦ finance
♦ policy including consultation
♦ partnerships

The strategic team focused on a major review of all planning assumptions, considered the impact on capital build requirements and subsequent revenue implications since November 2017, as well as undertaking an Early Years' pupil census of current population in our own establishments to determine the most up to date pupil numbers. As a result, the Council submitted a finance template on 6 March 2018 confirming updated revenue and capital costs to progress the expansion of 1,140 hours.

3.6. In order to ensure that the plans meet the needs of our youngest children and their families, a full and wide ranging consultation strategy was established, 'Together we Can, and We Will'. The approach will be continuous until August 2020 and beyond. Outcomes from consultation indicate that 59% of parents prefer a future model of 9am – 3pm provision, with 41% requesting full day/full year provision.

3.7. Currently, there are 60 partner providers who provide 2,184 funded places for 3 and 4 year olds and the current rate is £2,020 for 600 hours early learning and childcare. Partnership arrangements stipulating required standards are confirmed through a contract. The Council fund children's places according to parental choice. Funded places are not 'capped' to individual partners and this ensures greater choice and flexibility. In order to sustain the number of partners and places available, and ensure the delivery of 'fair work practices including the living wage', consideration is being given to an appropriate rate per hour, in line with the ELC expansion plans and the level of 1,140 hours government funding that will be provided.

3.8. In February 2018, the Council received confirmation of the ELC Revenue Funding Allocation for 2018/2019. There are three mainstreams of funding:

♦ ELC expansion capacity and capability building
♦ Lunches; and
♦ Additional Graduate Commitment

4. **South Lanarkshire Council – Expansion Plan 2017 to 2021**

4.1.   **Phase 1 - August 2017 to June 2018**
        From August 2017, 12 'phase 1' nursery classes implemented the 1,140 hours of provision including a hot meal. 16 additional term time Early Years Worker posts were created to ensure delivery. In addition, the 12 stand alone nurseries took steps to deliver the 1,140 hours including hot meal provision. The establishment in Community and Enterprise Resources also increased by 14.29 FTE Catering Assistants and 1 FTE Facilities Officer.

4.2.   The purpose of the phase 1 1,140 hours was to enable the Council to establish and test a variety of service delivery models for 1,140 hours Early Learning and Childcare. A process was established for monitoring and evaluating outcomes on the best possible delivery to all eligible children across a range of nurseries: 9am to 3pm in nursery class settings as well as varied delivery options in stand alone nurseries 8am to 6pm, 52 weeks. This has helped identify what works, combinations of staffing models, outcomes for children, outcomes for parents and establishing and sharing best practice across the Council. Outcomes from the 'Together We Can and We Will' consultation strategy will also be used to develop policies and future direction on local delivery based on continuous improvement.

4.3.   In order to comply with future workforce expansion demands, the need to 'grow your own' future staff has been identified. Early analysis identified the opportunity to create 12 new Modern Apprentice opportunities across the ELC service. These new trainees would engage in 'on the job training' and commenced in August 2017. This approach creates opportunities for our school leavers to become our future staff.

4.4.   On 28 March 2018, the Executive Committee agreed to establish a further dedicated training programme, leading to practical experience and qualifications in Early Learning and Childcare. Students in this training programme will be employed by the Council for an initial period of two years. The programme will deliver training to a minimum of 50 Early Years students over the two year period. As students move onto employment, a further intake of students will be considered.

4.5.   The Scottish Government identified that the Council would have an allocation of 26 additional graduates for the ELC service from August 2018 which are to be targeted to ensure the greatest impact for vulnerable children. In response, the Council submitted plans to create a peripatetic team consisting of 6 Nursery Teachers and 20 Team Leaders who will work across a number of nurseries.

4.6.   **Phase 2 – April 2018 – March 2019**
        Within the financial template submitted to Scottish Government the following proposals have been outlined to ensure the Council continues on the plan towards full delivery of the 1,140 hours ELC by August 2020. Within the coming year, the following expansion has been identified:

♦   Commitment to on-going Phase 1 costs, full year effect
♦   Appointment of 26 Additional Graduates for August 2018 – 6 Nursery teachers and 20 Early Years' Team Leaders
♦   12 Modern Apprentices for August 2018
♦   25 further Early Years' trainees (August 2018)
♦   Expansion of Hollandbush Nursery to deliver 52 week provision for August 2018
♦   Leadership programme for all Local Authority and Partner Nursery Managers
♦   22 Phase 2 nursery locations
♦   Staffing to support phase 2 expansion for August 2018

- ♦ Provision of hot lunches
- ♦ 1,140 hours expansion for partner providers – 20% of funded places from August 2018
- ♦ Central posts

5. Employee Implications

5.1. An update on the Early Years' Expansion and the Staffing for Phase 1 and 2 of the Expansion was provided to the Executive Committee on 16 May 2018. A summary of the staffing levels required and funded from 2018/2019 revenue funding allocation is detailed below:

- ♦ 26 Graduates across Nursery Teachers and Early Years' Team Leaders
- ♦ 44.2 FTE Facilities and Catering posts in Community and Enterprise Resources
- ♦ 100 FTE Early Learning and Childcare posts
- ♦ 8 Central Support posts

6. Financial Implications

6.1. The overall 2018/2019 allocation is calculated as £3.883 million ELC revenue funding; new funding allocation of £0.660 million and carry forward funding from 2017/2018 of £0.500 million, making a total available funding of £5.043 million.

6.2. The cost of establishing the new posts (part year) detailed in paragraph 5 above totals £3.408 million taken together with the Council's commitment to phase 1 staffing totalling £0.815 million (previously approved) and the funding required to expand provision within partners totalling £0.820 million and any on-going training costs will be met from 2018/2019 revenue funding of £5.043 million.

7. Other Implications

7.1. This is a major project which will require significant capital and revenue expenditure. The Scottish Government will confirm the capital and revenue funding for the next 4 years by May 2018.

8. Equality Impact Assessment and Consultation Arrangements

8.1. An initial equality impact assessment has been carried out; however this will be updated when more specific information on future funding and implementation plans becomes available. As per the Scottish Government expansion guidance, the expansion plan will ensure consideration of the accessibility requirements of ELC.

8.2. Cross resources discussion, meetings and planning has taken place given the wide ranging nature of the ELC expansion requirements.

8.3. Consultation and engagement has taken place with a range of stakeholders including the Trades Unions. This approach will be ongoing, as required, as ELC 2020 is implemented.

Tony McDaid
Executive Director (Education Resources)

29 May 2018

Link(s) to Council Values/Ambitions/Objectives
♦ Improve achievement, raise educational attainment and support lifelong learning
♦ Ensure schools and other places of learning are inspirational

Previous References
♦ 16 May 2018– Executive Committee, Early Learning and Childcare 1,140 hours 2018/19 – Implementation of Phase 2 Pilot
♦ 8 November 2017 – Executive Committee, The Expansion of Early Years and Childcare

List of Background Papers
♦ None

Contact for Further Information
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Report

Report to:	**Education Resources Committee**
Date of Meeting:	**19 June 2018**
Report by:	**Executive Director (Education Resources)**

Subject:	**The 15-24 Learner Journey – Scottish Government Review**

1. Purpose of Report

1.1. The purpose of the report is to:-

♦ provide an update on the recently published Scottish Government review of the 15-24 Learner Journey.

https://beta.gov.scot/publications/15-24-learner-journey-review-9781788518741/documents/00535273.pdf

(Copies have also been made available in the Members Areas)

2. Recommendation(s)

2.1. The Committee is asked to approve the following recommendation(s):-

(1) that the Scottish Government report entitled '15-24 Learner Journey Review' (May 2018) be noted.

