



Council Offices, Almada Street  
Hamilton, ML3 0AA

Monday, 24 February 2020

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, 03 March 2020

**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.

Yours sincerely

**Cleland Sneddon**  
**Chief Executive**

### **Members**

Katy Loudon (Chair), Peter Craig (Depute Chair), John Ross (ex officio), Alex Allison, John Anderson, Stephanie Callaghan, Graeme Campbell, Margaret Cooper, Margaret Cowie, Mary Donnelly, Fiona Dryburgh, Joe Fagan, 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, Jared Wark, David Watson

### **Substitutes**

Jackie Burns, Maureen Devlin, Isobel Dorman, Eric Holford, Ann Le Blond, Martin Lennon, Richard Lockhart, Eileen Logan, Colin McGavigan, Mark McGeever, Jim McGuigan, David Shearer, Collette Stevenson, Bert Thomson

### **External Members**

#### **Religious Representatives**

Gillian Coulter, Nagy Iskander, John Mulligan

#### **Teacher Representatives**

Andy Harvey, Ann Marie Hobson

#### **Parent Council Representatives**

Christine Hall, Hilary Kirby

## BUSINESS

- 1 **Declaration of Interests**
- 2 **Minutes of Previous Meeting** 5 - 12  
Minutes of the meeting of the Education Resources Committee held on 10 December 2019 submitted for approval as a correct record. (Copy attached)

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### Monitoring Item(s)

- 3 **Education Resources - Revenue Budget Monitoring 2019/2020** 13 - 18  
Joint report dated 29 January 2020 by the Executive Directors (Finance and Corporate Resources) and (Education Resources). (Copy attached)
- 4 **Education Resources - Capital Budget Monitoring 2019/2020** 19 - 22  
Joint report dated 13 February 2020 by the Executive Directors (Finance and Corporate Resources) and (Education Resources). (Copy attached)
- 5 **Education Resources - Workforce Monitoring - October to December 2019** 23 - 30  
Joint report dated 24 January 2020 by the Executive Directors (Finance and Corporate Resources) and (Education Resources). (Copy attached)

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### Item(s) for Decision

- 6 **Counselling Through Schools - Update Report** 31 - 36  
Joint report dated 6 February 2020 by the Executive Directors (Education Resources) and (Finance and Corporate Resources). (Copy attached)
- 7 **Summer Holiday Programme Update** 37 - 44  
Report dated 13 February 2020 by the Executive Director (Education Resources). (Copy attached)

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### Item(s) for Noting

- 8 **Update of Full Rollout of Breakfast Clubs in School Session 2019/2020** 45 - 52  
Report dated 31 January 2020 by the Executive Director (Education Resources). (Copy attached)
- 9 **Head Teacher Recruitment Legislation** 53 - 56  
Report dated 5 February 2020 by the Executive Director (Education Resources). (Copy attached)
- 10 **Draft Statutory Guidance for the Scottish Schools (Parental Involvement) Act 2006 (the Act) - Consultation** 57 - 60  
Report dated 12 February 2020 by the Executive Director (Education Resources). (Copy attached)
- 11 **Holocaust Memorial Commemorative Event** 61 - 64  
Report dated 13 February 2020 by the Executive Director (Education Resources). (Copy attached)
- 12 **Celebrating Success - Young People and Staff in Schools and Services** 65 - 68  
Report dated 13 February 2020 by the Executive Director (Education Resources). (Copy attached)

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## **Urgent Business**

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### **13 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](mailto:lynn.paterson@southlanarkshire.gov.uk)



## EDUCATION RESOURCES COMMITTEE

2

Minutes of meeting held in the Council Chamber, Council Offices, Almada Street, Hamilton on 10 December 2019

### **Chair:**

Councillor Katy Loudon

### **Councillors Present:**

Councillor Alex Allison, Councillor John Anderson, Councillor Stephanie Callaghan, Councillor Graeme Campbell, Councillor Margaret Cowie, Councillor Peter Craig (Depute), Councillor Fiona Dryburgh, Councillor Mark Horsham, Councillor Eileen Logan (*substitute for Councillor Lynsey Hamilton*), Councillor Ian McAllan, Councillor Gladys Miller, Councillor Lynne Nailon, Councillor Carol Nugent, Councillor Mo Razzaq, Councillor David Shearer (*substitute for Councillor Julia Marrs*), Councillor Graham Scott, Councillor Bert Thomson (*substitute for Councillor Monique McAdams*), Councillor Margaret B Walker, Councillor David Watson

### **Councillors' Apologies:**

Councillor Margaret Cooper, Councillor Mary Donnelly, Councillor Joe Fagan, Councillor Lynsey Hamilton, Councillor Ian Harrow, Councillor Julia Marrs, Councillor Monique McAdams, Councillor John Ross, Councillor Jared Wark

### **External Members Present:**

Andy Harvey, Dr Iskander, John Mulligan

### **External Members' Apologies:**

Gillian Coulter, Christine Hall, Ann Marie Hobson, Hilary Kirby

### **Attending:**

#### **Education Resources**

T McDaid, Executive Director; D Dickson, Operations Manager; A Donaldson, Head of Education (Inclusion); C McKenzie, Head of Education (Broad General Education); S Nicolson, Head of Education (Senior Phase); L Sherry, Head of Education (Support Services and School Estate)

#### **Finance and Corporate Resources**

M M Cairns, Legal Services Manager; L Harvey, Finance Manager (Resources); L O'Hagan, Finance Manager (Strategy); L Paterson, Administration Officer

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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 1 October 2019 were submitted for approval as a correct record.

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

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### **3 Education Resources – Revenue Budget Monitoring 2019/2020**

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A joint report dated 21 November 2019 by the Executive Directors (Education Resources) and (Finance and Corporate Resources) was submitted comparing actual expenditure at 11 October 2019 against budgeted expenditure for 2019/2020 for Education Resources, together with a forecast for the year to 31 March 2020.

**The Committee decided:**

- (1) that the breakeven position on Education Resources' revenue budget at 11 October 2019 be noted;
- (2) that the forecast to 31 March 2020 of a breakeven position be noted; and
- (3) that the budget virements, as detailed in the appendix to the report, be approved.

*[Reference: Minutes of 1 October 2019 (Paragraph 3)]*

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### **4 Education Resources – Capital Budget Monitoring 2019/2020**

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A joint report dated 21 November 2019 by the Executive Directors (Education Resources) and (Finance and Corporate Resources) was submitted advising of progress on the Education Resources' capital programme for 2019/2020 and summarising the expenditure position at 11 October 2019.

**The Committee decided:** that the report be noted.

*[Reference: Minutes of 1 October 2019 (Paragraph 4)]*

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### **5 Education Resources – Workforce Monitoring – August and September 2019**

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A joint report dated 1 November 2019 by the Executive Directors (Education Resources) and (Finance and Corporate Resources) was submitted on the following employee information for Education Resources for the period August and September 2019:-

- ◆ attendance statistics
- ◆ occupational health statistics
- ◆ accident/incident statistics
- ◆ disciplinary hearings, grievances and Dignity at Work cases
- ◆ analysis of leavers
- ◆ Staffing Watch as at 14 September 2019

**The Committee decided:** that the report be noted.

*[Reference: Minutes of 1 October 2019 (Paragraph 5)]*

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### **6 Education Resource Plan – Quarter 2 Progress Report 2019/2020**

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A report dated 18 November 2019 by the Executive Director (Education Resources) was submitted on the Education Resource Plan 2019/2020 in relation to the actions and measures within the Resource.

Details were provided on progress made at the end of quarter 2, covering the period 1 April to 30 September 2019, in implementing the actions and measures identified in the Resource Plan.

**The Committee decided:** that the report be noted.

*[Reference: Minutes of the Executive Committee of 28 August 2019 (Paragraph 19)]*

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## **7 Review of Admissions Policy for Early Learning and Childcare Establishments**

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A report dated 19 November 2019 by the Executive Director (Education Resources) was submitted on a review of the policy for the admission of children into Early Years' establishments in South Lanarkshire.

Since 1996, the Council's Admissions Policy for Early Years' Establishments had been regularly reviewed to reflect changes in legislation and national policy development.

The last review of the Admissions Policy had been presented to the Education Resources Committee on 6 February 2018.

A consultation exercise had been undertaken with a range of stakeholders, in the period October and November 2019, on the current Admissions Policy and the proposed amendments, which took account of the views received from parents/carers and early years' providers in terms of early learning and childcare provision. The main priorities which had emerged from the consultation process were outlined in the report and the proposed revised Policy, attached as Appendix 1 to the report, had taken account of those priorities.

The Admissions Policy would be used for the allocation of early learning and childcare places. As the Council moved towards the implementation of 1,140 hours, a number of Early Learning and Childcare establishments might be able to offer additional hours, free for children who fell within the Council's exemption criteria and paid by other parents/carers in terms of the Council's Nursery Fees' Policy.

In 2020, the Annual Admissions' allocation would move from May to March, with places allocated on a first come, first served basis. Parents would be informed of their child's early learning and childcare place, in writing, by the end of May each year.

Should a parent/carer apply for deferred entry to primary school for their child, they might be able to access an additional year of funded Early Learning and Childcare, however, this would only be considered where either of the following applied:-

- ◆ children whose 4<sup>th</sup> birthday fell in the January or February of the year they were due to start primary school (considered as returning children)
- ◆ children whose 4<sup>th</sup> birthday fell between August and December, and their application had been considered and approved by the Admissions Scrutiny Group

**The Committee recommended to the Executive Committee:**

(1) that the priorities for admission to Early Years' establishments be revised as follows:-

<b><i>Proposed Policy Children aged 0-3 years</i></b>	<b><i>Proposed Policy Children aged 3-5 years</i></b>
<b><i>Priority 1</i></b>	<b><i>Priority 1</i></b>
<ul style="list-style-type: none"> <li>◆ Children affected by Abuse</li> <li>◆ Children with additional support needs</li> <li>◆ Looked after and Accommodated Children from birth up to 2 years old</li> <li>◆ Children who at any time from the age of 2 years have been                             <ul style="list-style-type: none"> <li>– a) Looked after and Accommodated or</li> <li>– b) subject to a Kinship Care Order</li> </ul> </li> <li>◆ Children affected by Domestic Violence</li> <li>◆ Children affected by Substance Misuse</li> <li>◆ Children affected by a disability within the home</li> </ul> <p><i>All applications within Priority 1 must be substantiated by a wellbeing assessment/single agency assessment</i>                      *2 year olds as required by relevant legislation from time to time applying</p>	<ul style="list-style-type: none"> <li>◆ Children affected by Abuse</li> <li>◆ Children with additional support needs</li> <li>◆ Children who at any time have been                             <ul style="list-style-type: none"> <li>– a) Looked after and Accommodated or</li> <li>– b) subject to a Kinship Care Order</li> </ul> </li> <li>◆ Children affected by Domestic Violence</li> <li>◆ Children affected by Substance Misuse</li> <li>◆ Children affected by a disability within the home</li> </ul> <p><i>All applications within Priority 1 must be substantiated by a wellbeing assessment/single agency assessment</i></p>
<b><i>Priority 2</i></b>	<b><i>Priority 2</i></b>
<ul style="list-style-type: none"> <li>◆ New applications: (0-3 year olds)</li> </ul>	<ul style="list-style-type: none"> <li>◆ Children in their pre-school year – new applications</li> <li>◆ Deferred entry children Aug/Dec</li> <li>◆ Transfer application pre-school year children – change in circumstances</li> </ul>
<b><i>Priority 3</i></b>	<b><i>Priority 3</i></b>
<ul style="list-style-type: none"> <li>◆ Transfer applications – change in circumstances</li> </ul>	<ul style="list-style-type: none"> <li>◆ Children in their ante pre-school year - new applications</li> <li>◆ Transfer applications ante-pre-school year – change in circumstances</li> </ul>
<b><i>Priority 4</i></b>	<b><i>Priority 4</i></b>
<ul style="list-style-type: none"> <li>◆ Transfer applications – parental choice</li> </ul>	<ul style="list-style-type: none"> <li>◆ Transfer application pre-school year children - parental choice</li> <li>◆ Transfer applications ante-pre-school year – parental choice</li> </ul>
<b><i>Priority 5</i></b>	<b><i>Priority 5</i></b>
<ul style="list-style-type: none"> <li>◆ All children resident outwith South Lanarkshire Council who are not within a catchment area of a primary school within the Council Area</li> </ul>	<ul style="list-style-type: none"> <li>◆ All children resident outwith South Lanarkshire Council who are not within a catchment area of a primary school within the Council Area</li> </ul>
<b>Priority 6 Additional Hours</b>	



- Priority 1 All Priority 1 Children  
 Priority 2 Children whose parents and/or carer were in employment or education  
 Priority 3 All children allocated a place in the nursery including those children returning to nursery for a further year which included deferred children approved by the Council

- ◆ Priorities 1 to 4 would apply to children who were resident within the Council Area and those children who were considered catchment pupils for a Council Primary school
- ◆ all children residing (non South Lanarkshire Council primary school catchment children) outwith the Council area, no matter the circumstances, would be considered priority 5
- ◆ eligible children would have access to Early Learning and Childcare regardless of age, gender, race, religion or need
- ◆ Early Learning and Childcare would be provided on a non-denominational basis
- ◆ securing a place in a school nursery class would not guarantee a primary school place within the primary school
- ◆ children deferring entry from Primary 1 January and February birthdays where an additional year of funding had been agreed by the Council were considered to be returning children
- ◆ children deferring entry from Primary 1 August to December birthdays who had been approved for a deferred year of funding were considered to be returning children
- ◆ additional hours were only considered once all eligible children had been allocated their entitlement

- (2) that the Admissions Policy for the allocation of places to all Early Years' Establishments be implemented from March 2020.

