



Council Offices, Almada Street
Hamilton, ML3 0AA

Monday, 23 August 2021

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, 31 August 2021
Time: 10:00
Venue: By Microsoft Teams,

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, Margaret Cooper, Margaret Cowie, Mary Donnelly, Isobel Dorman, Fiona Dryburgh, Joe Fagan, Lynsey Hamilton, Ian Harrow, Mark Horsham, Martin Grant Hose, Julia Marrs, Monique McAdams, Ian McAllan, Gladys Miller, Lynne Nailon, Carol Nugent, Mo Razzaq, Graham Scott, Margaret B Walker, Jared Wark, David Watson

Substitutes

Stephanie Callaghan, Maureen Devlin, Eric Holford, Ann Le Blond, Martin Lennon, Richard Lockhart, Eileen Logan, Kenny McCreary, Mark McGeever, Jim McGuigan, David Shearer, Collette Stevenson, Bert Thomson, Jim Wardhaugh

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 - 14
Minutes of the meeting of the Education Resources Committee held on 1 June 2021 submitted for approval as a correct record. (Copy attached)

Monitoring Item(s)

- | | | |
|---|---|---------|
| 3 | Education Resources Revenue Budget Monitoring 2020/2021 | 15 - 20 |
| | Joint report dated 20 July 2021 by the Executive Directors (Finance and Corporate Resources) and (Education Resources). (Copy attached) | |
| 4 | Education Resources Revenue Budget Monitoring 2021/2022 | 21 - 26 |
| | Joint report dated 4 August 2021 by the Executive Directors (Finance and Corporate Resources) and (Education Resources). (Copy attached) | |
| 5 | Education Resources Capital Budget Monitoring 2020/2021 | 27 - 30 |
| | Joint report dated 11 August 2021 by the Executive Directors (Finance and Corporate Resources) and (Education Resources). (Copy attached) | |
| 6 | Education Resources Capital Budget Monitoring 2021/2022 | 31 - 34 |
| | Joint report dated 12 August 2021 by the Executive Directors (Finance and Corporate Resources) and (Education Resources). (Copy attached) | |
| 7 | Education Resources – Workforce Monitoring – April to June 2021 | 35 - 42 |
| | Joint report dated 12 July 2021 by the Executive Directors (Finance and Corporate Resources) and (Education Resources). (Copy attached) | |

Item(s) for Decision

- | | | |
|---|--|---------|
| 8 | Acquisition of Nursery Modular Units at St John the Baptist Primary School, Uddingston | 43 - 46 |
| | Joint report dated 3 August 2021 by the Executive Director (Education Resources) and Executive Director (Housing and Technical Resources). (Copy attached) | |
| 9 | Pathfinders Initiative: Care Experienced Children and Children on the Edges of Care | 47 - 66 |
| | Joint report dated 6 August 2021 by the Executive Directors (Education Resources) and (Finance and Corporate Resources). (Copy attached) | |

Item(s) for Noting		
10	SQA Awards 2021 - Alternative Certification Model (ACM) Report dated 4 August 2021 by the Executive Director (Education Resources). (Copy attached)	67 - 72
11	Summer Sessions Provision and Scottish Government Funded Enhanced Summer Programme 2021 – Interim Update Report Report dated 9 August 2021 by the Executive Director (Education Resources). (Copy attached)	73 - 78
12	Attachment Strategy for Education Resources – Update Report Report dated 6 August 2021 by the Executive Director (Education Resources). (Copy attached)	79 - 88
13	Counselling Through Schools – Update Report Report dated 6 August 2021 by the Executive Director (Education Resources). (Copy attached)	89 - 94
14	Curriculum for Excellence Review 2020/2021 Report dated 8 July 2021 by the Executive Director (Education Resources). (Copy attached)	95 - 104
15	Enabling Youth Voice Report dated 17 August 2021 by the Executive Director (Education Resources). (Copy attached)	105 - 110
16	COVID19 Update for Schools and Educational Settings (August 2021) Report dated 12 August 2021 by the Executive Director (Education Resources). (Copy attached)	111 - 120

Urgent Business

- 17 Urgent Business**
Any other items of business which the Chair decides are urgent.

For further information, please contact:-

Clerk Name: Pauline MacRae/Lynn Paterson

Clerk Telephone: 01698 454108 / 01698 454669

Clerk Email: pauline.macrae@southlanarkshire.gov.uk

EDUCATION RESOURCES COMMITTEE

2

Minutes of meeting held via Microsoft Teams on 1 June 2021

Chair:

Councillor Katy Loudon

Councillors Present:

Councillor Alex Allison, Councillor John Anderson, Councillor Margaret Cooper, Councillor Margaret Cowie, Councillor Peter Craig (Depute), Councillor Mary Donnelly, Councillor Joe Fagan, Councillor Lynsey Hamilton, Councillor Ian Harrow, Councillor Mark Horsham, Councillor Julia Marrs, Councillor Monique McAdams, Councillor Ian McAllan, Councillor Gladys Miller, Councillor Lynne Nailon, Councillor Carol Nugent, Councillor Mo Razzaq, Councillor Graham Scott, Councillor Margaret B Walker, Councillor Jared Wark, Councillor David Watson