3. Background

3.1. This review was established in 2016 to: 'review education provision for all 15-24 year olds so their learning journey is as efficient and effective as possible and provides stepping stones to success for those needing most support', as set out in 'Delivering Excellence and Equity in Scottish Education: A Delivery Plan for Scotland' in 2016.

3.2. A Learner Journey Review Group was established to provide advice at three stages of the programme: at its initiation, informing key values and scope; at the mid-way point in tackling early challenges; and in conclusion to shape final policy propositions to Ministers.

3.3. Project teams were established to consider 5 strands of activity: three focused on careers, choice and application and the other two on the system (provision, transitions and progression) and its funding. The Scottish Government led each project, with agency, stakeholder and user involvement, and it used critical friends to provide advice.

3.4. Through these mechanisms, the review prioritised engagement from across the whole education and skills system. Each project worked with a range of representatives including from agencies, schools, colleges, training providers and universities. Engagement was supplemented by a programme of regional events, delivered across Scotland, including with the regional Developing the Young Workforce (DYW) employer groups and with Colleges and their partners.

3.5. The core values for the review were developed, in discussion with partners, to enable an education and skills system that:-
- puts the learner at the centre
- prioritises access and works for all learners, so that non-linear and part-time journeys are supported and joined up
- is straightforward, connected and designed for the learner

4. Executive Summary
4.1. The key findings set out in the report are:-

1. The Scottish Government's ambition is for a world class education and skills system. A system that delivers the best value to the learner, wider society and the economy where all learners are on the right route to the right job, through the right course via the right information.
2. To achieve this, and reinforcing the ambitions for inclusive economic growth, social justice, and equity and excellence in education, there is a need to make sure that every individual young person in Scotland can fulfil his or her potential.
3. To maximise their talent, every young person needs the system to provide high quality guidance, advice and support so that they can be sure they are making the right decisions about their education and skills in line with their aspirations and abilities.
4. Equally, in order to ensure all young people have access to the choices that are right for them, we need the right balance and blend of learning options in our post-15 education and skills system – with parity of esteem between vocational and academic learning/pathways across the system as a whole.
5. Even against a backdrop of historically low youth unemployment rates, the review reinforces the importance of the DYW programme, the youth employment strategy.
6. Stakeholder engagement throughout this review has confirmed that many of the key component parts of a high quality 15-24 education system are in place:-
   - A strong starting point in school with entitlements for all young people set out in Curriculum for Excellence – particularly those on the Broad General Education, senior phase curriculum, personal support and skills for learning, life and work.
   - DYW's greater focus on employability, increased access to vocational qualifications and work-based learning, and stronger partnerships between schools, colleges and employers.
   - A focus through the Scottish Attainment Challenge and Pupil Equity Funding that will ensure schools are better able to meet the individual needs of young people and provide a more personalised curriculum.
   - A wide range of youth-work opportunities, particularly important in supporting young people most at risk of disengagement.
   - A successful college sector which has been reconfigured to better meet the needs of industry, the economy and communities.
   - An internationally renowned university sector of distinctive universities, including some of the world's oldest and most prestigious institutions as well as world-leading modern and specialist institutions.

- An apprenticeship programme which has grown almost threefold over the past decade and which continues to evolve and innovate in line with industry needs.
- A qualifications framework, in the Scottish Credit and Qualifications Framework, which can support a flexible learner journey.
- A national careers service delivered locally, underpinned by a well-established online information service.
- A wide range of advice, support and resources available across educational sectors to support and assist young people, parents/carers to make informed choices.
- A body of evidence and data that tells us how young people are doing at the different stages of their journey.
- A historically low youth unemployment rate which places Scotland among the best performing countries in Europe.

7. The best way to ensure that each young person makes the best choices for them, and to make our system as efficient and effective as possible, is to ensure that learners are supported to make the correct choices in the first place; to improve connections across the system and with employers; and to ensure that the right options are open for those who need additional support at any time in their learner journey.

4.2. The report sets out 5 areas for improvement as:

1. **Information, Advice and Support**
    Making it easier for young people to understand their learning and career choices at the earliest stage and providing long-term person-centred support for the young people who need this most.
2. **Provision**
    Broadening our approach to education and reframing our offer, doing more for those who get less out of the system and ensuring all young people access the high level work-based skills Scotland's economy needs.
3. **Alignment**
    Making the best use of our four year degree to give greater learner flexibility for more learners to move from S5 to year one of a degree, more from S6 to year 2, and more from college into years 2 and 3 of a degree where appropriate.
4. **Leadership**
    Building collective leadership across the education and skills system.
5. **Performance**
    Knowing how well our education and skills system is performing.

4.3. The report also sets out short to medium term goals as: developing a shared vision and smoother transitions across sectors, and in the longer term: to establish a fully aligned 15-24 education and skills system.

4.4 This fully aligned system is described in more detail as the need for:-

- Scotland to see itself as possessing a unified learning system in which practitioners across all sectors are working toward the same vision. This includes Community Learning and Development (CLD), training providers and all teaching that takes place outwith the classroom.
- Leaders of sectors, institutions and agencies to guide and support staff toward contributing to this shared goal and make decisions to achieve it. This will require a strengthening of behaviours to prioritise a learner's entire journey and the development of cross-sector collaborative practice in support of this.

- Greater shared understanding and a common language fully embracing the SCQF to describe and chart progress of our young people as they move through the different forms of learning.
- The measurement of the system to consider the added value of each part with an equal focus on the shared ownership of impact, rather than a focus on institution or agency success; and, that this is used to foster collaboration, measuring SCQF attainment rather than specific qualifications.
- A balanced curriculum across the Learner Journey that gives sufficient value to work based learning and is well matched to local and national current and projected economic needs that avoids duplication and makes maximum use of shared approach to estates, resources and expertise.
- A curriculum offer that is mutually agreed by partners in the system and informed by need and opportunity.
- The delivery of the curriculum that maximises blended approaches, with digital solutions embedded as appropriate for different groups of learners, and which is structured and scheduled together from the outset.
- That this curriculum is underpinned by an embedded approach to learner support and guidance and partnership working with business.

5. Recommendations of the Review

5.1. The report includes a series of recommendations under the headings in 4.2 above. The full list of recommendations is attached as Appendix 1.

5.2. The report goes on to indicate how the recommendations will be taken forward and indicates which groups or agencies will be involved.

6. Education Resources

6.1. Education Resources takes cognisance of the recommendations of the report and will consider how best to engage with partner agencies in taking forward these recommendations.

6.2. It is recognised that the ambitions of this review is supported by current activity within Education Resources in respect of: DYW, the Senior Phase Curriculum, Employability Strategy, 16+ partnership with Skills Development Scotland (SDS), Further Education (FE) and Higher Education (HE) and by the ongoing focus on delivering excellence and equity in schools and educational establishments.