*[Reference: Minutes of the Executive Committee of 28 February 2018 (Paragraph 13)]*

*Councillor Horsham left the meeting following consideration of this item*

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## **8 Education Resources – Risk Register and Risk Control Plan**

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A report dated 19 November 2019 by the Executive Director (Education Resources) was submitted on:-

- ◆ the systems and controls in place within Education Resources to manage and minimise risks
- ◆ the details of Education Resources' current Risk Control Register

The Resource had followed Council guidance in developing, monitoring and updating its Risk Control Register on an ongoing basis. The Register had been developed to ensure that the Resource was fully aware of the main risks it had, was able to prioritise those risks and had controls in place to eliminate or minimise the impact of the risk.

The risks were scored in accordance with the Council's scoring mechanism which scored risks based on likelihood and impact of risk. This resulted in risks being scored between 1 to 9 (low to high). Risks were scored on their inherent risk (risk if nothing was done) and their residual risk (risk after applying controls).

The Risk Register for the Resource had been developed and was monitored on a quarterly basis to add new risks and to review the score of existing risks. The Register was monitored and updated by the Resource Risk Management Group.

It was noted that when the report was written, 4 residual risks had been identified within the Resource as falling within the high category score 7 to 9, which were detailed in Appendix 1 to the report. One of those risks included 'failure to meet commitment to meet teacher numbers and pupil/teacher ratios', however, this commitment had now been met for 2019/2020. The 3 remaining risks, which included the commitment to deliver 1,140 hours of early learning and childcare by August 2020, would be monitored closely.

**The Committee decided:** that the systems and controls in place to monitor risks within Education Resources be noted.

*[Reference: Minutes of 19 February 2019 (Paragraph 10)]*

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## **9 Youth Employability and Work Based Learning**

A report dated 15 November 2019 by the Executive Director (Education Resources) was submitted providing an update on:-

- ◆ work based learning opportunities developed to support young people 'at risk' of not achieving or sustaining a positive post school destination
- ◆ the vocational learning provision available in the senior phase

Following work to consolidate and align the delivery and management of youth employability services within Education Resources, a range of services and supports had been developed which assisted young people to develop the vocational and work readiness skills required to progress to sustained and appropriate post-school destinations.

In 2017/2018, positive destinations achieved for young people in the 20% most deprived areas was 93.2%, the highest figure recorded since figures became available and was above the national average of 90.4%. The difference in South Lanarkshire between the 20% most deprived areas and 20% least deprived areas was 4.6%, which was better than the national average of 6.8%.

Detailed information was provided on the following programmes:-

- ◆ ASPIRE Youth Employability
- ◆ Gradu8
- ◆ Foundation Apprenticeships (FA)

It was noted that a breakdown of the figures provided within the report, in terms of gender, care experienced young people and those with a disability, would be detailed in future reports.

**The Committee decided:** that the report be noted.

*[Reference: Minutes of 27 November 2018 (Paragraph 10)]*

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## **10 Education Resources – Notification of Contracts Awarded – 1 April to 30 September 2019**

A report dated 29 October 2019 by the Executive Director (Education Resources) was submitted on contracts awarded by Education Resources in the period 1 April to 30 September 2019.

In terms of Standing Order Nos 21.8 and 22.5 of the Standing Orders on Contracts, Resources were required to notify the relevant Committee of contracts awarded. Details of the contracts awarded by Education Resources were provided in the appendix to the report.

**The Committee decided:** that the report be noted.

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## **11 Parental Involvement and Engagement Strategy – Supporting Family Learning and the Sharing of Best Practice**

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A report dated 21 November 2019 by the Executive Director (Education Resources) was submitted on the revised Parental Involvement and Engagement Strategy.

On 6 August 2019, the Committee endorsed the draft document entitled 'Parental Involvement and Engagement Strategy – Working together to Make a Difference to Children's Learning'. The new Strategy was launched at the Parents as Partners Conference on 13 November 2019. The event showcased:-

- ◆ a film which featured parents discussing their individual learning stories, how the Strategy could be put into practice and how they were now confident in supporting their children's learning at school and at home
- ◆ a 'Parents Guide' on the role of a Parent Council, a copy of which would be provided to all schools and Parents Councils
- ◆ best practice on family learning, with a number of schools in attendance, along with Dyslexia Scotland and the National Parent Forum for Scotland

Next steps would include:-

- ◆ the roll-out of the Strategy to schools through learning community meetings, with case studies shared to show what worked well and to build momentum for improvement
- ◆ arrangements to support and empower parents and carers to give them confidence and skills to support their children's learning and improve the quality of learning at home
- ◆ provision of training and support for parents and carers delivered jointly with parents in localities

Education Resources acknowledged the work of the Parents Focus Group, which included the Committee's 2 parent representatives, for planning the well received conference. They would now use the evaluations to guide the next steps in promoting and supporting family learning and learning at home.

**The Committee decided:** that the report be noted.

*[Reference: Minutes of 6 August 2019 (Paragraph 12)]*

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## **12 Completion of the Schools' Modernisation Programme**

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A report dated 15 November 2019 by the Executive Director (Education Resources) was submitted on the successful completion of the Council's 15 years Schools' Modernisation Programme.

In 2004, the Council commenced its ambitious building programme to improve and invest in its school estate. This included the modernisation, refurbishment and new building of 128 primary schools, which included 4 ASN schools and 1 Gaelic unit and 12 standalone nurseries, at a cost of £866 million. Within the primary school builds, 62 nursery classes, 16 ASN units and 15 community rooms or wings had been established. Within the secondary school estate, 19 new school buildings had been delivered through a Public-Private Partnership arrangement and completed by 2009.

The completion of the Schools' Modernisation Programme was a key element in the delivery of a range of the Council's Connect objectives, which included aspirations to 'ensure schools and other places of learning were inspirational' and 'improve achievement, raise educational attainment and support lifelong learning'.

Black Mount Primary, the last primary school build following the completion of the Early Learning Unit in Hamilton, marked a huge milestone in terms of the Council's significant commitment and investment to modernise the whole of its school estate.

The completion of the programme meant that South Lanarkshire's 46,000 children and young people were now all being taught within a modernised education estate, which enhanced the learning and teaching experience and, therefore, the opportunity to achieve maximum educational benefit for pupils.

The Schools' Modernisation Programme had been the largest of its kind in the UK. Many members referred to the former Leader of the Council, Eddie McAvoy, who had the ambition and drive, along with Council members, to deliver this ambitious Programme. Tribute was also paid to all those involved with the design, construction and funding of the Programme, including former, as well as current, Directors of Education and Chairs/Deputies of this Committee and officers from other Resources across the Council.

**The Committee decided:** that the successful completion of the Schools' Modernisation Programme be noted.

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### **13 Urgent Business**

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There were no items of urgent business.

# Report

3

Report to: **Education Resources Committee**  
 Date of Meeting: **3 March 2020**  
 Report by: **Executive Director (Finance and Corporate Resources)**  
**Executive Director (Education Resources)**

Subject: **Education Resources - Revenue Budget Monitoring  
2019/2020**

## 1. Purpose of Report

1.1. The purpose of the report is to:-

- ◆ provide information on the actual expenditure measured against the revenue budget for the period 1 April 2019 to 3 January 2020 for Education Resources.
- ◆ provide a forecast for the year to 31 March 2020.

## 2. Recommendation(s)

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

- (1) that the forecast to 31 March 2020 of an underspend of £2.985m before transfers to reserves, as detailed in Appendix A of the report, and the forecast after transfers to reserves of an overspend of £0.038m, be noted;
- (2) that an underspend of £2.988m as at 3 January 2020, as detailed in Appendix A of the report, and the overspend of £0.035m, after transfers to reserves, be noted; and
- (3) that the proposed budget virements be approved.

## 3. Background

- 3.1. This is the fourth revenue budget monitoring report presented to the Education Resources Committee for the financial year 2019/2020.
- 3.2. The Resource has completed its formal probable outturn exercise for the year. This exercise identifies the expected spend to the 31 March 2020. Details are included in section 6.
- 3.3. The report details the financial position for Education Resources in Appendix A, including the probable outturn position, and the position to 3 January 2020, along with variance explanations.

## 4. Scottish Attainment Challenge Funding

- 4.1. The current budget for Education contains £9.278million awarded for Pupil Equity Funding (PEF) and £1.964million for Scottish Attainment Challenge (SAC) as part of the schools programme. The total budget for these two items for 2019/2020 is £11.242 million and this is contained within this reported position.

- 4.2. In relation to PEF funding, the £9.278m represents £1.534m 2018/2019 carry forward allocation and £7.744m for 2019/2020 allocation. Spend and commitment to date, as at 3 January 2020, is £6.972m, with £2.306m still to spend. Staff costs are included and reflect known costs for the period 1 April 2019 to 31 March 2020.
- 4.3. 2019/2020 PEF funding is fully committed to spend by the end of the academic year June 2020 in line with the guidance. It is estimated that £1m will require to be carried forward at 31 March 2020 and used in April to June next year. This will be transferred to reserves at 31 March 2020 to meet spend and commitment in schools in line with 2019/2020 School Improvement Plans. Schools continue to maximise spend where possible in line with these plans and, therefore, this will be monitored across the financial year.
- 4.4. In relation to SAC funding, spend and commitment to date is £1.639m with £0.325m still to spend. Staff costs are included and reflect known costs for the period 1 April 2019 to 31 March 2020. As this is a specific grant allocation, funding will be received based on actual spend.

## 5. Employee Implications

- 5.1. None

## 6. Financial Implications

- 6.1. **Probable Outturn:** Following the Council's formal Probable Outturn exercise, the Resource position before any transfers to reserves is an underspend of £2.985 million. The Resource previously reported a £1.500 million underspend in respect of Pupil Equity Fund (PEF), and this has been updated based on the latest spend plans to £1.000 million. Therefore, the outturn position is showing an additional underspend of £1.985 million.
- 6.2. This is mainly due to the timing of expenditure on the delivery of Early Years' 1140 hours expansion and school counselling projects, underspends in property costs and supplies and services and an over recovery of income from Early Years' fees. These are partially offset by an overspend on Teachers' salaries due to pupil growth and the cost of school transport.
- 6.3. The Resource is proposing transfers to reserves totalling £3.023 million. These have been approved by Executive Committee on 29 January 2020, and take the reported position **after transfers** to reserves to an overspend of £0.038 million. The transfers and the overall position are detailed in Appendix A.
- 6.4. The outturn position includes an estimate of the costs which will be incurred in relation to the Early Years' Job Evaluation exercise, which is expected to conclude before the end of the financial year. These costs, including an element for back pay, are being funded from the current budget, and reserves held for Early Years' expenditure.
- 6.5. Since the Probable Outturn exercise, Education Resources have been notified of an allocation of £0.959 million for Additional Support for Learning. This has been included within the budget virements in Appendix A. Due to the timing of the notification, this funding is unlikely to be spent in the current year. Any underspend will be transferred to reserves to meet commitments in future years.
- 6.6. **Position as at 3 January 2020:** Appendix 1 shows the position as at 3 January 2020, being a £2.988 million underspend against the phased budget. This is the position **before** transfers to reserves.