Councillors' Apologies:

Councillor Stephanie Callaghan, Councillor Fiona Dryburgh, Councillor Martin Grant Hose, Councillor John Ross

External Members Present:

Gillian Coulter, Christine Hall, Andy Harvey, John Mulligan

External Members' Apologies:

Ann Marie Hobson, Dr Nagy Iskander, Hilary Kirby

Attending:

Education Resources

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

Finance and Corporate Resources

M M Cairns, Legal Services Manager; L Harvey, Finance Manager (Resources); P MacRae, Administration Adviser; K McLeod, Administration Assistant; E McPake, Human Resources Business Partner; L O'Hagan, Finance Manager (Strategy); S Terry, Web Journalist

1 Declaration of Interests

No interests were declared.

2 Minutes of Previous Meeting

The minutes of the meeting of the Education Resources Committee held on 16 March 2021 were submitted for approval as a correct record.

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

3 Education Resources Revenue Budget Monitoring Period 12 to 26 February 2021

A joint report dated 5 May 2021 by the Executive Directors (Education Resources) and (Finance and Corporate Resources) was submitted comparing actual expenditure at 26 February 2021 against budgeted expenditure for 2020/2021 for Education Resources together with a forecast for the year to 31 March 2021

Following the Council's probable outturn exercise, the position was an overspend of £12.751 million, after approved transfer to reserves, on the Education Resources' revenue budget. This included projected net costs of COVID to 31 March 2021 of £12.443 million.

As at 26 February 2021, there was an overspend of £6.587 million, after approved transfers.

The main factors contributing to the overspend on the Education Resources' revenue budget and proposed budget virements were detailed in the report.

The Committee decided:

- (1) that the forecast to 31 March 2021 of an overspend of £12.751 million, after approved transfers to reserves, as detailed in Appendix A to the report, be noted;
- (2) that an overspend of £6.587 million as at 26 February 2021, after approved transfers to reserves, as detailed in Appendix A to the report, be noted; and
- (3) that the proposed budget virements be approved.

[Reference: Minutes of 16 March 2021 (Paragraph 3)]

4 Education Resources - Capital Budget Monitoring 2020/2021 - Period 12 to 26 February 2021

A joint report dated 12 May 2021 by the Executive Directors (Education Resources) and (Finance and Corporate Resources) was submitted:-

- ♦ advising of progress of the capital programme for Education Resources for the period 1 April 2020 to 26 February 2021
- ♦ providing a predicted outturn position for the year to 31 March 2021

A report to this Committee on 16 March 2021 showed that the Education Resources' capital programme for the financial year 2020/2021 amounted to £24.480 million. Spend to 26 February 2021 amounted to £18.934 million.

Current estimates suggested an outturn of £22.561 million. This represented an underspend of £1.919 million and primarily reflected the anticipated timing of spend on a number of projects, resulting in the budget being required in 2021/2022 rather than 2020/2021.

The Committee decided:

- (1) that the Education Resources' capital programme of £24.480 million and expenditure to date of £18.934 million be noted; and
- (2) that the projected outturn of £22.561 million be noted.

[Reference: Minutes of 16 March 2021 (Paragraph 4)]

5 Education Resources – Workforce Monitoring – January to March 2021

A joint report dated 26 April 2021 by the Executive Directors (Education Resources) and (Finance and Corporate Resources) was submitted on the following employee information for Education Resources for the period January to March 2021:-

- ♦ attendance statistics

- ◆ occupational health statistics
- ◆ accident/incident statistics
- ◆ discipline, grievance and Dignity at Work cases
- ◆ analysis of leavers and exit interviews
- ◆ staffing watch as at 13 March 2021

The Committee decided: that the report be noted.

[Reference: Minutes of 16 March 2021 (Paragraph 5)]

6 Education Resource Plan: Quarter 4 Progress Report 2020/2021

A report dated 1 June 2021 by the Executive Director (Education Resources) was submitted on the Education Resource Plan for 2021/2022.

Details were provided on:-

- ◆ achievements in implementing the priority projects identified in the Resource Plan 2020/2021, as detailed in Appendix 1 to the report
- ◆ progress against all Resource Plan measures as detailed in the Quarter 4 Progress Report 2020/2021, attached as Appendix 2 to the report
- ◆ those measures which had changed in blue/red/amber/green status, during the period from Quarter 2 to Quarter 4, as detailed in Appendix 3 the report

The Committee decided:

- (1) that the Quarter 4 Progress report for 2020/2021, as detailed in paragraph 5.2 and attached as Appendix 2 to the report, be noted;
- (2) that the achievements made by the Resource to date, as detailed in paragraph 5.3 to the report, be noted;
- (3) that the areas for improvement and management actions, as detailed in paragraph 5.4 of the report, be noted; and
- (4) that details of those measures which had changed in the blue/red/amber/green status during the period between Quarter 2 to Quarter 4, as detailed in paragraph 5.5 and Appendix 3 to the report, be noted.