6.3. As previously reported to Committee, Education Resources provides a range of supported vocational routes through and beyond school. The vocational offer has been extended through the additional provision of Foundation Apprenticeships, resulting in a 5-fold increase in applications for places from around 50 in session 2017-18 to over 250 for the session coming.

6.4. Through partnership with Glasgow University, and, more recently, with the Strathclyde University Engineering Academy, more young people from backgrounds of deprivation are able to access degree courses through 'widening access' programmes.

6.5. The Council's ongoing commitment to supporting positive destinations for all young people is reflected in the SLD (School Leaver Destination) statistics previously reported.

6.6. The range of opportunities in the Senior Phase is increasing as a result of DYW activity. As a result, the need for better information at an earlier stage for young people (and their parents) is recognised and is being addressed through the

implementation of careers education and careers management skills programmes within the context of personal support programmes in schools.

6.7.   Learner Journey is a priority area of focus for the West Partnership and is led by the Council's Executive Director of Education Resources.

7.   Employee Implications

7.1.   There are no direct employee implications in terms of the information contained within this report.

8.   Financial Implications

8.1.   There are no direct financial implications in terms of the information contained within this report.

9   Other Implications

9.1.   There are no significant risk implications in terms of the information contained within this report.

9.2.   There are no implications for sustainability in terms of the information contained within this report.

10.   Equality Impact Assessment and Consultation Arrangements

10.1.   This report does not introduce a new policy, function or strategy or recommend a change to existing policy, function or strategy and, therefore, no impact assessment is required.

10.2.   There was no requirement to undertake any consultation in terms of the information contained within this report.

Tony McDaid
Executive Director (Education Resources)

25 May 2018

Link(s) to Council Values/Ambitions/Objectives
♦   Improve achievement, raise educational attainment and support lifelong learning
♦   Ensure schools and other places of learning are inspirational

Previous References
♦   None

List of Background Papers

♦ The 15-24 Learner Journey Review, Scottish Government, May 2018

Contact for Further Information

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APPENDIX 1

Recommendations of the 15-24 Learner Journey Review

Information, Advice & Support

1. We will ensure every learner in Scotland has an online learner account to link their skills and attributes to better course choices. This work will start in 2018.
2. We will support practitioners, parents, carers and learners to have access to an online prospectus setting out the learning choices available in their region, building toward a one-stop shop approach. This work will start in 2018.
3. We will ensure learners in schools, colleges and universities receive a joined-up approach to careers, information, advice and guidance. This work will start in 2018.
4. We will take account of the outcomes of the PSE (Personal Social Education) Review, due to be published later this year, and consider what further improvement is needed on wider personal support for young people in schools.
5. We will work with the college sector to improve the ease with which learners can apply to college.

Provision

6. We will develop a national communication strategy to explain and promote the breadth of choices in the 15-24 learner journey. This will build on the promotional activity undertaken during Scotland's Year of Young People and be ready by the end of AY19-20.
7. We will raise our aspiration and improve the offer and support for statutory leavers and looked after young people. We will want improvements to be in place from AY19-20.
8. We will better align financial incentives to encourage continued participation in school for young people at risk of disengagement and we will ask Young Scot to assist us with this. This work will start in 2018.
9. We will embed DYW in the school curriculum by 2021, having achieved the headline target for DYW four years early.
10. We will support and enable the Foundation Apprenticeship and other vocational qualifications to be embedded, providing a range of options for all learners in the senior phase by 2021.
11. We will support colleges to maximise the vocational routes learners and employers need.
12. We will improve choice through the expansion of Graduate Apprenticeships to provide new higher level technical skills as part of a better balanced education and skills system. This work will start with impetus in 2018.

Alignment

13. We will minimise unnecessary duplication at SCQF level 7. We will make maximum use of the flexibility of the four year degree to enable learners to move, where appropriate, from S5 to year 1 and, through greater recognition of Advanced Highers, from S6 to year 2 of a university degree programme.
14. We will support colleges and universities to ensure more learners progress from college to all our universities without unnecessary duplication of SCQF credit.

Leadership

15. We will provide system leadership to ensure there is a shared vision about the purposes of post 15 education.

Performance

16. We will support greater alignment and collaboration across the education and skills system making best use of the Scottish Candidate Number to help support effective transitions .

17. We will develop better data and improve how existing data is used to support learners make the right choices for them. We will also develop a performance framework to drive improvements across the system as a whole.

Report

Report to:	**Education Resources Committee**
Date of Meeting:	**19 June 2018**
Report by:	**Executive Director (Education Resources)**

Subject:	**School Improvement Update**

1. Purpose of Report

1.1. The purpose of the report is to:-

♦ provide an update on the progress of the work of the Curriculum and Quality Improvement Service with regards to School Improvement session 2017/2018

♦ advise of future developments for 2018/2019

2. Recommendation(s)

2.1. The Committee is asked to approve the following recommendation(s):-

(1) that current and planned work relating to School Improvement be noted

3. Background

3.1 The aim of the Curriculum and Quality Improvement Service (CQIS) is to provide an appropriate balance of support and challenge for schools in South Lanarkshire in an effort to ensure that the best possible outcomes for children and young people are achieved. The CQIS is comprised of two main workstreams linked to "Curriculum and Attainment "and "School Improvement". Each is led by a Head of Service and supported by a senior officer.

3.2. Following the re-structuring of the CQIS service in August 2017, a revised approach to supporting schools with improvement was introduced in response to changes in national policy, legislation and expectations.

4. Progress to Date

4.1 Role of Quality Link Officers
Central to the aim of the CQIS, is the role which Quality Link Officers (QLOs) play in the provision of this support and challenge. The role and remit of these officers has been revised this year in order to ensure that the support which is provided is focused on what schools need to keep up with and changing expectations at a national level. Each QLO is linked to two Learning Communities, each comprising one secondary school and the primary schools which are associated with it.

4.2. QLOs aim to provide a minimum of three visits per session to each establishment. The number of visits that each establishment receives is proportionate, based on a number of factors including the level of establishment need, the proximity of the establishment to inspection, the length of service of the Headteacher and any other exceptional circumstances which are deemed to require an additional level of support. Each visit is focused on a specific aspect of school improvement e.g. teaching and learning, attainment.

4.3.   As a result of this revised activity, central staff report that they know the schools better and are thus able to provide more tailored support to those that require it. In addition, a recent CQIS audit found that Headteachers value the support provided through the Link Officer role.

5.   Validated Self-Evaluation (VSE)

5.1.   The progress on the implementation of VSE for securing improvement was noted by the Education Resources Committee in September 2017. A progress update on establishments involved in the VSE programme has been prepared. Results from the most recent analysis show that 100% of establishments strongly agreed that overall, the VSE process was a valuable experience and has helped their school to improve.

6.   Support for Self-Evaluation

6.1.   In September 2016, Education Scotland produced an updated version of the "How Good is our School" (HGIOS) self-evaluation tool, HGIOS4. This is the tool that schools nationally are expected to use to evaluate their work and help improve experiences for children and young people. This also is the measure that inspectors use when evaluating schools. The School Improvement team within SLC has produced a "toolkit" for schools to use which makes this document more practical, accessible and user-friendly. This toolkit translates the key messages for schools and helps them to audit current practice and plan new developments.