- 6.7. This underspend relates to Early Years' recruitment; PEF underspend; underspends within property costs relating to utilities, offset by overspends in ASN transport and external placements. ELC 1,140 hours specific funding will be transferred to reserves to meet the costs of Early Years in the future and PEF and Counselling funding will be carried forward to the next financial year as outlined in paragraphs 4.3 and 6.2 above as at 31 March 2020. This position is shown in Appendix A.
- 6.8. The Resource position as at 3 January 2020 **after** transfers to reserves are taken into account, is an overspend of £0.035 million. This is in line with the forecast overspend to 31 March 2020, **after** transfers to reserves, of £0.038 million.
- 6.9. Virements are proposed to realign budgets across budget categories and with other Resources. These movements are detailed in Appendix A of this report.
- 7. Climate Change, Sustainability and Environmental Implications**
- 7.1. There are no implications for climate change, sustainability or the environment in terms of the information contained in this report.
- 8. Other Implications**
- 8.1. The main risk associated with the Council's Revenue Budget is that there is an overspend. The risk has been assessed as low given the detailed budget management applied across the Resources. The risk is managed through four weekly Budget Monitoring Meetings at which any variance is analysed. In addition, the probable outturn exercise ensures early warning for corrective action to be taken where appropriate.
- 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 is also no requirement to undertake any consultation in terms of the information contained in the report.

**Paul Manning**  
**Executive Director (Finance and Corporate Resources)**

**Tony McDaid**  
**Executive Director (Education Resources)**

29 January 2020

**Link(s) to Council Values/Ambitions/Objectives**

- ◆ Accountable, Effective, Efficient and Transparent

**Previous References**

- ◆ None

**List of Background Papers**

- ◆ Financial ledger and budget monitoring results to 3 January 2020

**Contact for Further Information**

If you would like to inspect the background papers or want further information, please contact:-

Louise Harvey

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E-mail: [louise.harvey@southlanarkshire.gov.uk](mailto:louise.harvey@southlanarkshire.gov.uk)



## SOUTH LANARKSHIRE COUNCIL

## Revenue Budget Monitoring Report

## Education Resources Committee: Period Ended 3 January 2020 (No.10)

## Education Resources Summary

Budget Category	Annual Budget £000	Forecast for Year BEFORE Transfers £000	Annual Forecast Variance BEFORE Transfers £000	Annual Forecast Variance AFTER Transfers £000	Budget Proportion 03/01/20 £000	Actual BEFORE Transfers 03/01/20 £000	Variance 03/01/20 £000		% Variance 03/01/20	Note
Employee Costs	264,001	264,092	(91)	(167)	192,784	192,838	(54)	over	0.0%	1,a,b,c,e,g
Property Costs	25,394	24,385	1,009	1,009	21,685	20,817	868	under	4.0%	2,a,c,g
Supplies & Services	10,155	8,983	1,172	(329)	7,019	5,775	1,244	under	17.7%	3,c,e,g
Transport & Plant	10,633	11,519	(886)	(886)	8,066	8,730	(664)	over	(8.2%)	4,g
Administration Costs	1,940	1,861	79	79	1,356	1,315	41	under	3.0%	c,g
Payments to Other Bodies	20,081	19,033	1,048	(398)	14,004	12,927	1,077	under	7.8%	5,d,e,g
Payments to Contractors	34,415	34,407	8	8	22,546	22,541	5	under	0.0%	e,g
Transfer Payments	2,291	2,244	47	47	2,225	2,189	36	under	1.6%	f,g
Financing Charges	339	333	6	6	80	76	4	under	5.0%	g
<b>Total Controllable Exp.</b>	<b>369,249</b>	<b>366,857</b>	<b>2,392</b>	<b>(631)</b>	<b>269,765</b>	<b>267,208</b>	<b>2,557</b>	<b>under</b>	<b>0.9%</b>	
<b>Total Controllable Inc.</b>	<b>(31,094)</b>	<b>(31,687)</b>	<b>593</b>	<b>593</b>	<b>(28,358)</b>	<b>(28,789)</b>	<b>431</b>	<b>over recovered-</b>	<b>(1.5%)</b>	<b>6,d,f,g</b>
<b>Net Controllable Exp.</b>	<b>338,155</b>	<b>335,170</b>	<b>2,985</b>	<b>(38)</b>	<b>241,407</b>	<b>238,419</b>	<b>2,988</b>	<b>under</b>	<b>1.2%</b>	
<b>Transfer to Reserves (as at 03/01/20)</b>					-	3,023	3,023	Over		
<b>Position After Transfers to Reserves (as at 03/01/20)</b>					<b>241,407</b>	<b>241,442</b>	<b>(35)</b>	<b>over</b>		

**Variance Explanations**

- The position represents the net effect of an overspend in Teacher's salaries due to pupil growth which is partially offset by underspend due to the timing of recruitment of Early Years posts.
- The variance is due to timing of rates charges and gas costs, partially offset by an overspend on electricity costs.
- This variance is due to the Pupil Equity Fund and less than anticipated expenditure on the provision of lunches in Early Years establishments which will be carried forward at the end of the financial year. This is partially offset by an overspend on classroom materials in schools due to pupil growth.
- The transport overspend relates to the cost of transporting children to school; both ASN and mainstream transport. This is a demand led service.
- The variance is partially due to less than anticipated expenditure on Counselling funding and also an underspend on Early Years expansion funding and both streams will be transferred to reserves to meet ongoing programme commitments and Early Years expansion going forward. This is partially offset by an overspend from the increased cost of Independent School Placements as a result of the new Scotland Excel Pricing Framework.
- The over recovery in Early Years' fees relates to the increased uptake of nursery places.

**Budget Virements**

- Additional budget in respect of auto enrolment and rates poundage. Net Effect £0.791m: Employee Costs £0.495m and Property Costs £0.296m.
- Funding received in respect of support for Additional Support for Learning. Net Effect £0.959m: Employee Costs £0.959m.
- Transfer from reserves for Early Years Job Evaluation and MCR Pathways funding. Net Effect £1.952m: Employee costs £1.780m, Property Costs £0.001m, Supplies and Services £0.002m and Administration Costs £0.169m.
- Establish budget to reflect the receipt of Pupil Equity Funding. Net Effect £0.000m: Payments to Other Bodies £0.163m and Income (£0.163m).
- Realignment of budget to reflect current service delivery. Net Effect £0.000m: Employee Costs £1.189m, Supplies and Services (£0.140m), Payments to Other Bodies (£0.869m) and Payments to Contractors (£0.180m).
- Realignment of Education Maintenance Allowance budget. Net Effect £0.000m: Transfer Payments £0.148m and Income (£0.148m).
- Realignment of DMS. Net Effect £0.000m: Employee Costs £0.471m, Property Costs £0.052m, Supplies and Services (£1.090m), Transport and Plant £0.064m, Administration Costs £0.233m, Payments to Other Bodies £0.390m, Payments to Contractors £0.005m, Transfer Payments £0.101m, Financing Charges £0.006m and Income (£0.232m).

**Transfers to Reserves (£3.023m):**

- ELC 1140 Specific Grant (£1.493m)
- Counselling (£0.489m)
- Sanitary Products (£0.041m)
- Pupil Equity Fund (£1.000m)



# Report

Report to:	<b>Education Resources Committee</b>
Date of Meeting:	<b>3 March 2020</b>
Report by:	<b>Executive Director (Finance and Corporate Resources) Executive Director (Education Resources)</b>

Subject:	<b>Capital Budget Monitoring 2019/2020 - Education Resources</b>
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## 1. Purpose of Report

1.1. The purpose of the report is to:-

- ♦ provide information on the progress of the capital programme for Education Resources for the period 1 April 2019 to 3 January 2020.

## 2. Recommendation(s)

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

- (1) that the Education Resources capital programme of £25.234 million, and expenditure to date of £12.105 million, be noted; and
- (2) that the projected outturn of £20.7 million be noted.

## 3. Background

3.1. This is the fourth capital monitoring report presented to the Education Resources Committee for the financial year 2019/2020. Further reports will follow throughout the year.

3.2. The budget reflects the approved programme for the year (Executive Committee, 29 May 2019). It also includes budget adjustments presented to the Executive Committee during 2019/20. There have been no changes since the last report to this Committee.

3.3. The report details the financial position for Education Resources in Appendix A.

## 4. Employee Implications

4.1. None

## 5. Financial Implications

5.1. The total capital programme for Education Resources for 2019/2020 is £25.234 million.

### 5.2. 2019/20 Outturn

The predicted spend position for this financial year, advised by Housing and Technical Resources, is an outturn of £20.7 million. This is an underspend of £4.5 million mainly within the Early Years 1,140 Hours programme (£2.1m), St Charles' Primary School Extension (£0.4m), Mobile Teaching Units (£0.6m), ICT Solutions for Learning (£0.9m)

and Auchingramont Road (£0.5m). The majority of the variance is due to the timing of spend, resulting in budget required in 2020/21 rather than 2019/2020.

**5.3. 2019/2020 Monitoring**

Anticipated spend to date was £11.632 million, and £12.105 million has been spent. This represents a position of £0.473 million ahead of profile and mainly reflects the timing of spend across a number of projects within the Early Years 1,140 Hours Programme. However, this is a timing issue only with an underspend anticipated by the end of the financial year. This is reflected in the outturn position identified at 5.2. above.

**6. Climate Change, Sustainability and Environmental Implications**

- 6.1. There are no implications for climate change, sustainability or the environment in terms of the information contained in this report.

**7. Other Implications**

- 7.1. The main risk associated with the Council's Capital Programme is an overspend. The risk has been assessed as low given the detailed project management plans prepared and monitored for each project. The risk of an overspend is managed through four weekly Investment Management Meetings.

- 7.2. There are no implications for sustainability in terms of the information contained in 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 an existing policy, function or strategy and therefore no impact assessment is required.
- 7.2. There is also no requirement to undertake any consultation in terms of the information contained in the report.

**Paul Manning**

**Executive Director (Finance and Corporate Resources)**

**Tony McDaid**

**Executive Director (Education Resources)**

13 February 2020

**Link(s) to Council Values/Ambitions/Objectives**

- Accountable, Effective, Efficient and Transparent

**Previous References**

- Executive Committee, 29 May 2019

**List of Background Papers**

- Financial ledger to 3 January 2020

**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  
Capital Expenditure 2019-20  
Education Resources Programme  
For Period 1 April 2019 – 3 January 2020**

<b><u>Education Resources</u></b>	Base Budget £000	Budget Adjustments £000	Slippage/ Acceleration £000	Total Budget £000	Budget to Date £000	Actual Expenditure £000	2019/20 Outturn £000
Primary School Modernisation Programme	6,653	(250)	0	6,403	5,177	5,185	6,100
ICT Developments	2,027	0	0	2,027	798	793	1,150
Early Years 1,140 Hours	14,286	0	0	14,286	4,710	5,496	12,150
Other	1,968	550	0	2,518	947	631	1,300
<b>TOTAL</b>	<b>24,934</b>	<b>300</b>	<b>0</b>	<b>25,234</b>	<b>11,632</b>	<b>12,105</b>	<b>20,700</b>

# Report

5

Report to: **Education Resources Committee**  
 Date of Meeting: **3 March 2020**  
 Report by: **Executive Director (Finance and Corporate Resources)**  
**Executive Director (Education Resources)**

Subject: **Education Resources – Workforce Monitoring –  
October to December 2019**

## 1. Purpose of Report

1.1. The purpose of the report is to:-

- ◆ provide employment information for October to December 2019 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 October to December 2019 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 14 December 2019

## 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 October to December 2019.

## 4. Monitoring Statistics

### 4.1. Attendance Statistics (Appendix 1)

Information on absence statistics is analysed for the month of December 2019 for Education Resources.

The Resource absence figure for December 2019 was 4.6%, which represents a decrease of 0.1% when compared to the previous month and is 1.1% lower than the Council-wide figure. Compared to December 2018, the Resource absence figure has increased by 0.5%.

Based on the absence figures at December 2019 and annual trends, the projected annual average absence for the Resource for 2019/2020 is 3.6%, compared to a Council-wide average figure of 4.6%.

For the financial year 2019/2020, the projected average days lost per employee equates to 7.9 days, compared with the overall figure for the Council of 10.3 days per employee.

Managers follow the procedures outlined in the Maximising Attendance Policy to support employees to remain at work, or to return to work after a sickness absence. There are comprehensive employee supports in place and additionally, Personnel Services work in close partnership with line managers and Resource Management Teams on a case management basis to ensure that appropriate actions are taken.

**4.2. Occupational Health (Appendix 2)**

In terms of referrals to occupational health, which include medical examinations and physiotherapy, overall 487 referrals were made this period, an increase of 16 when compared with the same period last year.

**4.3. Accident/Incident Statistics (Appendix 2)**

There were 281 accidents/incidents recorded within the Resource this period, an increase of 56 when compared to the same period last year.

On further analysis of this data, 249 reports relate to physical incidents (89% of the total number reported).