[Reference: Minutes of 18 August 2020 (Paragraph 10)]

7 Youth Employability and Worked Based Learning

A joint report dated 6 May 2021 by the Executive Directors (Education Resources) and (Finance and Corporate Resources) was submitted:-

- ◆ providing an update on the successful funding bid to enable South Lanarkshire Council to deliver the Foundation Apprenticeship Level 4/5/6 programmes for the period August 2021 to June 2023
- ◆ advising of proposed establishment changes to maintain and sustain the youth employability programmes

Foundation Apprenticeships (FAs) aimed to help young people gain valuable, real world, work experience and access work based learning while still at school. The Council had delivered FAs since 2018 and, since 2020, had delivered the programme in partnership through a consortium with South Lanarkshire College for 5 of the Level 6 FA frameworks and for the Level 5 FA in construction. The Council, as a lead partner, had received confirmation of funding for the FA programme for the session beginning in August 2021 until June 2023.

Education Resources offered a wide range of vocational options to pupils in the senior phase at Level 4 and 5 through the Gradu8 programme. This provision had expanded to offer 12 vocational courses, including 3 aligned directly to FAs.

To support opportunities for winter leavers, the employability service, in partnership with schools, had reviewed the vocational programme and had added a key worker service with bespoke aftercare provision to support young people to sustain their post school destinations. There was now an expanded range of vocational learning and an opportunity for winter leavers to secure a Level 4/5 qualification for some of the provision.

The expansion of vocational learning opportunities required the following:-

- ◆ an additional key worker to engage with and support young people
- ◆ additional work placements to be secured
- ◆ employer engagement
- ◆ programme monitoring and compliance
- ◆ liaison with schools and learning providers
- ◆ provision of pastoral and additional support to pupils

It was proposed that 3 full time equivalent (FTE) posts, as detailed in the report, be added to the Youth Employability establishment, on a fixed term basis, until September 2023. It was also proposed that 6 existing temporary posts, as detailed in the report, be added to the Youth Employability establishment on a permanent basis.

Over the last 7 years, existing funds had been used to meet the costs of 4 FTE posts from the Youth and Family Learning Service to operate Gradu8. Those posts would transfer to the Youth Employability establishment on a permanent basis.

Project and staff costs would be met from the Education Resources' budget and Scottish Government funding.

Officers responded to a member's question on accessibility to the programmes for those living in the rural area.

The Committee decided:

- (1) that the proposal to deliver the Foundation Apprenticeship Level 4/5/6 programmes, based on Scottish Government funding for the period August 2021 to June 2023, be noted;

- (2) that the following 3 posts be added to the Education Resources' establishment, on a fixed term basis, for 23 months:-

Post	Proposed Number of Posts (FTE)	Grade	SCP Range	Annual Salary
Team Leader (Vocational Development)	1 Temporary	Grade 3 Level 2	63 - 65	£32,994 to £33,943
Vocational Development Assistant	1 Temporary	Grade 2 Level 4	55 - 57	£29,253 to £30,147
Admin Assistant	1 Temporary	Grade 2 Level 4	55 - 57	£29,253 to £30,147

- (3) that the following temporary posts be made permanent:-

Post	Current Number of Posts (FTE)	Proposed Number of Posts (FTE)	Grade	SCP Range	Annual Salary
Team Leader (Vocational Development)	3 Temporary	3 Permanent	Grade 3 Level 2	63 - 65	£32,994 to £33,943
Vocational Development Assistant	3 Temporary	3 Permanent	Grade 2 Level 4	55 - 57	£29,253 to £30,147

8 Education Resource Plan 2021/2022

A report dated 1 June 2021 by the Executive Director (Education Resources) was submitted on the Education Resource Plan 2021/2022.

Details were provided on the Resource Plan for 2021/2022, attached as Appendix 1 to the report, which outlined the:-

- ◆ key areas of focus for the year ahead
- ◆ Resource objectives and outcomes
- ◆ measures and actions
- ◆ resourcing of the Plan

The Resource Plans for 2021/2022 had been approved at the meeting of the Executive Committee held on 28 April 2021 and referred to the individual Resource Committees for noting and subsequent monitoring.

In line with the Council's performance management arrangements, a mid-year progress report on actions identified in the 2021/2022 Education Resource Plan would be submitted to a future meeting of this Committee.

The Resource Plan would be made available on the Council's website.

There followed a full discussion during which officers responded to members' questions on various aspects of the report.

The Committee decided:

- (1) that the Resource Plan 2021/2022, attached as Appendix 1 to the report, be noted; and
- (2) that a Quarter 2 Progress Report on the Resource Plan 2021/2022 be submitted to a future meeting of this Committee.

[Reference: Minutes of the Executive Committee of 28 April 2021 (Paragraph 6)]

9 Supporting Learning Recovery and Renewal

A report dated 12 May 2021 by the Executive Director (Education Resources) was submitted on proposals to support learning recovery, following school closures as a result of the COVID-19 pandemic.