7.   Professional Learning Trios

7.1.   This is a programme designed to enhance the learning and development of Headteachers and help them think beyond the boundaries of their school by learning from others. Headteachers are "matched" with others within the authority, where possible beyond the area in which they work. A series of structured meetings are then arranged. In an effort to reflect the national agenda, these are focused on one key driver from the National Improvement Framework. At the launch of the programme in 2016/2017, over forty establishments signed up to be involved. During this session, this increased to over one hundred establishments. Feedback from those involved in Year 1 and Year 2 of the programme has been extremely positive:-

"Trios have given me time to reflect with my colleagues and share good practice, whilst at the same time challenging me to think of new improved ways of thinking."'

"'This was particularly useful and supportive in my first year as Acting HT."'

8.   Attainment Families

8.1.   A pilot initiative was introduced this year which involved schools volunteering to be part of an "Attainment Family" with schools in North Lanarkshire**.** Twelve schools across South Lanarkshire volunteered and became part of this programme. The programme focused on research and strategies around raising attainment for all and was facilitated jointly with officers from South and North Lanarkshire Councils. Again, positive feedback has been received.

8.2.   Almost all colleagues are very positive about the Family Group partnership with North Lanarkshire. They feel it has been excellent to have the opportunity to share practice, strengths, opportunities and challenges with each other. New Head Teachers have noted that they have particularly benefited from the professional learning opportunities which have arisen from working with more experienced colleagues. Visiting other schools has also been highlighted as particularly beneficial alongside the opportunity to share quality assurance approaches, monitoring and tracking.

This initiative has been an important part of preparing for our work with Regional Collaboratives.

9.   School Improvement Planning and Reporting

9.1.   Following on from national legislation around planning and reporting, South Lanarkshire Council recently introduced revised guidelines and templates for schools. These were fully implemented during session 2017/2018 and feedback was sought from Headteachers around these. The feedback was generally positive, although a couple of minor changes were incorporated into this year's guidelines to reflect the views of schools. As a result, we are confident that schools' planning and reporting fully meets the requirements of national guidance and provides useful information for parents, carers and other stakeholders. All School Improvement Plans (SIPs) and Standards and Quality Reports (SQR's) are publicly accessible, usually through publication on the schools' websites. This also includes information around Pupil Equity Funding (PEF) spend.

10.   Support for Inspection

10.1. As the expectations around inspection have changed and increased since August 2016, schools continue to report that they require support around this process. In response to this, the School Improvement Team established a series of training events that help prepare schools for inspection. Attendance at these events is entirely voluntary but uptake has been very high. Headteachers are able to hear from colleagues who have recently experienced inspection and are helped to engage in activities which will further support their self-evaluation journey. In addition, schools which are notified of forthcoming inspections are given a package of bespoke support by Lead Officers to help them prepare for the experience. This includes not only support for the Headteacher but also an opportunity for staff to meet with senior officers and ask questions.

10.2. Schools have reported that they have felt supported and much clearer about what to expect. There has been an upward trend in inspections results. The authority also offers a programme of support to schools post-inspection, based on any recommendations contained within the inspection report. A report will be provided on the outcome of inspection reports to a forthcoming Education Resources Committee.

11.   Continued Lifelong Professional Learning

11.1   Each year, the CQIS provide an extensive range of learning and development opportunities for staff. This is based on needs identified through the national agenda (e.g. Standardised Testing) and through local demands which are identified through a survey of Headteachers in May of each year. During the 2018/2019, the CQIS has provided a wealth of training opportunities such as those on Active Literacy

approaches, Leadership and a range of network meetings. Professional Learning Co-ordinators from each school are brought together regularly and trained on aspects such as helping practitioners develop skills through professional enquiry. There is an extensive training and support programme designed to support our newly qualified teachers and retain them within South Lanarkshire Council as permanent staff members.

12. Leadership Development

12.1. Central to our school improvement strategy is the development of our school leaders at all levels. South Lanarkshire Council has a well-developed leadership programme which has been running for a number of years including opportunities for aspiring and current leaders. This has been revised and refined over 2017/2018 and a one-page graphic produced which illustrates the opportunities available to staff at all levels. In addition, to help address succession planning for promoted posts, a pool of potential "acting" Headteachers and Depute Heads has been identified through expressions of interest from staff. In addition, there has been a renewed focus on the leadership of classroom teachers through the involvement of 42 schools in the "Tapestry" initiative. South Lanarkshire Council encourages staff to take up external leadership opportunities such as those provided by the Scottish College of Educational Leadership (SCEL). This year we had 3 members of staff graduating from the "Into Headship" programme with a further 12 staff due to complete the course in September 2018 and graduate in May 2019. In addition to this, we had one Headteacher achieving the prestigious "SCEL fellowship" award. A copy of the Leadership Framework is attached at Appendix 1.

13. Tracking and Monitoring

13.1. Schools have been invited to adopt a revised "tracking and monitoring" tool developed centrally by SLC to help tackle bureaucracy and improve standards. This is designed to help schools record a child's progress and evidence their learning journey. It is also a useful tool for helping staff report to parents on progress. This tool was developed in conjunction with Headteachers. 135 staff have opted to join in and have reported that this has reduced workload in this area and has provided a greater clarity on progress. HMI have commented on the positive use of this tool during recent inspections. CQIS have provided extensive training around this which has been well attended and very well received.

"Extremely helpful meetings. Changed how we track and monitor. Developed my own skills and confidence. Great use of time."

"Training has been really beneficial. Can't believe how far we've come over this year."

14. Next Steps

14.1. All programmes will be revised as a result of feedback received and adjusted over the summer holiday period. Lead Officers will complete evaluations of work undertaken and write plans for taking the work forward.

14.2. The VSE programme for 2018/19 to support school improvement will be taken forward in partnership with schools.

14.3. The next cohort of schools which will be offered support for readiness for inspection has already been identified and a planned programme of events will get underway next session. Officers will continue to work with schools with the aim of maintaining and increasing our positive results in this area.

14.5. With the launch of a new HGIOS4 audit tool designed for children and young people, CQIS will support schools to use this in a planned and proportionate way by providing training, guidance and support.

14.6. Given the success of both the Professional Learning Trios and the Attainment Families initiative, CQIS have now blended the best of both these approaches and from session 2018/19 they will be called "Self-improving Attainment Families". The expectation is that all establishments will be involved next session and an introductory information session has been arranged for early in the new term. There are also plans underway to introduce this approach to secondary schools.

14.7. A strategic School Improvement group has been set up with a selection of senior managers from across the authority. The purpose of this group is to continue to make sure that new initiatives are based on the needs of schools and that any feedback around issues or new ideas are brought to the attention of relevant officers.

14.8. In an effort to share effective practice identified through school improvement activities, it is proposed to hold a showcase event during session 2018/2019 for schools. In addition, Education Resources will publish a "Standards and Quality" report in autumn 2018 which will reflect successes and highlights across Education Resources.

14.9. The establishment of national Regional Improvement Collaboratives provides an opportunity to extend our work beyond South Lanarkshire Council to work in partnership with colleagues from other West Partnership local authorities. One of the three dedicated workstreams of the West Partnership lies under the banner of School Improvement. Other local authorities have been interested in adopting and sharing our approaches and there are also opportunities to learn from beyond South Lanarkshire. These opportunities will continue to be explored during session 2018/2019.