Education Resources (Inclusion) continues to monitor violence at work reports within establishments, target recurring incidents and work together with establishment managers and practitioners to reduce occurrences. Work is ongoing to further develop, review, record and report 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. Where patterns or concerns emerge, more in depth support can be offered including multi agency meetings, outreach support, psychological services, specific planning for the individual child, training and/or guidance.

The updated policy "Promoting Positive Relationships and Understanding Distressed Behaviour" was formally launched at the Inclusion conference on 16 January 2020. All schools and establishments have copies of the policy and an accompanying information pack which includes guidance, approaches and strategies to support schools in preventing and managing distressed behaviour. A review group has been established which will meet termly to monitor the effectiveness and impact of the new policy including assessing the level and number of recorded violent incidents. It is anticipated that as this policy is embedded and distressed behaviours are effectively supported the number of violent incidents being recorded will naturally reduce.

**4.4. Discipline, Grievance and Dignity at Work (Appendix 2)**

There were 6 disciplinary hearings held within the Resource this period, which is a decrease of 2 when compared with the same period last year. Three grievance hearings were held within the Resource this period, which remains unchanged when compared with the same period last year. Six Dignity at Work complaints were raised within the Resource this period, which is an increase of 6 when compared with the same period last year.



#### **4.5. Analysis of Leavers (Appendix 2)**

There were 46 leavers in the Resource this period who were eligible for an exit interview. This figure has decreased by 12 when compared with the same period last year. Exit interviews were held with 16 employees.

4.6. From September 2019, when processing an employee termination, managers were asked to identify whether they intended to replace the employee who had left the Council. If they indicated that they did not intend to replace the employee, they were asked to select from the following options:-

- ◆ plan to hold for savings
- ◆ fill on a fixed term basis pending savings
- ◆ transfer budget to another post
- ◆ end of fixed term contract

4.7. Appendix 2a provides a breakdown of vacant posts and whether these are being replaced or held for savings. In the period October to December 2019, 72 employees in total left employment (FTE 45.99) and managers indicated that 1 (FTE 0.64) post is being filled on a temporary basis and the remaining 71 (FTE 45.35) are being filled.

4.8. A reconciliation of existing workforce information at September 2019 showed there were 86 vacant posts in the Resource (FTE 61.34). Of these, 82 (FTE 58.21) were being filled through a recruitment process, budget for 1 post (FTE 0.13) was transferred to another post and the remaining 3 (FTE 3) were being held pending conclusion of the savings discussions. It should be noted that some of the posts which are currently going through the recruitment process may be covered at the present time on a fixed term basis until recruitment has been completed.

#### **5. Staffing Watch (Appendix 3)**

5.1. There has been a decrease of 7 in the number of employees in post from 14 September to 14 December 2019.

#### **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. Climate Change, Sustainability and Environmental Implications**

8.1. There are no Climate Change, Sustainability and Environmental Implications arising from the information presented in this report.

#### **9. Other Implications**

9.1. There are no implications for risk 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 an 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 in this report.

**Paul Manning**  
**Executive Director (Finance and Corporate Resources)**

**Tony McDaid**  
**Executive Director (Education Resources)**

24 January 2020

**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 Committee – 10 December 2019

**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:-

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**ABSENCE TRENDS - 2017/2018, 2018/2019 & 2019/2020**  
**Education Resources**

APT&C				Teachers				Resource Total				Council Wide							
	2017 / 2018	2018 / 2019	2019 / 2020		2017 / 2018	2018 / 2019	2019 / 2020		2017 / 2018	2018 / 2019	2019 / 2020		2017 / 2018	2018 / 2019	2019 / 2020				
April	4.0	4.1	3.5	April	2.1	1.9	2.9	April	2.9	2.8	3.2	April	3.9	4.1	4.0				
May	4.7	4.5	4.2	May	2.7	2.1	3.2	May	3.5	3.1	3.6	May	4.2	4.2	4.4				
June	3.6	4.4	3.8	June	2.2	2.3	2.7	June	2.8	3.2	3.2	June	3.9	4.3	4.4				
July	2.1	2.4	2.4	July	0.8	1.0	1.2	July	1.3	1.6	1.7	July	3.0	3.4	3.4				
August	2.7	2.7	2.8	August	1.0	1.2	1.3	August	1.7	1.8	2.0	August	3.2	3.6	3.7				
September	4.3	4.1	4.3	September	2.2	2.2	2.5	September	3.0	3.0	3.3	September	4.0	4.4	4.5				
October	4.6	4.7	4.5	October	2.4	2.2	2.6	October	3.3	3.2	3.5	October	4.1	4.4	4.6				
November	5.0	5.7	5.8	November	3.5	3.5	3.8	November	4.1	4.4	4.7	November	4.8	5.1	5.5				
December	5.3	5.4	5.5	December	3.8	3.1	3.8	December	4.4	4.1	4.6	December	5.1	4.8	5.7				
January	5.2	5.1		January	3.0	3.3		January	3.9	4.1		January	5.0	4.9					
February	5.5	5.3		February	3.0	4.0		February	4.0	4.5		February	5.0	5.2					
March	4.7	5.0		March	2.9	3.9		March	3.7	4.4		March	4.7	4.9					
Annual Average	4.3	4.5	4.4	Annual Average	2.5	2.6	2.9	Annual Average	3.2	3.4	3.6	Annual Average	4.2	4.4	4.6				
Average Apr-Dec	3.9	4.1	4.1	Average Apr-Dec	2.1	2.1	2.7	Average Apr-Dec	2.8	2.9	3.3	Average Apr-Dec	3.9	4.2	4.5				
No of Employees at 31 December 2019				3030	No of Employees at 31 December 2019				3868	No of Employees at 31 December 2019				6898	No of Employees at 31 December 2019				15653

For the financial year 2019/20, the projected average days lost per employee equates to 7.9 days.

## EDUCATION RESOURCES

	Oct-Dec 2018	Oct-Dec 2019
<b>MEDICAL EXAMINATIONS</b>		
Number of Employees Attending	71	99
<b>EMPLOYEE COUNSELLING SERVICE</b>		
Total Number of Referrals	66	33
<b>PHYSIOTHERAPY SERVICE</b>		
Total Number of Referrals	168	176
<b>REFERRALS TO EMPLOYEE SUPPORT OFFICER</b>	162	174
<b>REFERRALS TO COGNITIVE BEHAVIOUR THERAPY</b>	4	5
<b>TOTAL</b>	<b>471</b>	<b>487</b>

CAUSE OF ACCIDENTS/INCIDENTS	Oct-Dec 2018	Oct-Dec 2019
Over 7 day absences	3	3
Over 3 day absences**	1	1
Minor	8	9
Violent Incident: Physical****	199	249
Violent Incident: Verbal*****	14	19
<b>Total Accidents/Incidents</b>	<b>225</b>	<b>281</b>

\*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	Oct-Dec 2018	Oct-Dec 2019
Total Number of Hearings	8	6

## Time Taken to Convene Hearing Oct - Dec 2019

0-3 Weeks  
3

4-6 Weeks  
2

Over 6 Weeks  
1

RECORD OF GRIEVANCE HEARINGS	Oct-Dec 2018	Oct-Dec 2019
Number of Grievances	3	3
Number Resolved at Stage 2	3	2
Still in Progress	0	1

RECORD OF DIGNITY AT WORK	Oct-Dec 2018	Oct-Dec 2019
Number of Incidents	0	6
Still in Process	0	6

ANALYSIS OF REASONS FOR LEAVING	Oct-Dec 2018	Oct-Dec 2019
Career Advancement	8	3
Poor Relationship with Manager/Colleagues	1	2
Moving Outwith Area	2	0
Personal Reasons	0	1
Childcare/caring responsibilities	1	1
Other	8	9
<b>Number of Exit Interviews conducted</b>	<b>20</b>	<b>16</b>

<b>Total Number of Leavers Eligible for Exit Interview</b>	<b>58</b>	<b>46</b>
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<b>Percentage of interviews conducted</b>	<b>34%</b>	<b>35%</b>
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	Oct - Dec 2019		Reconciliation figure Apr - Sept 2019		Cumulative total	
	FTE*	H/C**	FTE	H/C	FTE	H/C
Terminations/Leavers	45.99	72	61.34	86	107.33	158
Being replaced	45.35	71	58.21	82	103.56	153
Held pending savings			3	3	3	3
Filled on fixed term basis						
Budget transfer to other post	0.64	1	0.13	1	0.77	2
End of fixed term contract						

\* Full time equivalent

\*\* Head count/number of employees

**JOINT STAFFING WATCH RETURN  
EDUCATION RESOURCES**

**1. As at 14 December 2019**

		MALE		FEMALE		TOTAL				
		F/T	P/T	F/T	P/T					
	Teachers	700	57	2284	722	3763				
	Other	140	81	491	2166	2878				
	Total Employees	840	138	2775	2888	6641				
	*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	0.00	0.69	0.00	0.00	0.00	0.00	0.00	2.00	3454.60	3457.29
Other	1.00	1366.39	442.15	140.75	31.80	13.00	4.00	60.43	7.80	2067.32

**1. As at 14 September 2019**

		MALE		FEMALE		TOTAL				
		F/T	P/T	F/T	P/T					
	Teachers	699	58	2296	714	3767				
	Other	139	82	481	2179	2881				
	Total Employees	838	140	2777	2893	6648				
	*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	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2.00	3462.50	3464.5
Other	1.00	1367.59	439.20	135.41	30.80	13.00	4.00	59.93	11.40	2062.33

# Report

6

Report to:	<b>Education Resources Committee</b>
Date of Meeting:	<b>3 March 2020</b>
Report by:	<b>Executive Director (Education Resources) Executive Director (Finance and Corporate Resources)</b>

Subject:	<b>Counselling through Schools – Update Report</b>
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## 1. Purpose of Report

1.1. The purpose of the report is to:-

- ◆ provide an update on the delivery of counselling through primary, secondary and special schools
- ◆ inform members of the guidance developed for schools: 'South Lanarkshire Framework for the delivery of Counselling through Schools'
- ◆ seek approval to establish a post of Quality Improvement Officer to manage and co-ordinate the delivery of the counselling through schools service

## 2. Recommendation(s)

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

- (1) that progress on the provision of counselling through primary, secondary and special schools be noted;
- (2) that the content of the guidance document 'South Lanarkshire Framework for the delivery of Counselling through Schools' be noted; and
- (3) that the establishment of a post of Quality Improvement Officer is approved to support co-ordination and delivery of the counselling through schools service.

## 3. Background

- 3.1. In June 2018, the Children and Young People's Mental Health Task Force was jointly commissioned by the Scottish Government and COSLA and tasked with investigating how to improve the way in which children's mental health services were organised. The Taskforce published a series of recommendations in July 2019, highlighting that a whole systems approach, underpinned by Getting it right for every child, would help children, young people and families get the right help at the right time.
- 3.2. Following on from these recommendations and as part of its Mental Health Strategy, the Scottish Government has made available funding for the provision of access to counsellors through schools to be delivered to pupils aged 10 and over from 2019/2020.

3.3. The agreed principles underpinning the delivery of the counselling through schools service developed by the Scottish Government are:-

1. the commitment that the service should be delivered in partnership between national and local government, and relevant partners, and should build upon the services already in place wherever possible
2. that the provision of counselling should be part of a holistic, child centred approach to improving the mental health and wellbeing of children and young people
3. that counselling services should be delivered within the COSCA (Counselling and Psychotherapy in Scotland) definition of counselling by qualified counsellors registered with an appropriate body
4. that services should be available to secondary pupils primarily, with access for children over the age of 10 in primary and special schools and in communities
5. that there should be availability of counselling services during school holidays, to ensure continued support to children and young people
6. that services should ensure a robust assessment is carried out and that young people are supported to access alternative services where counselling may not be appropriate
7. that the provision of counselling through schools should align to, and/or enhance the local services to support the mental health and wellbeing of children and young people
8. that services should be accessible, utilising technology, virtual approaches and delivery in non-educational settings where communities need it, particularly in rural communities
9. that local policies and procedures in relation to child protection and information sharing should be followed. The requirements of the registering body in terms of professional conduct and supervision should also be followed
10. the recognition that counselling is not appropriate or helpful for all young people, and that particularly where a young person's home or circumstances are out-with their control, there may be other supports required. Counselling may, or may not, form part of that support but is dependent on a wider child centred approach and assessment and staged intervention in line with GIRFEC principles

**4. A Continuum of Support**

- 4.1. Counselling is only one of a range of supports which may be available within school to support children and young people's emotional wellbeing needs. The range of support may include regular time with a trusted adult, coaching, access to a mentor, group work, peer support, involvement with Psychological Services, and/or access to School Nursing or local community based support.
- 4.2. Reference is made to what can be described as a tiered model of intervention to support a young person which takes account of their perspective. The Mental Health Governance Group supports the principle of individual support and the prioritisation of this based on the needs of the young person. This includes the views of the young person, schools, and where appropriate, education psychological services, child and adolescent mental health services, NHS Lanarkshire Health Promotion, the voluntary sector, NHS Lanarkshire Adult Psychology Service and the Education Resources Youth, Family and Community Learning Service. NHS Lanarkshire currently deliver one to one therapeutic counselling services to young people of secondary age, through the Lanarkshire Youth Counselling Service.