A study by the Education Endowment Foundation had highlighted that, following disruption to schooling as a result of the COVID-19 pandemic, there had been an overall impact on pupils' progress in learning and that it was likely that the impact had been greater on disadvantaged learners. Given the ongoing nature of the pandemic, and to support learning recovery and wellbeing among learners, Education Resources would:-

- ◆ focus on continuing to deliver learning and teaching in safe environments
- ◆ have a strong focus on wellbeing and learning
- ◆ concentrate efforts on minimising the impact of any disruption to learning
- ◆ realign priorities and resources where necessary
- ◆ support high aspirations for learners
- ◆ build confidence and self esteem

Central to the learning and recovery plan was a proposal for additional staffing to support learning where the need was greatest. The Council's recruitment process was still taking place, however, it was anticipated that additional posts of 204.6 FTE teachers and 39.2 FTE school support assistants would be recruited for the session 2021/2022.

A range of other programmes and activities had been identified to support learners, as detailed in Appendix 1 to the report. Those activities would provide targeted support in a number of areas of need.

Funding streams from the Council and the Scottish Government, as detailed in the report, had been provided for 2021/2022 to support the ongoing costs of learning recovery and the new costs associated with the proposals outlined.

Officers responded to members' questions on various aspects of the report and on issues raised in relation to transition events and leavers' assemblies.

The Committee decided:

- (1) that the proposals to support learning recovery, including the temporary recruitment of an additional 204.6 full time equivalent (FTE) teachers and 39.2 FTE school support assistants for session 2021/2022, be noted; and
- (2) that a further update be submitted to the Education Resources Committee early in the school session 2021/2022.

[Reference Minutes of South Lanarkshire Council (Special) of 24 February 2021 (Paragraph 2)]

Councillor Horsham left the meeting during consideration of this item of business

10 Enhanced Summer Holiday Programme

A report dated 13 May 2021 by the Executive Director (Education Resources) was submitted on proposals to deliver the Scottish Government funded Enhanced Summer Programme 2021 in South Lanarkshire.

In March 2021, the Scottish Government announced funding of £20.million to local authorities to help improve, over the summer period, the wellbeing of children, young people and their families who had been disproportionately affected during the pandemic and who might not otherwise have access to activities and wider support during the school holidays. This would allow them to socialise, play and reconnect with their local communities. The funding had been split as follows:-

- ◆ National Summer Offer - £5 million for national partners such as Play Scotland, SportScotland, Creative Scotland, Education Scotland and others
- ◆ Targeted Summer Offer - £15 million to local authorities to deliver enhanced holiday activities and experiences, integrating food and wider family support, where needed, to support the enhanced summer programme 2021

The Council had been awarded £882,000. Details of the targeted groups identified to benefit from the funding were provided in the report.

The focus of delivery would be on:-

- ◆ providing opportunities to connect with friends, peers, the wider community and the outdoors as well as with trusted adults
- ◆ providing opportunities for children and young people to play, be active and enjoy themselves
- ◆ equity
- ◆ engagement

The guiding principles of the programme were:-

- ◆ co-creation with children, young people and families
- ◆ building on existing services, assets and knowledge of “what works”
- ◆ partnership working and coordination

Appendix 1 to the report detailed the Scottish Government’s Driver Diagram which underpinned the planning and delivery process to restore the wellbeing of children and young people during summer 2021. This would be the driver for delivery of the programme in South Lanarkshire. Appendix 2 to the report provided examples of the themed provision, activities and materials included in the programme. The programme would also offer an opportunity to engage with and involve the Third Sector and partners and details of the anticipated partners were provided in Appendix 3 to the report.

The Committee decided:

- (1) to note that planning and preparation for the 2021 enhanced summer programme was underway;
- (2) to note that the Council would deliver this programme with a variety of Third Sector Partners and organisations;
- (3) to note that the share of the Scottish Government funding allocation was £882,000; and
- (4) to note that more detailed information of the plans in place, including locations, would be provided to a future meeting of the Committee and would comply with the guiding principles set by the Scottish Government.

11 School Leaver Initial Destination Results 2019/2020

A report dated 13 May 2021 by the Executive Director (Education Resources) was submitted providing an update on the 2019/2020 School Leaver Initial Destination survey results produced by Skills Development Scotland (SDS) and on the Youth Employability Service's efforts to mitigate the impact of the COVID-19 pandemic on young people.

The report highlighted that, in South Lanarkshire:-

- ◆ the positive destination rate was 94.8%
- ◆ the unemployed (seeking) rate was 3.7%, which was below the national rate of 4.1%
- ◆ the unemployed (not seeking) rate was 1.1%, which was below the national rate of 1.8%

Details were given on the role of the Youth Employability Service, particularly during the pandemic, which worked with Skills Development Scotland on an ongoing basis to identify and offer support to school leavers who became unemployed after leaving school.

Next steps would include:-

- ◆ continued work with partners, including Skills Development Scotland, to identify and track unemployed young people and to offer individual packages of support through the Aspire programme
- ◆ delivery of the AspireWorks job-focused programme through the Scottish Government's Young People's Guarantee funding
- ◆ continued focus on improving outcomes for care experienced young people, including the roll-out of a second pilot to support care experienced young people into employment with the Council

The Committee decided:

- (1) that the School Leaver Initial Destination Survey results, showing a positive destination for 94.8% of South Lanarkshire's 3,174 school leavers in 2019/2020, which was above the national rate of 93.3%, be noted; and
- (2) that the Youth Employability Service's responses to the challenges presented by COVID-19 be noted.