14.10. There has been a need identified to pull together all recent school improvement materials and create a "one stop shop" for schools which provides guidance, sources of support, appropriate templates and resources and a central point for gathering evidence. The School Improvement team is working on this project in consultation with Headteachers and it is anticipated that this will be ready to launch in September 2018.

15. Employee Implications
15.1. None

16. Financial Implications
16.1. Financial implications are met from within existing budgetary resources.

17. Other Implications
17.1. There are no implications for sustainability or risk in terms of the information contained in this report.

18. Equality Impact Assessment and Consultation Arrangements
18.1. This report does not present a new strategy, policy or plan and is, therefore, not subject to equality impact assessment.

18.2. There was no requirement to undertake any formal consultation in terms of the information contained within this report.

Tony McDaid

Executive Director (Education Resources)

22 May 2018

Link(s) to Council Values/Ambitions/Objectives
- Improve achievement, raise educational attainment and support lifelong learning
- Ensure schools and other places of learning are inspirational

Previous References
None

List of Background Papers
None

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South Lanarkshire Council
Education Resources
Leadership Framework

	Teachers	PT & Faculty Heads	Depute Heads	Aspiring & New Heads	Head Teachers	Experienced Heads
SLC Opportunities:	• Recruitment Processes • School Strategic Groups & Project Leadership, e.g., moderation • Mentoring NQTs • Literacy/Numeracy Coordinator Roles • PL Coordinator • VSE Involvement	• Recruitment Processes • SLC Strategic Groups • School Project Leadership • Mentoring NQTs • Literacy/Numeracy Coordinator Roles • PL Coordinator • VSE Involvement • Acting Pools	• Acting Pools • SLC Strategic Groups • School Project Leadership • Trios • Mentoring NQTs • Literacy/Numeracy Coordinator Roles • PL Coordinator • VSE Involvement	• Acting Pools • SLC Strategic Groups • SLC HT Coach • HT Meetings • QM Seminars • Curriculum Conference • Trios • Support for Inspection • SIP/S&Q groups • Data Analysis	• SLC Strategic Groups • HT Meetings • QM Seminars • Curriculum Conference • Trios • Support for Inspection • SIP/S&Q groups • Data Analysis • Inter-authority groups, e.g., Attainment	• SLC Strategic Groups • Coaching for new HTs • HT Meetings • QM Seminars • Curriculum Conference • Trios • Support for Inspection • SIP/S&Q groups • Data Analysis • Inter-authority groups,
Formal Courses:	• Aspiring PT/DHT Course • Coaching and Mentoring • Post Graduate Teacher Leadership • Post Graduate Middle	• Aspiring PT/DHT Course • Reflection for PTs & DHTs • Coaching and Mentoring • Post Graduate Middle	• Leadership Conversations • Aspiring Heads Course • Coaching and Mentoring • Post Graduate Middle Leadership	• Leadership Conversations • SLC HT Induction • Aspiring Heads Course • Coaching and Mentoring • SCEL Into Headship • SCEL Towards	• Leadership Conversations • Reflection for Serving HTs • Coaching and Mentoring • SCEL Into Headship • SCEL In Headship • SCEL Excellence in Headship	• Leadership Conversations • Reflection for Serving HTs • Coaching and Mentoring • SCEL Excellence in Headship • SCEL Fellowship
SCEL Framework Activities:	*Examples include:* • Exploring Teacher Leadership • Supporting the Professional Learning of a student or NQT • Effectively sharing Practice	*Examples include:* • Exploring Middle Leadership • Supporting the Professional Learning of a student or NQT • Effectively sharing Practice	*Examples include:* • Leading Professional Review and Development • Self-evaluation for improvement in a formal leadership role • Leading teams for School Improvement	*Examples include:* • Exploring School Leadership • Leading cultural change to effect improvement • Developing leadership capacity throughout an establishment	*Examples include:* • Exploring School Leadership • Supporting collaboration between schools • Transformative and pedagogical leadership for school improvement	*Examples include:* • Exploring Systems Leadership • Self-evaluation for organisational improvement • Using data effectively to support improvement
Developments	Teacher Leadership PL Communities	Building Capacity in Middle Leadership Workshops	Building Capacity in Middle Leadership Coaching Skills for	Coaching Skills for School Leaders Support for Middle	Coaching Skills for School Leaders	Coaching Skills for School Leaders

Report

Report to:	**Education Resources Committee**
Date of Meeting:	**19 June 2018**
Report by:	**Executive Director (Education Resources)**

Subject:	**South Lanarkshire Council Child Protection Committee Annual Report 2016/2017 and Business Plan 2017/2018**

1. Purpose of Report

1.1. The purpose of the report is to:-

♦ provide an update on the South Lanarkshire Council Child Protection Committee's Annual Report 2016/2017 and Business Plan 2017/2018.

2. Recommendation(s)

2.1. The Committee is asked to approve the following recommendation(s):-

(1) that the South Lanarkshire Council Child Protection Committee Annual Report 2016/2017 and Business Plan 2017/2018, be noted.

3. Background

3.1. The Chief Officers' Public Protection Group and the South Lanarkshire Child Protection Committee (SLCPC) are the driving force for ensuring that agencies individually and collectively work to protect children and young people as effectively as possible.

3.2. The report outlines the key achievements of the Child Protection Committee in relation to the protection of children in the previous year (2016/2017) and identifies how key priorities and planned developments are taken forward to ensure that the needs of children at risk of harm are met and that our services promote better outcomes for vulnerable children and young people in South Lanarkshire.

3.3. The Business Plan sets out how these priorities are delivered and our collective role in improving outcomes, supporting and protecting children and young people in South Lanarkshire.

3.4. To align with changes in statistical reporting, this annual report extends from April 2016 to July 2017. From 2017/2018, reporting periods will be from 1 August 2017 to 31 July 2018.

4. Functions of the Child Protection Committee

4.1. The functions of the Child Protection Committee are as described in the National Guidance for Child Protection in Scotland (2014), namely, continuous improvement, strategic planning, public information and communication.

4.2. Child Protection Committees have a key role to play in the continuous improvement of child protection policy and practice. The SLCPC self-evaluation strategy and activity

programme details the multi-agency quality assurance activity that takes place based on issues of local and national concern and implements findings, actions and outcome measures as a result of audit and evaluation activity.

4.3. Child Protection Committees are the key local partnerships in terms of the planning of child protection policy and practice. This is achieved in conjunction with other planning mechanisms and priorities, in particular those for children's services planning, community planning and other public protection groups. The contribution of Child Protection Committees to strategic planning falls into the categories of 'communication, collaboration and co-operation' and 'making and maintaining links with other planning forums'.

4.4. The SLCPC designs, develops, publishes, distributes, implements and regularly reviews and evaluates multi-agency child protection policies, procedures, protocols and guidance. Recent publications include:-

- SLCPC – SMART Outcomes in Child Protection (2017)
- SLCPC – Child Protection and Domestic Abuse Guidance (2017)
- SLCPC – Child Protection Information for Families (2017)

All publications are available through the South Lanarkshire Council Child Protection website.