- 4.3. Where counselling is agreed as an individual support, referrals should be prioritised through appropriate school level planning groups, in order that there is an overview of who is accessing counselling, for what purpose and over what timescale.

## **5. Implementation – update on progress**

- 5.1. During November to December 2019, the *South Lanarkshire Framework for the delivery of Counselling through Schools* draft document was developed and consultation took place with a range of individuals and groups including the Counselling through Schools Reference Group. The document provides guidance to schools on all aspects of delivery of the counselling through schools service including key practice issues, quality assurance and financial management.
- 5.2. Since October 2019, Finance and Corporate Resources has progressed work to include this service area in the Procured Service Arrangement Sourcing Strategy for Educational Services. The impact of this will be improved procurement arrangements, quality delivery of services and improved compliance in procured spend.
- 5.3. A detailed audit of all counselling services currently delivered across all schools was completed in January 2020.
- 5.4. A presentation on the detail and implementation of the counselling through schools programme was delivered to all Head Teachers and extended central education staff at the Inclusion Conference on 16 January 2020. The *South Lanarkshire Framework for the delivery of Counselling through Schools* document was distributed and colleagues were given the opportunity to review and feedback via the Learning Community meetings which took place during January and February 2020. Copies of the document have been made available in the Members' Areas.

## **6. Employee Implications**

- 6.1. It is recognised that there are staffing implications for implementing and co-ordinating the counselling through schools programme and they are as follows:-

Post	Proposed number of posts	Grade	SCP range	Annual salary	Gross cost (inc. On costs 28.3%)
Quality Improvement Officer (QIO)	1	Quality Improvement Officer SNCT	Pt 1-3	£59,580 - £66,780	£76,441 - £85,678

## **7. Financial Implications**

- 7.1. South Lanarkshire Council has been allocated £0.709m this financial year and £0.961m for each of the following three financial years from 2020/2021 to 2022/2023 to support the delivery of this initiative as part of the Scottish Government allocation announced in September 2019. Funding will be baselined into the Local Government Settlement thereafter.
- 7.2. The QIO post will be funded from the allocation each year and the remaining funding will be allocated to whole school initiatives and schools; to support the *Framework for the delivery of Counselling through Schools* as part of programme delivery.

7.3. Services will be procured within the recently developed 'Procured Service Arrangement for Educational Services Framework' with an associated scheme of delegation for contract approval and in line with the requirements of the Council's Financial Regulations.

## **8. Climate Change, Sustainability and Environmental Implications**

8.1. There are no significant implications for climate change, sustainability and the environment arising from the recommendations in this report.

## **9. Other Implications**

9.1. There is a risk that the required number of appropriately qualified counsellors cannot be secured. Actions taken to mitigate against this risk include:-

- ◆ proposed appointment of a Quality Improvement Officer post to co-ordinate and support implementation of the counselling programme, including recruitment of appropriately trained staff
- ◆ implementation of formal sourcing strategy (Procured Service Arrangement) offering security for service providers
- ◆ arrangements established for Direct Awards to current providers who meet the criteria
- ◆ exploration of alternative modes of counselling intervention

9.2. Whilst the above points in para 9.1 are designed to mitigate against identified risk factors steps will also be taken through the Quality Improvement Officer post to evaluate the impact of the counselling service in schools and the impact on young people.

## **10. Equality Impact Assessment and Consultation Arrangements**

10.1. This report does not require an equality impact assessment.

10.2. Consultation is ongoing with a range of stakeholders, including senior school staff, children and young people, Parent Councils, single and multi-agency partners.

**Tony McDaid**  
**Executive Director (Education Resources)**

**Paul Manning**  
**Executive Director (Finance and Corporate Resources)**

6 February 2020

## **Link(s) to Council Values/Ambitions/Objectives**

- ◆ Protect vulnerable children, young people and adults
- ◆ Deliver better health and social care outcomes for all
- ◆ Support our communities by tackling disadvantage and deprivation and supporting aspiration
- ◆ Improve achievement, raise educational attainment and support lifelong learning

**Previous References**

- Education Resources Committee 1 October 2019

**List of Background Papers**

None

**Contact for Further Information**

If you would like to inspect the background papers or want further information, please contact:-

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# Report

**7**

Report to:	<b>Education Resources Committee</b>
Date of Meeting:	<b>3 March 2020</b>
Report by:	<b>Executive Director (Education Resources)</b>

Subject:	<b>Summer Holiday Programme Update</b>
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## **1. Purpose of Report**

1.1. The purpose of the report is to:-

- ◆ provide an update on the rollout of the summer holiday programme which took place during the 2019 summer holiday period, and proposals for the future delivery of the summer holiday provision.

## **2. Recommendation(s)**

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

- (1) that the delivery and impact of the 2019 summer holiday lunch programme be noted;
- (2) that the recommendations in paragraph 7 of this report on the delivery of summer holiday programme for 2020, which continues to reflect the needs of local communities, and in the locations detailed in appendix 1, be approved; and
- (3) that the proposed costs for 2020/2021 and funding arrangements, as detailed in paragraph 9, be noted.

## **3. Background**

- 3.1. In line with the Council's approach to tackling poverty, the introduction of the summer programme lunch club pilot has been driven by concerns acknowledging that school holidays can be challenging for families on low incomes as children who benefit from free school meals and are at risk of missing meals and going hungry.
- 3.2. The aim of the summer programme is two-fold, to prevent children going hungry during school holidays and to improve health and wellbeing through active learning, fun, and engaging activities over the summer holiday period.
- 3.3. On 13 March 2019, the Executive Committee approved the proposed planned rollout for summer 2019 and the associated level of funding required, with 13 clubs being delivered utilising the same model of delivery.
- 3.4. This report provides an update on the summer provision during 2019, the impacts experienced and the plan for the roll-out for summer 2020.
- 3.5. The Council acknowledges that what has been achieved thus far has been through partnership activity with volunteers and staff across a number of different resources, and voluntary sector partners, that were involved in the delivery of the summer provision.

#### **4. Summer Holiday Programme 2019**

- 4.1. 13 clubs were delivered during the summer of 2019 which was an increase from 4 the previous year.
- 4.2. The clubs ran from 10am to 2pm, Monday to Friday, during the 6 weeks of the summer holidays with a breakfast bar and lunch service both included within the day. This allowed a period of time where staff and young people engaged socially, where everyone was able to reflect on the previous day and discuss what was working well, what activities, if any, should change as well as gaining an insight into their overall health and wellbeing, confidence and self esteem, including out with the programme.
- 4.3. Enrolment in the clubs was primarily targeted at those in receipt of free school meal entitlement and living in the surrounding communities. Meetings took place with Head Teachers and partners in their communities to discuss the planned programme content and to help identify families who would most benefit from this programme. Parents/carers were then invited to an information session prior to the start of the programme to gauge their interest on the potential benefits for children and young people.
- 4.4. Utilising good practice from the first year of the pilot, young people directly took ownership of the programmes in each school, naming the programme to personalise the experience whilst fully engaging in planning the activities that they wished to participate in. This helped to ensure that programmes were tailored to the needs of children and young people, with due cognisance given to the voice of those young people with additional support needs (ASN).
- 4.5. During the programme, staff got to know young people and their parents/carers and this helped to build positive relationships that are being nurtured further to allow for a wider range of activities in future summer holiday lunch clubs, and to encourage the uptake of volunteering for parents, carers and other members of the community.
- 4.6. The Machan Trust received an element of funding to assist with the existing delivery of holiday lunch club provision in the Larkhall area. This provision was Larkhall wide and included Ashgill, Netherburn and Stonehouse, and was not via the targeted school model. This year, in line with the Council's approach, it was offered free of charge.
- 4.7. Another 3 voluntary sector partners were actively engaged in delivering the programme. These partners were:-
  - ◆ Healthy Valleys which delivered for the area of Rigside and Coalburn in Clydesdale
  - ◆ Blantyre Youth Development Team (Terminal One) which delivered for the area of St Joseph's and Auchinraith in Blantyre
  - ◆ Hamilton Information Project for Youth (HIPY) which delivered for the area of Our Lady's and St Anne's and Woodside in Hamilton

The Youth, Family and Community Learning Service staff (YFCL) were proactive to ensure all partners had knowledge of the Council's Child Protection procedures, knowledge of the Awards available for young people, received training and the provision of resources in the lead up to the commencement of summer lunch club programme.

- 4.8. As part of the programme of delivery, a number of external partners were involved in the delivery of inputs to further embed educational input. Partners included City of Play, Forest Friends, ScotRail (Railway Safety), Scottish Fire and Rescue Service, The Dog's Trust, Libraries, Regen:FX and the NHS.
- 4.9. *Childsmile - Health*  
An example of this was the Child Smile Initiative, in partnership with NHS staff from the Public Dental Service. This was delivered across all the 13 areas and looked at improving oral hygiene of all participants and the importance of maintaining a daily tooth brushing routine. Each young person, with the support from staff and the child smile nurses, engaged in daily tooth brushing at the club after breakfast and lunch. The initiative also provided every young person with a free tooth brush and toothpaste.
- 4.10. *Play, safety and outdoor learning*  
Bespoke to the Clydesdale area, inputs included Railway Safety. Specific to the Crawforddyke Summer Lunch Club programme was the Forest Friends Scotland and City of Play. Forest Friends were granted funding from Awards for All to deliver outdoor holiday sessions, with this funding primarily directed to children living in the Crawforddyke area due to Crawforddyke Primary School having an excellent outdoor natural play area.
- 4.11. *Disability and inclusion*  
A number of additional support needs (ASN) young people attended the summer lunch club provision who required more tailored support. Young people, some with acute support needs, were able to access provision due to the recruitment of school support staff with appropriate training, provided through Support Services.
- 4.12. *Family Learning*  
Family learning was also a feature within clubs this year including grown up days where young people presented their work and experiences to parents / carers and dignitaries. The Gruffalo workshop and arts and crafts days also included family involvement while highlighting the wider role of supporting literacy through the involvement of parents/carers.
- 4.13. *Training and Support*  
To prepare staff ahead of summer lunch club delivery, all were given appropriate training including Child Protection, Health and Safety, Hi5/Dynamic Youth Award, and use of initial paperwork for referred young people.

## **5. Participation Rates and Achievements**

- 5.1. The total number of participants was 668, an increase of 525 from the previous year of 143.
- 5.2. As with the previous year, the Hi-5 Award, where a young person chooses a challenge and completes a minimum of 5 hours of activity, was promoted. 483 participants completed their challenge and accomplished the award. All of these young people will receive a certificate showing the Scottish Credit and Qualifications Framework (SCQF) level and credit points at local awards ceremonies.
- 5.3 A total of 9,534 meals were provided across the duration of the programme.

## 6. Impact of provision

- 6.1. It was reported by parents of both existing provision and new provision that the main benefits were that the clubs gave their children the opportunity to meet new friends, stay in a routine, engage in healthy activities including having a healthy lunch, and provided one to one support and encouragement. It also kept children away from sitting alone on computers and technology, avoided isolation during the summer, and provided a means to meet other families in the local community. In addition, many parents expressed a wish to contribute their time if the clubs were repeated and a volunteer programme is being developed in partnership with peers for parents, carers and wider community members, as well as access to certificated ASDAN (Award Scheme Development and Accreditation Network) short courses.
- 6.2. Overall feedback from young people has been very good, commenting on the variety of activities on offer and the opportunity for social interaction.
- 6.3. Young people returning to school after the summer were conveying positive examples of their experiences and the impact of the programme. Head Teachers and parents have reported that several of the children who had participated in the Summer holiday programme were more settled and engaged with their schooling more readily and quickly than in previous years. This has demonstrated that a recurring consequence of the provision is the impact of the continuity of a positive learning environment during the holiday period as this was shown to be the case during the first year of delivery.
- 6.4. Staff reported positive feedback from both parents and young people. There was evidence of some children gaining more confidence and of increasing willingness to try different food over the relaxed lunch environment. A number of ASN children accessed the clubs and staff were able to provide appropriate support to allow participation in activities. For 2 families in particular, both of whom had children with complex ASN, the club has really helped them to interact with peers and assisted with their transition back to school in August 2019.
- 6.5. Some of our more vulnerable families who participated in the programme, engaged less with Social Work during the summer break, the club being seen as a positive contributory factor. Those families with children who have significant ASN have stated the club acted as a form of respite for parents.
- 6.6. Staff feedback has been extremely positive regarding working within the Summer Lunch Teams, evaluations citing the dynamics between school support staff, YFCL staff and YFCL volunteers worked very well. School support staff have shown a keen interest in supporting the Summer Holiday Programme again next year in 2020.