12 Scottish Youth Parliament Elections

A report dated 12 May 2021 by the Executive Director (Education Resources) was submitted on the process and timescales for the 2021 Scottish Youth Parliament (SYP) elections.

Young people, aged 14 to 25 years, were selected every 2 years from across Scotland to stand as candidates to become Members of the Scottish Youth Parliament (MSYP). Members of South Lanarkshire Youth Council (SLYC) and Youth, Family and Community Learning Service staff, in partnership with secondary schools, colleges, universities, local youth groups and uniformed organisations, organised and delivered council wide elections to democratically elect 9 South Lanarkshire MSYPs.

The Scottish Youth Parliament was established to act as the voice of young people in Scotland. It offered young people between the ages of 14 and 25 the opportunity to become involved in the decision-making processes in Scotland and the UK.

In South Lanarkshire, the format of the 2021 election process would be a paper ballot to reflect current processes for local and national elections. However, if, due to the COVID-19 pandemic and restrictions in place, a paper ballot within Education establishments was not possible, the potential for an online process, using young people's National Entitlement card, was being explored.

The election process was detailed in the report.

The Committee decided:

- (1) that the arrangements to elect young people to be Members of the Scottish Youth Parliament be noted;
- (2) that the commitment and contribution of South Lanarkshire Youth Council and Scottish Youth Parliament to the youth agenda be noted; and
- (3) that the continued contribution and participation in local planning issues be noted.

13 Notification of Contracts Awarded

A report dated 27 April 2021 by the Executive Director (Education Resources) was submitted on contracts awarded by Education Resources during the period 1 October 2020 to 31 March 2021.

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 above the sum of £50,000. Details of the contracts awarded by Education Resources were provided in the appendix to the report.

The Committee decided: that the report be noted.

[Reference: Minutes of 27 October 2020 (Paragraph 13)]

14 Urgent Business

There were no items of urgent business.

Report

3

Report to: **Education Resources Committee**
 Date of Meeting: **31 August 2021**
 Report by: **Executive Director (Finance and Corporate Resources)**
Executive Director (Education Resources)

Subject: **Revenue Budget Monitoring 2020/2021 - Education Resources**

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 2020 to 31 March 2021 for Education Resources.

2. Recommendation(s)

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

- (1) that the Education outturn position as at 31 March 2021 of an overspend of £3.928m after approved transfers to reserves, as detailed in Appendix A of the report, be noted, and that this is COVID related and is funded corporately as part of the overall Council COVID position; and
- (2) that the proposed budget virements be approved.

3. Background

- 3.1. This is the final revenue budget monitoring report presented to the Education Resources Committee for the financial year 2020/2021.
- 3.2. The report details the financial position for Education Resources in Appendix A, for the full financial year 2020/21 compared to the probable outturn position, as well as the relevant variance explanations and the COVID position in Appendix B.

4. Scottish Attainment Challenge Funding

- 4.1. The current budget for Education contains £9.685m awarded for Pupil Equity Funding (PEF) and £1.963m for Scottish Attainment Challenge (SAC) as part of the schools' programme. Total budget for 2020/2021 is £11.648m and this is contained within this reported position.
- 4.2. In relation to PEF, spend as at 31 March 2021 was £7.359m, with £2.326m still to spend of the 2020/2021 allocation.
- 4.3. As previously reported, PEF spend this year was impacted by the restrictions schools faced because of the pandemic. Programmes supporting groups of children and young people, trips and extra-curricular activities and those provided via external professionals have all been restricted as a result with an impact on this year's spend.

- 4.4. As a result, the PEF 2020/2021 carry forward as at 31 March 2021 was £2.326m and this will be available for the school session April to June 2021. This is in line with the PEF guidance and will be transferred to reserves to meet spend and commitment in schools in line with 2021/22 School Improvement Plans.
- 4.5. In relation to SAC funding, actual spend at the end of the financial year was £1.928m. As this is a specific grant allocation, funding was received based on actual spend.

5. Employee Implications

- 5.1. None

6. Financial Implications

- 6.1. **Year End Position as at 31 March 2021:** The year end position is an underspend of £9.457m before approved transfers to reserves and, after approved transfer to reserves an overspend of £3.928m. Removing the cost of COVID leaves an underspend of £0.032m for the Resource's core budget position. This is an improvement of £0.340m on the reported probable outturn position.
- 6.2. The total cost of COVID for the Resource is £8.133m. This is the net effect of expenditure of £8.493m as outlined in Appendix B and reflects additional Education recovery teachers employed on 1 year fixed term contracts and short term supply; the increased cost of supply teachers in relation to the application of the SNCT guidance on payment arrangements for staff; expenditure incurred in the operation of the hubs for key worker children during lockdown; costs of sanitising stations, PPE, cleaning supplies and enhanced cleaning regimes for our schools and establishments.
- 6.3. The Resource COVID position also includes the impact of loss of income of £0.516m including ELC fees, music tuition and nursery milk, as well as savings not achieved of £0.099m. This is offset by unspent budget of £0.975m in the main relating to the provision of Breakfast and Holiday Lunch Clubs and rates.
- 6.4. The overall cost of COVID for Education is funded via specific grant received for Teachers, Digital Inclusion and agency payments to partners in ELC and transport providers and this has been allocated to offset costs in Appendix B - £4.463m. An element of this specific funding has been carried forward to meet commitment in schools following school openings in April 2021 - £0.290m.