4.5. The SLCPC determines the level of public awareness, understanding and knowledge of, and confidence in child protection systems within the South Lanarkshire area and works to address any issues as required. The views of children, young people and families are clearly evidenced in the work of the SLCPC. Children and young people have been involved in the design, development and implementation of SLCPC communication strategies, to ensure that information is accessible and that children's experiences and perspectives are properly reflected.

5. Examples of Key Activities (2016/2017)
5.1 There were less than 5 Significant Case Reviews carried out and the SLCPC examined and considered recommendations from key national enquiries and identified national and local good practice. Practice or policy improvements were made in South Lanarkshire in light of reviews carried out and good practice identified. Local practitioner forums were held to ensure practitioners and managers across the workforce were kept up to date.

5.2 In Spring 2017, South Lanarkshire Council hosted a major national Child Sexual Exploitation (CSE) event in Hamilton attended by almost 100 practitioners from across the multi-agency workforce. Following the event, a new suite of public information materials have been distributed across South Lanarkshire that target children, young people, parents, taxi drivers, local hotels and night time economy outlets. Children and young people were consulted in the development of these materials.

5.3 An Initial Referral Discussion (IRD) is a discussion between two or more services/agencies where it is suspected that a child/young person has suffered, is suffering, or may be at risk of, harm or abuse. The IRD is the first stage in the process of joint child protection assessment following a referral to Social Work, Health or Police. The SLCPC has contributed to the development of a strengthened IRD system supported by new practitioner guidance in 2017. Quality assurance of this system will take place in 2018.

5.4 In order to ensure a competent and confident workforce, practitioners and managers require access to high quality learning and development opportunities. The SLCPC multiagency training programme continues to be developed creatively to reflect local and national issues and is made widely available to partner agencies. The programme has been refreshed to reflect current trends and is available on the SLCPC website.

6 Business Plan (2017/2018)

6.1 The 2017/2018 Business Plan has been developed with reference to the national Quality Framework, 'How well are we improving the lives of our children and young people?'. It aims to support successful implementation of Getting it Right for Every Child and integrated approaches to improving the lives of the most vulnerable children and young people.

6.2 Within the context of identified Quality Indicators, the SLCPC key objectives for 2017/2018 are:-

Children, Young People, Families and Communities (QI 1,2 and 4)
- To continue to work creatively to engage children, young people and families
- To enhance use of social media in promoting child protection information
- To encourage participation to empower and increase resilience in communities

Policy, Service and Development Planning (QI 5 and 6)
- To support the implementation of the Children and Young People (Scotland) Act 2014
- To develop new policies, procedures and protocols to reflect the changing child protection landscape
- To review and revise readily available SLCPC procedures as required

Self-evaluation, performance management and quality assurance (QI 6, 8 and 9)
- Develop and implement 2017 to 2019 Joint Self Evaluation Strategy
- Support partners in self-evaluation and quality assurance processes
- Develop baseline information and improvement targets through routine scrutiny

Staff learning, training, development and support (QI 3 and 7)
- Ensure opportunities for staff to develop ways to enhance practice
- Effectively support staff to ensure they have the knowledge and skills they need
- Create opportunities for staff to feel supported in their child protection practice

7 Monitoring and Review

7.1 Progress in relation to each of the objectives detailed in section 6 of this report will be reported in the next SLCPC Annual Report and Business Plan which will cover the period August 2017 to July 2018 and will be published in late 2018.

5. Employee Implications

5.1. There are no employee implications arising from the recommendation in this report.

6. Financial Implications

6.1. There are no financial implications arising from the recommendation in this report and costs are met from within existing budgets.

7. Other Implications

7.1. There are no significant risk implications in terms of the information contained within this report.

7.2. There are no implications for sustainability in terms of the information contained within this report.

8.   Equality Impact Assessment and Consultation Arrangements
8.1. This report does not introduce a new policy, function or strategy or recommend a change to existing policy, function or strategy and, therefore, no impact assessment is required.

8.2. The views of young people and a range of stakeholders, including the Trades Unions have been taken into account during the preparation of the annual report and business plan.

Tony McDaid
Executive Director (Education Resources)

25 May 2018

Link(s) to Council Values/Ambitions/Objectives
- Improve achievement, raise educational attainment and support lifelong learning
- Ensure schools and other places of learning are inspirational

Previous References
- None

List of Background Papers
- Child Protection Committee Annual Report 2016-17 and Business Plan 2017/2018

Contact for Further Information
If you would like to inspect the background papers or want further information, please contact:-
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Report

Report to:	**Education Resources Committee**
Date of Meeting:	**19 June 2018**
Report by:	**Executive Director (Education Resources)**

Subject:	**Duke of Edinburgh's Award**

1. Purpose of Report

1.1. The purpose of the report is to:-

♦ provide a progress update on the Duke of Edinburgh's Award (DofE) in South Lanarkshire and plans for its future development.

2. Recommendation(s)

2.1. The Committee is asked to approve the following recommendation(s):-

(1) that the contents of the report which provides a progress update on the involvement of young people in the Duke of Edinburgh's Award and on the positive outcomes for young people are noted.

3. Background

3.1. The DofE was founded in Scotland in 1956 and is now widely acknowledged as the world's leading achievement award for young people. Available to all young people aged between 14 and 25, the DofE encourages the development of key life and employability skills, such as confidence, commitment and team working through participation at three progressive levels which, when successfully completed, lead to a Bronze, Silver or Gold Award.

3.2. There are four sections of the programme at Bronze and Silver; volunteering, physical, skill and an expedition. At Gold there is an additional requirement of a residential element, which involves staying away from home doing a shared activity. DofE participants design their own programme and select activities that are tailored to suit their personal circumstances and choices.

3.3. Young people taking part in the award gain invaluable life skills which help to set them up for a positive future. The programme offers skills, confidence and a view of life that potential employers, colleges and universities are looking for. A recent study conducted by the United Learning Trust involving major employers rated The Duke of Edinburgh's Award as the number one activity undertaken as an extra curricular activity, which they look for in potential employees.

3.4. The flexible and personalised nature of the DofE means that it is accessible to young people and the skills.

4. **Current Position in South Lanarkshire**

4.1. Currently, there are 1347 young people actively participating in the award in South Lanarkshire. This is delivered through 25 DofE centres including 5 Youth Learning Service (YLS) centres, 14 schools and 6 community led and vocational development groups.

The Duke of Edinburgh's award in South Lanarkshire is managed and administered through Youth Learning Service.

4.2. In South Lanarkshire, there have been significant developments and below are some of the highlights:-

♦ New starts are up 26% compared to last year
♦ Awards achieved are up 60%
♦ Awards achieved by participants from disadvantaged areas up 70%
♦ The value of participants' contribution to their community through the volunteering section is 13,478 hours
♦ The value of DofE leaders' contributions to their community is calculated as 88,363 hours
♦ South Lanarkshire is above the national average for participants in the age range 19 to 24

4.3. Schools are using a range of ways to support the programme including Pupil Equity Funding and Scottish Attainment Challenge to enable pupils to participate in the DofE and gain a nationally recognised award.

4.4. A major priority for the DofE Support team has been to ensure that all young people who wish to participate in the award can do so. Performance data shows that South Lanarkshire is above the national average for participation and completed awards for young people from the most deprived areas (Appendix 1).