## 7. Recommendations for summer 2020 delivery

- 7.1. Exploring practice in other authorities provided the opportunity to gain an understanding of both the delivery models and challenges faced. Central to the success within South Lanarkshire has been the principle of the experience being a learning experience in all aspects of learning – social, emotional, curricular and personal. This fact has been picked up by a number of authorities visited, with one Council now looking to embed the Hi-5 Award, with a number of other local authorities seeking to visit South Lanarkshire to explore good practice here.
- 7.2. When considering the model for 2020 delivery, account has been taken of the evidence based research from other local authorities and other work in schools for early years' provision, and what the Council can provide for young people throughout South Lanarkshire. In summary, the changes to be considered and agreed are:-



1. Develop the hub model serving the wider community rather than delivery through local primaries (see appendix 1)
  2. Given the first class primary school estate within South Lanarkshire with access to gyms, dining and external play, it was felt appropriate to continue delivering the summer programme from primary schools.  
(It is noted that other authorities used other buildings such as leisure facilities or community halls, however, the recommendation is to retain what has worked well so far in our school buildings)
  3. Use of the YFCL events bus to provide a 'pop up' lunch hub in the rural or hard to reach areas. The South Ayrshire delivery model utilised a vehicle to engage with the community to deliver lunches.
  4. Stock food items within Universal Connections on site activities in order to help remove the stigma of visiting food banks. This development is in line with East Lothian's Community Larder Project that draws on the experience of East Lothian's Foodbank in developing a pantry model.
- 7.3. It is proposed the hubs would operate from the same general geographical location thereby maintaining the connection to the areas of highest deprivation within the Council. The hubs can accommodate around 850 places per day based on current staffing ratios. Steps will be taken to assess the level of uptake at each hub and the benefits which accrue from young people attending, as well as identifying any areas for improvement including the views of families as described in para 7.4.
- 7.4. Engagement with families continues to be a key factor and information will be shared with them in the lead up to operation of the 2020 summer holiday programme.

## **8. Employee Implications**

- 8.1. Employee implications have been considered on the basis of planned delivery model during 2020. Given there is still capacity for further summer hub places to be occupied, the budgeted staffing complement for 2019, approved by the Executive Committee in March 2019, will remain in place for the 2020 provision.
- 8.2. Youth, Families and Community Learning(YFCL) staff, School Support Services staff and Facilities staff will continue to support the delivery of the 2020 programme. Third Sector organisations who supported the 2019 provision will be re-engaged for 2020 as they are best placed to assist in meeting both need and scale of delivery, in addition to now being experienced in delivery and trained to do so.
- 8.3. In addition to the staffing required, volunteers were also trained and utilised throughout each of the 4 localities. The YFCL volunteer programme has been pivotal in supporting buy in from communities and providing additional opportunities for people to increase their employability potential. This will be expanded to include new volunteers during 2020.
- 8.4. In summary, all avenues will continue to be explored to identify appropriate numbers of staff to enable each hub to run successfully and to provide a daily meal.
- 8.6. As the pilot continues and with the expected uptake in numbers to increase, it will then be possible to give consideration to making the allocation of hours to employees permanent, where appropriate.

## **9. Financial Implications**

- 9.1. Total costs for the 2019 programme including staffing, transport for rural areas, certificate programme registration, property costs such as cleaning/janitorial supplies, voluntary sector support to deliver, resources and food are identified as approximately £375,000. This includes a full time member of staff to support staff training, lead in planning phase and a post programme evaluation phase.
- 9.2. As part of the investment on addressing child food poverty (Summer Holiday Lunch hub Programme and Breakfast Clubs), the Council's 2020/2021 budget totals £1.330m.
- 9.3. It is proposed that the anticipated expenditure for the 2020 summer programme, allowing for assumed pay award, will be maintained within the existing spend level of £375,000. This will allow the remaining budget of £955,000 to be used to assist with the increasing number of children currently now participating in breakfast clubs.

## **10. Climate Change, Sustainability and Environmental Implications**

- 10.1. There are no significant implications for climate change, sustainability and the environment arising from the recommendations in this report.

## **11. Other Implications**

- 11.1. There are no implications for risk in terms of the information contained in this report.

## **12. Equality Impact Assessment and Consultation Arrangements**

- 12.1. An equality impact assessment has been undertaken. This initiative also assists with the Fairer Scotland agenda.
- 12.2. Consultation with stakeholders will continue in order to help shape and inform any future service provision.

**Tony McDaid**

**Executive Director (Education Resources)**

13 February 2020

## **Link(s) to Council Values/Ambitions/Objectives**

- ◆ Improve achievement, raise educational attainment and support lifelong learning
- ◆ Support communities by tackling disadvantage and deprivation and supporting aspiration
- ◆ Encourage participation in physical and cultural activities
- ◆ Improve health and increase physical activity

## **Previous References**

- ◆ Executive Committee – 13 March 2019

## **List of Background Papers**

None

**Contact for Further Information**

If you would like to inspect the background papers or want further information, please contact:-

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Table 1 - 2020 Summer Holiday Programme Provision

Appendix 1

2020 Summer Holiday Programme Provision	
Area	Provision location 2020
<b>Hamilton</b>	St Cuthbert's Primary
	Our Lady and St Anne's PS
	St Joseph's Primary
<b>Cambuslang /</b>	Loch Primary
<b>Rutherglen</b>	Cairns Primary
	Burgh Primary
<b>East Kilbride</b>	Crosshouse Primary
	East Milton Primary
	Heathery Knowe Primary
<b>Clydesdale</b>	St Athanasius Primary
	Coalburn Primary
	Carnwath Primary
<b>Larkhall</b>	Craigbank Primary

# Report

8

Report to:	<b>Education Resources Committee</b>
Date of Meeting:	<b>3 March 2020</b>
Report by:	<b>Executive Director (Education Resources)</b>

Subject:	<b>Update of Full Rollout of Breakfast Clubs in School Session 2019/2020</b>
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## 1. Purpose of Report

1.1. The purpose of the report is to:-

- ◆ provide an update on the rollout of breakfast clubs across all primary schools in school session 2019/2020
- ◆ provide a progress update on the full pilot initiative and the potential financial and personnel requirements arising

## 2. Recommendation(s)

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

- (1) that the update on full rollout of pilot breakfast clubs across all primary schools be noted;
- (2) that the initial evaluative findings on the full programme be noted;
- (3) to note that monitoring of uptake rates continues along with further surveys of stakeholders to identify and share areas of good practice; and
- (4) that the proposed 2020/2021 costs and funding arrangements, as detailed in section 9, be noted.

## 3. Background

3.1. Nationally, the introduction of breakfast clubs has mainly been driven by the need to tackle poverty and close the equity gap. Evidence based research has shown that a proportion of pupils are not eating breakfast and are arriving at school hungry, which can have a negative impact on their wellbeing, learning and behaviour.

3.2. In considering the tackling poverty agenda, the Council set out to initially introduce up to 40 pilot breakfast clubs in our primary schools during 2018/2019, with plans to move to full roll out starting from August 2019.

3.3. The pilot clubs, introduced between April 2018 to June 2019, operate in primary schools and run daily from 8.15am - 8.45am. A key principle was that clubs be promoted as freely accessible to all. The purpose being to:-

- ◆ provide a free healthy breakfast allowing a good start to the school day
- ◆ enhance the opportunity for effective learning and improved attendance
- ◆ meet the social needs of children and improve social skills
- ◆ improve school relations with parents

- 3.4. The existing breakfast clubs run by schools (pre pilot) had an average daily uptake of 23 children. During the initial pilot period, the additional breakfast clubs established by the Council had a slightly higher average uptake rate of 26 children in attendance per day in term 1. This increased to an average of 35 children in attendance per day in term 2.
- 3.5. It is recognised that not all children may attend 5 days per week, therefore, in term 3 Education Resources identified the actual head count of children attending breakfast clubs over the week. This number totalled over 1,500 children, averaging at around 43 children per club.
- 3.6. Since the start of the new 2019 school session, the Council has been rolling out a free breakfast service to the remainder of our primary schools and has removed any charges made to parents whose children were attending the long standing existing Council breakfast clubs.
- 3.7. 36 free breakfast clubs were introduced between August 2019 and November 2019, with 1 further school, Blacklaw Primary School, going live on 17 February 2020. Breakfast clubs operate in 98% of our primary schools with only 3 schools where the service has still to be established – Calderwood, East Kilbride, Machanhill, Larkhall and St Mary's, Lanark. This has been due to matters around recruitment of staff or volunteers who are available to start working at this earlier time. This is being looked at to find a resolution.

#### **4. Levels of Uptake and other Data**

- 4.1. A census was taken last term and, from the returns received, some of the findings so far are provided below.
- 4.2. Although not having a direct management responsibility over the breakfast clubs, Head Teachers have been instrumental in helping to shape the clubs in different ways depending on the wider community needs of the children.
- 4.3. The main points have been summarised in Appendix 1.
- 4.4. Since the rollout of breakfast clubs began in April 2018 the increase in uptake is shown below:-

<b>Pupil Uptake Rates during Term 1 2019/2020</b>	<b>Average daily uptake of children attending a breakfast club</b>	<b>Average head count of children attending a breakfast club over the week</b>
Pre pilot information	23	-
Last school session 2018/2019	35	43 (1,500 in total)
<b>So far:</b>		
<u>Total Position</u>	<u>33</u>	<u>50</u>
Existing clubs - pre pilot	38	57
Phase 1 - opened 2018/2019	39	58
Phase 2 - opened 2019/2020	21	34

## **5. Feedback**

- 5.1. Last year, surveys were undertaken in a sample of 12 schools involving staff, pupils and parents. During this school session, there have been a further 43 individual visits to breakfast clubs enabling an evaluation of the wider rollout, and the beginning of good practice sharing.
- 5.2. Parental and Pupil Feedback:  
In the feedback received from parents with children attending the clubs, the majority were grateful for the opportunity the club offers, including allowing them to get to work or helping with finances. Other examples given were that children were now eating breakfast when previously this was not the case at home.
- 5.3. Responses from parents with children not attending breakfast clubs included wanting to have breakfast at home with their child or difficulty with transport. The expansion of 'toast and go' during 2019/2020 is a feature designed to help address this matter.
- 5.4. Pupils described how they enjoyed being with friends, being able to chat with them more as they were in school earlier, and making new friends at the club. Previous feedback from pupils on food choice led to changes to the menu.
- 5.5. There was also some observation that the volume of traffic at 9am was less chaotic as some parents were dropping their children off earlier for the breakfast club.
- 5.6. Head Teacher Feedback: - Impact on wellbeing and learning  
From the Head Teacher responses received, there was a general increase in concentration, readiness to learn or improved learning but this was in a small number of pupils at the time. Feedback reported that a small number of children attending the breakfast club now had improved attendance/timekeeping, with schools also sensitively adopting other ways to provide breakfast for latecomers where necessary.
- 5.7. The parents that volunteered all tended to have jobs and so offered to help on their day off or could only volunteer every fortnight due to shift work.
- 5.8. It was noted that in terms of demographics, access of the provision is mixed in relation to socio economic background and not solely those who are in receipt of Free School Meal entitlement.
- 5.9. Schools reported that advertising of the breakfast club takes place through various mediums including newsletters, social media, parent events, and also by the use of specific soft targeted and discreet conversations with families in order to encourage participation where it is believed access to the club could be beneficial. More time is required to encourage some families.
- 5.10. The set-up of the clubs vary in each school ranging from the opportunity to sit with friends in a calm environment, having the opportunity of enhanced social inclusion, participating in activities including art and small games, and for a smaller number through more physical activities before breakfast is served. This is at the discretion of the school.
- 5.11. A number of schools have introduced alternative methods of service such as having a quicker service available at 8.45am for those that may arrive by school transport (Toast and Go). Also some were offering leftover toast to minimise wastage and catch any pupils arriving beyond 8.45am.

- 5.12. Some schools had a breakfast club 'board' where the children's work was displayed encouraging attendance and participation.

## **6. Other Considerations**

- 6.1. The Council has established a relationship with external organisations including the Machan Trust in Larkhall and a local church in Greenhills, East Kilbride. It is envisaged that a partnership approach continues with both of these organisations to aid in the delivery of breakfast clubs.
- 6.2. Engagement with the third sector continues through for example, the Machan Trust, and this has resulted in a 'lessons learned' review in terms of their approach, particularly in respect of volunteer canvassing. Senior pupils support the programme in a few clubs by volunteering their time.
- 6.3. Where there are out of school care providers operating in the morning via a let in school premises (normally starting earlier than 8.15am), these arrangements are continuing and the Council's free breakfast service is running alongside it.