The balance of costs of £4.030m is funded via general revenue support grant held corporately for Education COVID costs including Mobilisation and discretionary payments for Winter Clothing and further Digital Inclusion and other general COVID costs funded from corporate COVID funding.

- 6.5. The core budget position for the Resource, an underspend of £0.032m, reflects an underspend in various specific funding areas which are part of transfers to reserves. This includes Pupil Equity Fund as outlined at 4.4 above; Early Learning and Childcare 1140 expansion programme - reflecting the timing of programme delivery and underspends in new programmes for Additional Support for Learning, Developing Young Workforce, Sanitary programmes and Counselling in Schools where, given the restrictions in schools and school closures during the year, it was not fully utilised in the current year and has been carried forward to meet future programme commitments.

The Executive Committee (23 June 2021) approved the transfers to reserves of £13.385m to meet ongoing commitments. The revised Resource position after approved transfers and the details of all reserves is outlined in Appendix A

- 6.6. In relation to the core budget areas there were underspends within property costs relating to rates, offset by overspends in ASN and mainstream transport, external placements and teachers' salaries as a result of pupil growth.
- 6.7. Virements are proposed to realign budgets across budget categories and with other Resources. These movements are detailed in the 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)

20 July 2021

Link(s) to Council Values/Objectives

- ◆ Accountable, Effective and Efficient

Previous References

- ◆ None

List of Background Papers

- ◆ Financial ledger and budget monitoring results to 31 March 2021

Contact for Further Information

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

Louise Harvey

Ext: 2658 (Tel: 01698 452658)

E-mail: louise.harvey@southlanarkshire.gov.uk

SOUTH LANARKSHIRE COUNCIL

Revenue Budget Monitoring Report

Education Resources Committee: Period Ended 31 March 2021 (No.14)

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 31/03/21 £000	Actual BEFORE Transfers 31/03/21 £000	Variance 31/03/21 £000		% Variance 31/03/21	Note
Employee Costs	286,793	288,678	(1,885)	(6,259)	286,793	281,513	5,280	under	1.8%	1,a,d,e,f,g,h
Property Costs	22,916	25,595	(2,679)	(2,679)	22,916	24,405	(1,489)	over	(6.5%)	2,e,g,h
Supplies & Services	12,507	12,729	(222)	(3,346)	12,507	9,793	2,714	under	21.7%	3,b,c,d,e,f,g,h
Transport & Plant	11,644	12,279	(635)	(635)	11,644	12,538	(894)	over	(7.7%)	4,f,g,h
Administration Costs	2,189	2,166	23	22	2,189	2,144	45	under	2.1%	d,e,g,h
Payments to Other Bodies	27,332	24,267	3,065	592	27,332	23,366	3,966	under	14.5%	5,d,e,f,g,h
Payments to Contractors	35,381	35,381	0	0	35,381	35,382	(1)	over	0.0%	h
Transfer Payments	2,826	2,911	(85)	(85)	2,826	2,941	(115)	over	(4.1%)	6,h
Financing Charges	365	360	5	5	365	335	30	under	8.2%	g,h
Total Controllable Exp.	401,953	404,366	(2,413)	(12,385)	401,953	392,417	9,536	under	2.4%	
Total Controllable Inc.	(49,341)	(48,975)	(366)	(366)	(49,341)	(49,262)	(79)	under recovered	(0.2%)	7,d,e,f,g,h
Net Controllable Exp.	352,612	355,391	(2,779)	(12,751)	352,612	343,155	9,457	under	2.7%	
Transfer to Reserves (as at 31/03/21)					0	13,385	(13,385)	over		
Position After Transfers to Reserves (as at 31/03/21)					352,612	356,540	(3,928)	over		