4.5. One of the guiding principles of the award is that it is achievable by all. Young people, therefore, design their own programme to provide appropriate but achievable challenges for themselves. The inclusive and supportive nature of the award means that it is also suited to vulnerable young people or those going through difficult transitions in their life. Some feedback from participants is attached as Appendix 2.

4.6. **Parental and community engagement.**
A key part of the success of the DofE can be the involvement of parents and community members. The DofE support team has been working closely with Cathkin High and its Parent Council and Cathkin volunteers to develop new and innovative ways to deliver the award. This has allowed for a much more targeted approach to recruiting participants and has seen some notable successes in helping young people who lack confidence or opportunities to find success through the DofE. The wider community benefits include 14 young people volunteering with Reach Autism and undertaking Autism Awareness Training, and participants volunteering with Project 31 are helping to deliver Forest School activities to younger children.

Parents can be key to supporting participants in successfully completing the award.

4.7.   **Funding**

During 2017/2018, the DofE Support Team has been successful in attracting over £15k from a range of external funders and local businesses. This money has been used in a variety of ways, including to:-

♦ fund training for volunteers to become qualified to lead and assess expeditions
♦ purchase expedition equipment
♦ purchase boots and clothing for participants who might not otherwise be able to afford it
♦ directly meet the costs of the expedition and residential sections of the award for young people who would not otherwise have been able to participate

By training more volunteer leaders and buying group equipment, the overall cost of delivering the expedition is significantly reduced for participants.

4.8.   **Volunteers**

A role of the Duke of Edinburgh team is to be proactive in recruiting and supporting volunteers to help with the delivery of the award. In line with the Council's policy on volunteering, the benefits are two fold;
• able to offer more expedition places and keep down the costs
• volunteers benefit from gaining valuable experience and qualifications. Some volunteers have now been able to use this to help them gain employment with outdoor activity providers.

4.9.   A particular success story has been the number of young people who have completed their award and go on to volunteer as young DofE leaders. Others who have undertaken their volunteering section with youth organisations such as the Scouts and Guides have used their experiences and team working skills to become leaders in those respective organisations.

5.   Future Plans

5.1.   Under the new Youth, Family and Community, the award will continue to be offered through Universal Connections facilities and the other YLS groups. The support given to schools and community groups will continue so that successes can be further built upon.

5.2.   Volunteers will continue to be supported through provision of training and advice and active recruitment. Older participants will be encouraged to consider volunteering to help the younger participants.

6.   Employee Implications

6.1.   There are no employee implications arising from the recommendations in this report.

7.   Financial Implications

7.1.   The current DofE Operating Authority Annual Licence is £2,596.32.

7.2.   External funding continues to be explored to reduce the costs to participants.

8.   Other Implications

8.1.   There are no implications for sustainability or risk in terms of the information contained in this report.

9.   Equality Impact Assessment and Consultation Arrangements

9.1.   This report does not introduce a new policy, function or strategy or recommend a change to an existing policy, function or strategy and, therefore, no impact assessment is required.

9.2   Consultation and engagement takes place with the young people are involved in the planning of DofE activities.

Tony McDaid
Executive Director (Education Resources)

29 May 2018

Link(s) to Council Values/Ambitions/Objectives
- Improve achievement, raise educational attainment and support lifelong learning
- Ensure schools and other places of learning are inspirational
- Tackle disadvantage and deprivation, and support aspiration
- Encourage participation in physical and cultural activities

Previous References
None

List of Background Papers
None
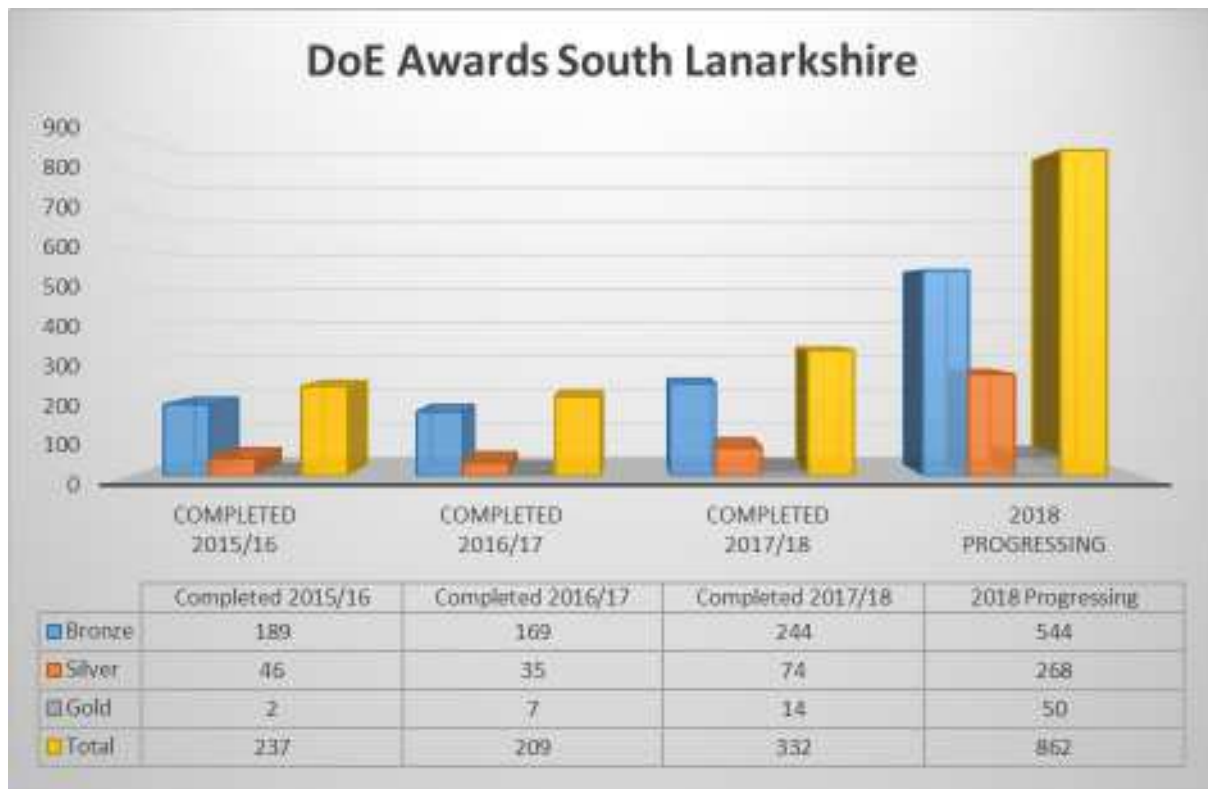
Contact for Further Information
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Appendix 1

## **Participant Data Trends**

DoE Awards South Lanarkshire

	Completed 2015/16	Completed 2016/17	Completed 2017/18	2018 Progressing
Bronze	189	169	244	544
Silver	46	35	74	268
Gold	2	7	14	50
Total	237	209	332	862

DoE Profile Data

	10% most deprived	11%-20% most deprived	21%-30% most deprived
National participant profile	3.9%	4%	5.5%
South Lanarkshire participant profile	6.9% (3% higher than national average)	7.9% (3.9% higher than national average)	9% (3.5% higher than national average)