## **7. Next Steps**

- 7.1. The next steps are as follows:-

- ◆ continue to seek to establish a breakfast club for the remaining 3 schools
- ◆ continue with further evaluation work with parents, children and staff to fully explore and identify good practice and barriers to uptake
- ◆ Continue to explore new marketing materials to raise awareness of the programme and the benefits, and seek to increase the number of parent volunteers or senior volunteers from neighbouring high schools
- ◆ consider the potential to offer parent volunteers and senior pupils the opportunity to undertake a recognised qualification in volunteering
- ◆ continue to progress and be informed by practice across South Lanarkshire Council and share this with Head Teachers

## **8. Employee Implications**

- 8.1. The employee requirements during 2019/2020 to cover the breakfast clubs from August 2019 was estimated at 800 hours per week. Actual hours have increased to 1,000 hours per week.
- 8.3. The additional hours being worked by both support staff and facilities staff are currently all temporary and were agreed by the Executive Director (Education Resources) and Executive Director (Community and Enterprise Resources), in conjunction with the Head of Personnel, in order to ensure this new initiative could be implemented.
- 8.4. As the pilot continues to bed in and the trend of increasing pupil numbers settles over the coming school session, it will then be possible to provide a firmer picture as to the average level of employee hours required to operate the clubs each week. At that point, consideration can be given to making the allocation of hours to employees permanent.
- 8.5. It should be noted that there may always be a fluctuating employee position in response to parental demand for breakfast clubs and the needs of any individual ASN children, therefore both Education and Community and Enterprise Resources may have to adjust staffing levels accordingly.



## **9. Financial Implications**

- 9.1. The funding required during 2019/2020 to cover the costs of breakfast clubs while rolling out to full implementation from August 2019 was estimated at £680,000. Actual costs are changing as breakfast clubs continue to open and pupil numbers continue to rise. Close monitoring of spend will continue over the remaining course of the school session.
- 9.2. As part of the investment on addressing child food poverty (Summer Holiday Programme and Breakfast Clubs) the Council's 2020/2021 budget totals £1.330m.
- 9.3. Allowing for assumptions for pay award, together with an estimated increase in pupil uptake, it is anticipated that the expenditure for the 2020/2021 breakfast club initiative can be managed within the £0.955m available, after budget of £0.375m is allocated to the summer holiday club programme.
- 9.4. Evaluation and costs of the project will continue to be monitored and reviewed including changes in uptake rates. Any further costs into future years will be considered as part of the Council's budget strategy as appropriate.

## **10. Climate Change, Sustainability and Environmental Implications**

- 10.1. There are no significant implications for climate change, sustainability and the environment arising from the recommendations in this report.

## **11. Other Implications**

- 11.1. There are no implications for risk in terms of the information contained in this report.

## **12. Equality Impact Assessment and Consultation Arrangements**

- 12.1. An equality impact assessment had been undertaken. This initiative also assists with the Fairer Scotland agenda.
- 12.2. Consultation with stakeholders has been ongoing and used to help inform future service provision.

**Tony McDaid**

**Executive Director (Education Resources)**

31 January 2020

## **Link(s) to Council Values/Ambitions/Objectives**

- ◆ Improve achievement, raise educational attainment and support lifelong learning
- ◆ Support communities by tackling disadvantage and deprivation and supporting aspiration
- ◆ Improve health and increase physical activity

## **Previous References**

- ◆ Education Resource Committee 27 November 2018 – Update on pilots for Breakfast Clubs and Summer Programme Provision
- ◆ Education Resource Committee 7 May 2019 – Proposal to Expand the Pilot Rollout of Breakfast Clubs

**List of Background Papers**

None

**Contact for Further Information**

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**Evidence based research findings  
(School Session 2019/2020 Term1)**

**In overall terms the following information has been gathered:**

- Almost 5,600 children attended breakfast clubs, which equates to an uptake rate of 25% of the whole school roll.
- This equates to 18,500 breakfasts served per week.
- The average number of children accessing a club over the week is 50 and the average number of days attended per week is 3.
- The uptake rate is broadly the same no matter whether activities are provided or not. (24% v 26%)
- 67% of all clubs have children with ASN attending.
- 24% of all clubs have volunteers assisting
- Around 30% of clubs operate a 'toast and go' arrangement, for example for those coming in by school transport.
- Average Free School Meal entitlement (FME) is 19% of the whole school roll. Within the breakfast club the average FME is 18%.

**For those clubs which have been in operation since last session (Phase 1):**

- Uptake rate of 25% of the wider school population.
- The average number of children accessing a club over the week is 57 and the average number of days attended per week is 3.
- The uptake rate is broadly the same no matter whether activities are provided or not. (22% v 25%)
- 68% of all clubs have children with ASN attending.
- 16% of all clubs have volunteers assisting
- Around 13% of clubs operate a 'toast and go' arrangement for those coming in by school transport.
- Average Free School Meal entitlement (FME) is 18% of the whole school roll. Within the breakfast club the average FME is also 18%.

**For those clubs created this school session (Phase 2):**

- Uptake rate of 27% of the wider school population.
- The average uptake of the number of children accessing a club over the week is 34 and the average number of days attended per week is 3.
- The uptake rate is broadly the same no matter whether activities are provided or not. (23% v 29%)
- 50% of all clubs have children with ASN attending.
- 15% of all clubs have volunteers assisting
- Around 47% of clubs operate a 'toast and go' arrangement for those coming in by school transport.
- Average Free School Meal entitlement (FME) is 17% of the whole school roll. Within the breakfast club the average FME is slightly higher at 18%.

**For those clubs which were already in existence and for which any previous fee charged to parents has been removed:**

- Uptake rate of 25% of the wider school population.
- The average uptake of the number of children accessing a club over the week is 57 and the average number of days attended per week is 3.
- The uptake rate is broadly the same no matter whether activities are provided or not. (23% v 26%)
- 80% of all clubs have children with ASN attending.
- 38% of all clubs have volunteers assisting
- Around 47% of clubs operate a 'toast and go' arrangement for those coming in by school transport.
- Average Free School Meal entitlement (FME) is 25% of the whole school roll. Within the breakfast club the average FME is 23%.

# Report

**9**

Report to:	<b>Education Resources Committee</b>
Date of Meeting:	<b>3 March 2020</b>
Report by:	<b>Executive Director (Education Resources)</b>

Subject:	<b>Head Teacher Recruitment Legislation</b>
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## **1. Purpose of Report**

1.1. The purpose of the report is to:-

- ◆ advise members of the new Head Teachers Education and Training Standards (Scotland) Regulations 2019 that comes into effect on 1 August 2020 relating to the recruitment of Head Teachers

## **2. Recommendation(s)**

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

- (1) that the new Head Teachers Education and Training Standards (Scotland) Regulations 2019, which comes into effect on 1 August 2020, relating to the recruitment of Head Teachers and the commitment by the Council to continue to support professional leadership development, be noted.

## **3. Background**

- 3.1. Scottish Government legislation comes into force on 1 August 2020 that states any teacher being appointed for the first time into a permanent post of Head Teacher must have achieved the Standard for Headship.
- 3.2. A Head Teacher who has not achieved the Standard for Headship, can be appointed after 1 August 2020 provided that the appointment does not exceed 30 months.
- 3.3. Leadership development has been, and continues to be, a key priority for Education Resources and is designed to support colleagues on their leadership journey and with Education Scotland on the range of programmes they offer.
- 3.4. The Standard for Headship can be achieved by successfully completing the Into Headship programme.

## **4. Into Headship Programme**

- 4.1. The Into Headship programme replaces the Scottish Qualification for Headship (SQH) and Flexible Route to Headship (FRH) programmes.
- 4.2. The Into Headship programme is designed for aspiring Head Teachers. It is a national post graduate qualification that is delivered in partnership with local universities and is focused on developing strategic leadership capacity.

- 4.3. Recruitment to the Into Headship programme is coordinated by local authorities so South Lanarkshire Council (SLC) plays a key role in identifying appropriate candidates through a robust recruitment process. Application forms are received and candidates are interviewed in order to gain a place on the programme.
- 4.4. For the duration of the programme, candidates are allocated a mentor in the form of an experienced SLC Head Teacher and, upon completion of the programme, assignments that have been assessed by Strathclyde University go through a professional verification process by SLC colleagues.

## **5. Employee Implications**

- 5.1. A key implication is the knock-on effect as currently there are several Head Teachers in temporary acting Head Teacher posts, for a variety of reasons, covering vacancies, maternity leave and secondments. Not all colleagues in these acting Head Teacher positions have at this time achieved or embarked upon the Into Headship programme.
- 5.2. SLC current position regarding the Into Headship Programme:-
- ◆ 37 teachers have completed the Into Headship programme
  - ◆ 14 of the 37 are secondary Depute Head Teachers
  - ◆ 12 of the 37 are primary colleagues who were already, or are now, substantive Head Teachers
  - ◆ 11 remaining are primary PT or Deputes
  - ◆ 10 colleagues are on the current cohort and due to complete this year
  - ◆ Applications for this year's cohort are currently being received (closing date 26 February 2020)

Current position regarding Head Teacher vacancies:-

- ◆ 3 of the 10 current acting primary Head Teacher posts are permanent vacancies
  - ◆ 1 of the 3 is filled by a colleague who has embarked upon Into Headship
  - ◆ 4 of the 7 other acting posts are being filled by colleagues who have completed or embarked upon Into Headship.
- 5.3. The position from August 2020 means that the recruitment for permanent Head Teachers must consider the new legislation with the Standard for Headship being an essential requirement for the post.
- 5.4. To ensure the Council has appropriate candidates available for permanent posts, colleagues in schools have been informed of this new legislation by the General Teaching Council for Scotland and by the Council through Education Newsletters and emails. The recruitment process for the Into Headship programme for next session has also been promoted in this way.

## **6. Financial Implications**

- 6.1. The Into Headship programme is currently fully funded by the Scottish Government.

## **7. Climate Change, Sustainability and Environmental Implications**

- 7.1. There are no significant implications for climate change, sustainability and the environment arising from the recommendations in this report.

## **8. Other Implications**

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

## **9. Equality Impact Assessment and Consultation Arrangements**

- 9.1. This report does not present a new strategy, policy or plan and is therefore not subject to equality impact assessment.
- 9.2. The Scottish Government have advised local authorities and other stakeholders of the impending change which comes into place on 1 August 2020.

**Tony McDaid**  
**Executive Director (Education Resources)**

5 February 2020

### **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**

- Scottish Government legislation document:  
<http://www.legislation.gov.uk/ssi/2019/217/contents/made>

### **Contact for Further Information**

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# Report

10

Report to:	<b>Education Resources Committee</b>
Date of Meeting:	<b>3 March 2020</b>
Report by:	<b>Executive Director (Education Resources)</b>

Subject:	<b>Draft Statutory Guidance for the Scottish Schools (Parental Involvement) Act 2006 (the Act) - Consultation</b>
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## 1. Purpose of Report

1.1. The purpose of the report is to:-

- ♦ advise of the Scottish Government consultation on the draft statutory guidance for the Scottish Schools (Parental Involvement) Act 2006 (the Act) which has a closing date of 30 April 2020.

## 2. Recommendation(s)

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

- (1) to note that the draft statutory guidance for the Scottish Schools (Parental Involvement) Act 2006 (the Act) has been issued by the Scottish Government for consultation with a closing date of 30 April 2020; and
- (2) to note that Education Resources will prepare a response to the consultation taking account of the revised Parental Involvement and Engagement Strategy endorsed by this Committee on 6 August 2019.

## 3. Background

- 3.1. The Scottish Schools (Parental Involvement) Act 2006 requires each local authority to facilitate the establishment of Parent Councils and to prepare a 'Strategy for Parental Involvement' now entitled 'Parental Involvement and Engagement Strategy'.
- 3.2. The guidance is being updated following an independent review of the Parental Involvement Act by the National Parent Forum of Scotland. A commitment to modernise and strengthen the guidance was then included within the national "Learning Together" Action Plan on parental involvement and engagement, developed jointly by the Scottish Government and the Convention of Scottish Local Authorities.
- 3.3. The draft amended guidance takes account of various suggestions from a working group which involved officials and representatives from Scottish Government, Education Scotland, the National Parent Forum of Scotland (NPFS), Connect (formerly the Scottish Parent Teacher Council), the Convention of Scottish Local Authorities (COSLA), the Association of Directors of Education (ADES), the Educational Institute of Scotland (EIS) and Families Need Fathers (FNF).