Variance Explanations

- The underspend mainly relates to Early Years staff costs, due to the timing of the recruitment of Early Years posts. The 1,140 expansion element of Early Years staff costs underspend has been carried forward at year end for future commitments. The underspend also reflects an adjustment in teachers' salaries for payment across the academic year and has been transferred to reserves to support the ongoing cost of teachers' salaries next year. This is partially offset by additional teacher costs due to pupil growth.
- The overspend is mainly due to increased cleaning requirements within schools and Early Years establishments and expenditure incurred on sanitising stations and additional hand washing supplies following the return to schools in August. In addition, there has been increased utilities costs due to increased ventilation requirements within schools and establishments. These are partially offset by the timing of rates charges from schools and establishments becoming operational.
- The underspend is due to the Pupil Equity Fund and less than anticipated expenditure on the provision of lunches within Early Years establishments, both of which have been carried forward at the end of the financial year for future commitments. In addition, there is unspent budget in relation to both the Holiday Lunch Club and Breakfast Club programmes this financial year. These are being utilised, in part, to offset the sessional staff costs for the provision of Summer Hubs as a result of COVID. The underspend is also due to the inability of schools to spend in year due to the school closures and has been carried forward at year end as part of the Devolved Management Scheme in schools. The underspends are partially offset by expenditure incurred on personal protective equipment and wipes following the return to schools in August.
- The overspend is mainly due to the cost of school transport for both ASN and mainstream schools.
- The underspend is mainly due to less than anticipated expenditure on Early Years 1,140 expansion and core budget. The 1,140 expansion element has been carried forward at year end for future commitments. There is also an underspend in school counselling funding which has also been carried forward at year end to meet commitments going forward. In addition, there has been reduced placements within Other Local Authorities. These are partially offset by greater than anticipated expenditure on Independent School Placements. This is a demand led service.
- The overspend is due to increased expenditure on footwear and clothing grants as a result of additional claimants due to COVID-19.
- The under recovery of income relates to reduced income received from Early Years Childcare fees and Instrumental Music Service fees in the financial year to date as a result of the ongoing pandemic. These are partially offset by increased Section 23 income received for placements in other local authorities. This is a demand led service.

Budget Virements

- Transfer of budget in relation to apprenticeship levy. Net Effect £1.064m: Employee Costs £1.064m
- Transfer from reserves in relation to ICT. Net Effect £0.222m: Supplies and Services £0.222m.
- CFCR transfer for WAN capitalisation. Net Effect (£0.077m): Supplies and Services (£0.077m).
- Realignment of Early Years budget to reflect current service delivery. Net Effect £0.000m: Employee Costs £0.254m, Supplies and Services (£0.112m), Administration £0.031m, Payments to Other Bodies (£0.316m) and Income £0.143m.

- e. Realignment of Youth Employability budget to reflect service delivery. Net Effect £0.000m: Employee Costs (£0.014m), Property Costs £0.004m, Supplies and Services £0.008m, Administration £0.090m, Payments to Other Bodies £0.261m and Income (£0.349m).
- f. Transfer of budget for COVID funding received. Net Effect £0.00m. Employee Costs £3.490m, Supplies & Services £0.190m, Transport & Plant £0.056m, Payments to Other Bodies £0.727m and Income (£4.463m).
- g. Realignment of budget to reflect current service delivery. Net Effect £0.000m: Employee Costs (£0.009m), Property Costs (£0.163m), Supplies and Services £0.016m, Transport and Plant £0.284m, Administration £0.008m, Payments to Other Bodies (£0.130m), Financing Charges £0.001m and Income (£0.007m).
- h. Realignment of Education Maintenance Allowance budget and DMS. Net Effect £0.000m: Employee Costs (£0.226m), Property Costs (£0.093m), Supplies and Services £0.283m, Transport and Plant £0.002m, Administration Costs £0.085m, Payments to Other Bodies (£0.547m), Payments to Contractors £0.044m, Transfer Payments £0.185m, Financing Charges (£0.012m) and Income £0.279m.

Transfers to Reserves (£13.385m):

- i. PEF (£2.326m) – PEF carry forward for April to June 2021.
- ii. ELC 1,140 Specific Grant (£7.326m) – this transfer relates to the underspend on the current year grant allocation to be carried forward to meet the commitments in line with the spend profile of the project.
- iii. DSYW (£0.090m) – this transfer relates to the underspend following the impact of further restrictions on schools from January 2021 to be carried forward to meet the commitments in these areas from April 2021.
- iv. Counselling (£0.714m) – this transfer relates to the underspend following the impact of further restrictions on schools from January 2021 to be carried forward to meet the commitments in these areas from April 2021.
- v. Additional Support for Learning (£0.330m) – this transfer relates to the underspend following the impact of further restrictions on schools from January 2021 to be carried forward to meet the commitments in these areas from April 2021.
- vi. Teachers Salaries (£1.300m) – this transfer relates to the in-year underspend on teachers' salaries to be carried forward to pay for teachers pay in 2021/22.
- vii. Employability (£0.300m) – this transfer relates to the underspend on the deliverability of Youth Employability programmes, as a result of COVID, to be carried forward to allow enhanced programmes to be delivered in 2021/22.
- viii. Schools Carry Forward/REF (£0.596m) – in line with devolved school management guidelines within schools, carry forward for April to June 2021.
- ix. Sanitary Products (£0.113m) – this transfer relates to the underspend following the impact of further restrictions on schools from January 2021 to be carried forward to meet the commitments in these areas from April 2021.
- x. COVID Learning Recovery Teachers/Support (£0.281m) – this transfer relates to the underspend following the impact of further restrictions on schools from January 2021 to be carried forward for use on COVID expenditure in 2021/22.
- xi. COVID Digital Inclusion (£0.009m) – this transfer relates to the underspend following the impact of further restrictions on schools from January 2021 to be carried forward for use on COVID expenditure in 2021/22.