2017/18 DofE Participant Profile

- 3.9%
- 4.0%
- 5.5%
- 86.6%

■ 10% most deprived   ■ 11%-20% most deprived
■ 21%-30% most deprived   ■ Least deprived

S. Lanarkshire Profile

- 6.9%
- 7.9%
- 9.0%
- 76.2%

■ 10% most deprived   ■ 11%-20% most deprived
■ 21%-30% most deprived   ■ Least deprived
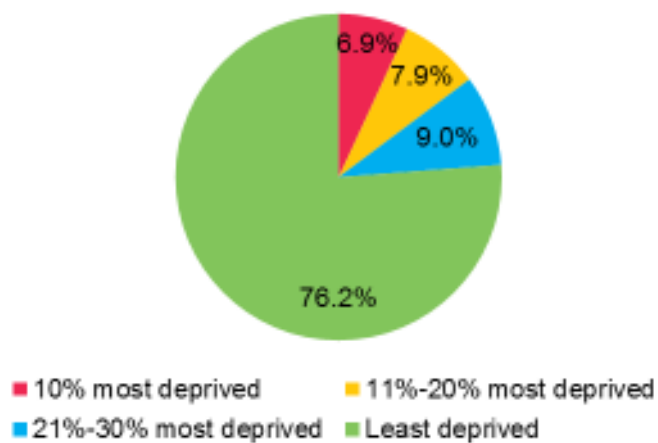
Appendix 2

Feedback from participants on their activities and from community members who have benefited from their volunteering.

"15/10/16 Cowcaddens Fire Station 10am-2pm - Health and safety brief, kit allocated and explanation on hose, hydrant, stand pipe key and bar. We got to try out the crawling galleries… I learned that I'm not scared of being in confined, dark places. I worked well as a team member and was a good leader as well. I used communication skills to communicate with my team-mate and coordinated well with them."
(Silver DofE Participant – aged 15)

"FINAL DAY! Hallelujah. On this expedition I remembered just how tough they were back when I was doing my bronze and silver and I remembered why I never pursued my Gold back then. Nevertheless, I am extremely proud of myself for going out and taking part in the expedition having only just signed up to do DofE 3 weeks beforehand."
(Gold DofE Participant – aged 24)

"…. xx was able to do all the things that I can no longer sustain. Pleasant, friendly, funny and kind young person. We have grown together so well that it is a pleasure to have her in my life. xx has filled a space I did not realise that I had lost in my life."
(Elderly person writing about a Bronze participant's time volunteering with her)

Report

Report to:	**Education Resources Committee**
Date of Meeting:	**19 June 2018**
Report by:	**Executive Director (Education Resources)**

Subject:	**Celebrating the Success of Young People and Employees**

1. Purpose of Report

1.1. The purpose of the report is to:-

♦ advise of the range of achievements and success of young people and employees in national and local awards and other programmes during 2017/18

2. Recommendation(s)

2.1. The Committee is asked to approve the following recommendation(s):-

(1) that the positive success of young people and employees in national and local awards and other programmes during 2017/18 be noted.

3. Background

3.1. A key priority for Education Resources is to raise attainment, close the equity gap, and to celebrate the success and achievements of young people and employees.

3.2 Nurseries, schools, youth learning centres and other services are actively involved in celebrating the achievements of children and young people on a regular basis through assemblies, award ceremonies, social media, the press and other means.

3.3 A key priority for Education Resources is raising attainment. Whilst there will always be a focus on literacy, numeracy and exam results, it is also important to recognise the wider achievements of young people. The achievements and participation of young people across our establishments and services in a wide range of social enterprise and citizenship programmes, neighbourhood related projects (supporting children's appeals, local charities), and through sport, the arts, music and drama deserves to be recognised.

3.4 Recognising the achievements of young people helps to build their self-esteem, raise their aspirations and improve their motivation for learning.

4. Celebrating Success 2017/18

4.1. As we mark the Year of Young People, it is important that we take opportunities to celebrate and mark the success and achievements of children and young people. There is a lot to be proud of in the achievements of young people throughout South Lanarkshire. Over the last year, children, young people and employees have achieved success in a wide variety of highly prestigious national and local awards.

In June 2018, over 300 young people attended the **South Lanarkshire Pupil Award Ceremony** with hundreds more taking part in local nursery, school and youth learning award ceremonies.

These events demonstrate the commitment by nurseries, schools, youth learning and other services to show how they are developing very successful learners and supporting them to be responsible citizens and effective contributors to the life of their school and local community.

4.2.	Below are some examples of the breadth of achievements during 2017/18:-

Scottish Education Awards Finalist - Trinity High School (One school, one book – reading for pleasure) – final on 6 June 2018.

Nurture Award – Trinity High are the first secondary school in Scotland to win the UK national Nurture School Award.

Public Speaking - The Rotary National Public Speaking Final
The public speaking final was won by the team from St Andrew's and St Brides' High School in this highly prestigious event. The individual award also went to a pupil (Niamh Greig) from St Andrew's and St Bride's High School.

The Young Enterprise Lanarkshire Awards
Teams from schools from South and North Lanarkshire competed and it was a terrific night for South Lanarkshire schools, with Hamilton Grammar taking two of the nine awards with their 'Survivalist' product.

The runaway winners on the night, however, were St Andrew's and St Brides, who took all of the other seven awards with their 'Sozo' company, producing gifts from recycled bottles. The East Kilbride team now go forward to the Scottish finals.

Sport
Cathkin High school's football team won the Scottish Schools' FA Senior Shield with an exciting penalty shoot-out victory over St Ninian's High School, Giffnock.

National Enterprise Awards
Biggar Primary School reached the final of the National Enterprise Awards, 'Tycoon in School'.

Parental Engagement – Families Connect
At Carstairs Primary School, a class teacher and parent have been trained as Families Connect Co-ordinators by Save the Children and now run highly successful workshops for parents and children.

Scottish College for Educational Leadership
The Head Teacher of St Kenneth's Primary has achieved a scholarship for leadership with the Scottish College for Educational Leadership.

Successes such as these have been early highlights of our Year of Young People.

4.3. The publication in the Education Newsletter of the achievements of young people and through the 'Celebrating of Success' features in Council publications such as The Works Magazine, the View, web and the press all help to highlight many examples of the success of young people in both academic and non-certificated activities.

4.4 Education Resources will continue to promote the success of young people and encourage them to participate in a wide range of active learning activities where they have the opportunity to further develop their skills and talents.

5. Employee Implications
5.1. None

6. Financial Implications
6.1. Financial implications are met from within existing budgets.

7. Other Implications
7.1. There are no implications for sustainability or risk in terms of the information contained within this report.

8. Equality Impact Assessment and Consultation Arrangements
8.1. There is no requirement to carry out an impact assessment in terms of the proposals contained within this report.

8.2. Education Resources will continue to support establishments and services to recognise and publicise the achievements and success stories of children, young people and staff.

Tony McDaid
Executive Director (Education Resources)

28 May 2018

Link(s) to Council Values/Ambitions/Objectives
♦ Improve achievement, raise educational attainment and support lifelong learning
♦ Ensure schools and other places of learning are inspirational

Previous References
♦   Education Resources Committee – September 2017

List of Background Papers
♦   Scottish Education Awards 2018 – http://www.scottisheducationawards.org.uk/

Contact for Further Information
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