#### **4. The aims of the re-drafted guidance**

- 4.1. There are two key aims in re-drafting the guidance.
- 4.2. The first aim is to modernise the guidance, taking account of the changes in practice and wider legislation that have occurred since 2007.
- 4.3. The second aim is to strengthen the guidance, in so far as possible, whilst recognising that the duties and powers in primary statute – i.e. on the face of the Act itself – remain unchanged.
- 4.4. In updating the guidance, the Scottish Government want to ensure that parental involvement and engagement – and the legal duties that underpin this important aspect in education – is given due prominence and recognition as part of wider aims to develop an empowered education system.
- 4.5. The amended guidance contains a number of changes to the original (and current) statutory guidance which was issued in 2007. In responding to this consultation, it may be helpful to refer to the current statutory guidance. A copy of the current statutory guidance is available at:-  
<https://education.gov.scot/parentzone/Documents/parental-involvement-act-guidance.pdf>
- 4.7. The Scottish Government has invited views from parental organisations, head teachers, local authorities, third sector organisations, professional bodies, members of the public and any other organisation or individual with an interest. A link to the consultation is below:-  
<https://www.gov.scot/publications/scottish-schools-parental-involvement-act-2006-updated-statutory-guidance-consultation/>

#### **5. Parental Involvement and Engagement**

- 5.1. Evidence based research shows that parents, carers and families are the most important influence on children's attitudes, behaviour and achievements. When parents, carers and other family members are effectively involved in supporting their children's learning, the outcomes are, in general, better.
- 5.2. Schools, nurseries and services play an equally important role in welcoming parents/carers to be partners in their children's learning journey. Effective parental involvement, therefore, must also be inclusive by encouraging parents, carers and families to be active participants and by making them feel welcome and valued.
- 5.3. On 6 August 2019, this Committee noted the newly revised South Lanarkshire Parental and Involvement Strategy which has taken account of the legislation to support Parent Councils and involve parents/carers in the appointment process of Head Teacher and Depute Head Teacher appointments as well as setting out how the Council can further develop learning at home and family learning.
- 5.4. Education Resources will prepare an Officer's response to the consultation by the closing date of 30 April 2020.

#### **6. Employee Implications**

- 6.1. None

## **7. Financial Implications**

- 7.1 There are no financial implications arising from the recommendations in this report.

## **8. Climate Change, Sustainability and Environmental Implications**

- 8.1. There are no significant implications for climate change, sustainability and the environment arising from the recommendations in this report.

## **9. Other Implications**

- 9.1. There are no risk implications arising from the proposals in this report.

## **10. Equality Impact Assessment and Consultation Arrangements**

- 10.1. There is no requirement to carry out an equality impact assessment as there is no change to policy or procedures.
- 10.2. Schools, nurseries, Parent Councils along with other stakeholders have been invited to take part in this consultation.

**Tony McDaid**

**Executive Director (Education Resources)**

12 February 2020

## **Link(s) to Council Values/Ambitions/Objectives**

- ◆ Improve achievement, raise educational attainment and support lifelong learning

## **Previous References**

- ◆ Education Resources Committee – 6 August 2020

## **List of Background Papers**

- ◆ The Scottish Schools (Parental Involvement) Act 2006
- ◆ Learning Together – national action plan (August 2018)
- ◆ Review of learning at home (August 2018)
- ◆ Review of family learning (2018)

## **Contact for Further Information**

If you would like to inspect the background papers or want further information, please contact:- Des Dickson, Education Operations Service Manager

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# Report

**11**

Report to:	<b>Education Resources Committee</b>
Date of Meeting:	<b>3 March 2020</b>
Report by:	<b>Executive Director (Education Resources)</b>

Subject:	<b>Holocaust Memorial Commemorative Event</b>
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## **1. Purpose of Report**

1.1. The purpose of the report is to:-

- ◆ provide an update on the Holocaust Memorial Commemorative event which took place on 22 January 2020 in Trinity High School.

## **2. Recommendation(s)**

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

- (1) that the involvement of children, young people and members of the community in the Holocaust Memorial Commemorative event on 22 January 2020, where the theme was 'Stand together', and hosted by Trinity High School, be noted.

## **3. Background**

3.1. For well over a decade, the Council, through Education Resources, has hosted a Holocaust Commemorative event on an annual basis in January, close to 27 January which is the Holocaust Memorial Day.

3.2. This year, children and young people and members of the community took part in the commemorative event hosted by Trinity High School in Rutherglen.

3.3. Holocaust Memorial Day (HMD) 2020, marks two very important anniversaries which are the:

- 75th anniversary of the liberation of Auschwitz Birkenau
- 25th anniversary of the Genocide in Bosnia

3.4. HMD 2020 marked the 75th anniversary of the liberation of Auschwitz Birkenau – a significant milestone and made particularly poignant by the dwindling number of survivors who are able to share their testimony.

## **4. Holocaust Memorial Day 2020**

4.1. The theme for this year's Holocaust Memorial Day (HMD) 2020 was 'Stand Together'. This theme is used to encourage people to reflect on how the enforced loss of a safe place to call 'home' is part of the trauma faced by anyone experiencing persecution and genocide.

- 4.2. Those who perform at the event are primary and secondary aged pupils from across South Lanarkshire, as well as the host school. This year there were over 140 young performers.
- 4.3. The event was opened by Mr Peter Bollen, Head Teacher, Trinity High School, Head host school. Leader of the Council, Councillor John Ross formally welcomed everyone and invited them to reflect on the powerful and thought-provoking performances of young people on the theme, 'Stand Together'.
- 4.4. The School Captains led the event and were excellent comperes. The school captains were:-
- ◆ Amy Cunningham
  - ◆ Luke McCauley
  - ◆ Giuliano Piacentini
- 4.5. Pupils from the following schools took part in the event:-
- ◆ Calderside Academy, Blantyre
  - ◆ Robert Smillie Memorial Primary School, Larkhall
  - ◆ Carluke High School
  - ◆ Cathkin High School, Rutherglen
  - ◆ Lesmahagow High School
  - ◆ Lanark Grammar School
  - ◆ St John Ogilvie High School, Hamilton
  - ◆ Strathaven Academy
  - ◆ St Andrew's and St Bride's High School, East Kilbride
  - ◆ as well as 3 performances by Trinity High School
- 4.6. A very poignant Candle Lighting Ceremony was led by the guest of honour, Rabbi Mendel Jacobs, accompanied by the Head Teacher and the school captains.
- 4.7. Councillor Katy Loudon, Chair of the Education Resources Committee closed the evening by thanking everyone who participated with a special thanks being conveyed to pupils from across South Lanarkshire for their inspirational performances of drama, dance, poetry, readings, song and reflections of pupils who participated in the 'Lessons from Auschwitz' programme.
- 4.8. Throughout the evening, pupils from across South Lanarkshire gave stunning and inspirational performances which captured well the theme of 'Stand Together'.
- 4.9. The programme included drama, dance, poetry, readings, song and reflections of pupils who participated in the 'Lessons from Auschwitz' programme. Notably, the time will soon come when there are no more survivors of the Holocaust left to share their experiences directly.
- 4.10. The commemorative event and the participation of children and people empowers them to 'stand together', and to help ensure that their legacy can be a society that is more equal, compassionate and free.

- 4.11. The Committee is invited to note the involvement of children, young people and the members of the community in marking Holocaust Memorial Day 2020 and that the success of this event will be used as platform to plan next year's commemorative event.

**5. Employee Implications**

- 5.1. There are no employee implications contained within this report.

**6. Financial Implications**

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

**7. Climate Change, Sustainability and Environmental Implications**

- 7.1. There are no significant implications for climate change, sustainability and the environment arising from the recommendations in this report.

**8. Other Implications**

- 8.1. There are no implications for 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. This report provides an update on Holocaust Memorial Commemorative event which can be widely shared.

**Tony McDaid**

**Executive Director (Education Resources)**

13 February 2020

**Link(s) to Council Values/Ambitions/Objectives**

- ◆ Increase achievement, raise educational attainment and support lifelong learning

**Previous References**

None

**List of Background Papers**

None

**Contact for Further Information**

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# Report

12

Report to:	<b>Education Resources Committee</b>
Date of Meeting:	<b>3 March 2020</b>
Report by:	<b>Executive Director (Education Resources)</b>

Subject:	<b>Celebrating the Success of Young People and Staff in Schools and Services</b>
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## 1. Purpose of Report

1.1. The purpose of the report is to:-

- ♦ advise of the range of the achievements and success of children, young people, staff and parents in schools and services throughout South Lanarkshire

## 2. Recommendation(s)

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

- (1) that the achievements and success of children, young people, staff and parents in schools and services across South Lanarkshire, be noted.

## 3. Background

- 3.1. The wider achievements and the learner journeys of children and young people, as well as the good work undertaken by teachers and staff are something that the Council, through Education Resources, believes should be recognised and celebrated.
- 3.2. Following on from the Year of Young People (YoYP) in 2018, Education Resources, through its nurseries, schools and services, continues to recognise the amazing achievements, talents, and skills of both children, young people and adults.
- 3.3. The Year of Young People presented a platform for young people to showcase their talent, perform publicly, lead, design and host a range of activities. The themes have been whole heartedly embraced by the Council and continue to be carried forward through our nurseries, schools and services and celebrated at a local level and shared with parents and families.
- 3.4. Young people now have a stronger role in shaping their learning. They are supported to lead healthier, active lives and have opportunities to learn about and improve their mental health and resilience, challenge negative perceptions of young people and take lead roles in challenging discrimination in all its forms. This allows young people to have a stronger role in shaping their learning.
- 3.5. This report presents a small sample of the successful activities and achievements which have taken place recently.

#### 4. Celebrating and recognising success

- 4.1. The following table highlights some of the achievements which capture the essence of education in South Lanarkshire which is to, inspire learners, transform learning and strengthen communities

Biggar Primary and Biggar High School	<p>Biggar has recently achieved Fairtrade Town status.</p> <p>Over a period of time, the work of children, young people and staff in both the primary and high school, along with members of the local community, has contributed significantly to the Town achieving this award.</p>
Crosshouse Primary, East Kilbride	<p>Crosshouse Primary has been selected as South Lanarkshire's Financial School of Excellence.</p> <p>The Centres of Excellence programme recognises and rewards schools who are committed to excellence in financial education across their own school and beyond.</p> <p>The aim of the programme is to develop practical, effective and sustainable financial education for young people in the schools.</p> <p>Young people are at the heart of the programme. The goal is that they leave school with the knowledge, skills and confidence to be able to make informed and independent financial decisions.</p>
<p>Netherburn Primary School, Larkhall</p> <p>Hareleeshill Primary School, Larkhall</p>	<p>Both schools have actively engaged parents in supporting their children's learning at home through parental programmes.</p> <p>The outcome being that parents from both schools have spoken about the confidence they now have in taking part in family learning activities.</p> <p>The parents also attended the Parents Conference in November 2019 and a film has been made around the learning journey of the parents from Netherburn Primary to share with other schools with the Hareleeshill Primary parents featuring in an article in the Herald.</p>
<p>Julie Colvin, Specialist Support Teacher, Cambuslang and Rutherglen</p> <p>St Columbkille's Primary School, Rutherglen</p>	<p>Julie was one of only 10 teachers who were presented with a GTCS Professional Recognition Award in Dyslexia and Inclusive Practice by John Swinney, Cabinet Secretary on Thursday, 30 January 2020.</p> <p>This award reflects the commitment by Julie to lifelong professional learning and her strong commitment to having a positive impact through improving outcomes for pupils.</p> <p>On 14 February 2020 the pupils, staff, parents and members of the community celebrated the school receiving the:-</p>

	<ul style="list-style-type: none"> <li>• National Nurturing School Award</li> </ul> <p>This highly prestigious national award recognises the excellent support being provided to children through the school's nurture programme designed to build confidence, self-esteem and resilience in a caring and safe environment.</p>
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## **5. Employee Implications**

5.1. None

## **6. Financial Implications**

6.1. None

## **7. Climate Change, Sustainability and Environmental Implications**

7.1. There are no significant implications for climate change, sustainability and the environment arising from the recommendations in this report.

## **8. Other Implications**

8.1. There are no implications for 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. This report provides an update on celebrating success which can be widely shared.

**Tony McDaid**

**Executive Director (Education Resources)**

13 February 2020

## **Link(s) to Council Values/Ambitions/Objectives**

♦ Increase achievement, raise educational attainment and support lifelong learning

## **Previous References**

♦ Education Resources Committee – 1 October 2019

## **List of Background Papers**

None

## **Contact for Further Information**

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