SOUTH LANARKSHIRE COUNCIL

Revenue Budget Monitoring Report

Education Resources Committee: Period Ended 31 March 2021 (No.14)

Education Resources COVID

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 31/03/21 £000	Actual BEFORE Transfers 31/03/21 £000	Variance 31/03/21 £000		% Variance 31/03/21	Note
Employee Costs	3,490	6,002	(2,512)	(2,512)	3,490	4,100	(610)	over	(17.5%)	1,a
Property Costs	0	2,974	(2,974)	(2,974)	0	1,918	(1,918)	over	n/a	2
Supplies & Services	190	3,532	(3,342)	(3,342)	190	1,407	(1,217)	over	(640.5%)	3,a
Transport & Plant	56	56	0	0	56	58	(2)	over	(3.6%)	a
Administration Costs	0	88	(88)	(88)	0	116	(116)	over	n/a	4
Payments to Other Bodies	727	770	(43)	(43)	727	777	(50)	over	(6.9%)	5,a
Payments to Contractors	0	0	0	0	0	0	0	-	n/a	
Transfer Payments	0	85	(85)	(85)	0	117	(117)	over	n/a	6
Financing Charges	0	0	0	0	0	0	0	-	n/a	
Total Controllable Exp.	4,463	13,507	(9,044)	(9,044)	4,463	8,493	(4,030)	over	n/a	
Total Controllable Inc.	(4,463)	(4,463)	0	0	(4,463)	(4,463)	0	-	0.0%	a
Net Controllable Exp.	0	9,044	(9,044)	(9,044)	0	4,030	(4,030)	over	n/a	
Transfer to Reserves (as at 31/03/21)					0	290	(290)	over		
Position After Transfers to Reserves (as at 31/03/21)					0	4,320	(4,320)	over		

Variance Explanations

- The overspend is mainly due to an increased cost of supply teachers in relation to SNCT guidance on payment arrangements for staff due to COVID-19.
- The overspend is mainly due to increased cleaning requirements within schools and Early Years establishments and expenditure incurred on sanitising stations and additional hand washing supplies following the return to schools in August. In addition, there has been increased utilities costs due to increased ventilation requirements within schools and establishments.
- The overspend is mainly due to expenditure incurred on personal protective equipment and wipes following the return to schools in August. In addition, expenditure has been incurred on Digital Inclusion.
- The overspend is mainly due to costs associated with COVID related signage required for schools for their return in August.
- The overspend is due to expenditure incurred on the provision of critical childcare for families of key workers to date.
- The overspend is due to increased expenditure on footwear and clothing grants as a result of additional claimants becoming eligible due to COVID-19.

Budget Virements

- Transfer of budget for COVID funding received. Net Effect £0.00m. Employee Costs £3.490m, Supplies & Services £0.190m, Transport & Plant £0.056m, Payments to Other Bodies £0.727m and Income (£4.463m).

Transfers to Reserves (£0.290m):

- COVID Learning Recovery Teachers/Support (£0.281m) – this transfer relates to the underspend following the impact of further restrictions on schools from January 2021 to be carried forward for use on COVID expenditure in 2021/22.
- COVID Digital Inclusion (£0.009m) – this transfer relates to the underspend following the impact of further restrictions on schools from January 2021 to be carried forward for use on COVID expenditure in 2021/22.

Report

4

Report to: **Education Resources Committee**
 Date of Meeting: **31 August 2021**
 Report by: **Executive Director (Finance and Corporate Resources)**
Executive Director (Education Resources)

Subject: **Revenue Budget Monitoring 2021/2022 - Education Resources**

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 2021 to 16 July 2021 for Education Resources.

2. Recommendation(s)

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

- (1) that an overspend of £0.174m as at 16 July 2021 on Education Resources' revenue budget, as detailed in Appendix A of the report, be noted.
- (2) that the proposed budget virements be approved.

3. Background

- 3.1. This is the first revenue budget monitoring report presented to the Education Resources Committee for the financial year 2021/2022.
- 3.2. The report details the financial position for Education Resources in Appendix A, along with variance explanations and outlines the specific costs incurred in relation to the Resources' COVID response in Appendix B.

4. Scottish Attainment Challenge Funding

- 4.1. The current budget for Education contains £12.235m awarded for Pupil Equity Funding (PEF) and £1.971m for Scottish Attainment Challenge (SAC) as part of the schools programme. Total budget for 2021/2022 is £14.206m and this is contained within this reported position.
- 4.2. In relation to PEF funding, the £12.235m represents £2.326m 2020/2021 carry forward and £8.617m for the 2021/2022 allocation. In addition, a PEF premium of £1.292m (15% of 2021/2022 allocation) has been awarded for this financial year. Spend and commitment to date as at 16 July 2021 is £3.317m, with £8.918m still to spend. This includes known staff costs for the period April 2021 to August 2021, however, staffing for the new school session from 12 August 2021 is not yet reflected within this position. Committee will be updated with the spend position for 2021/2022 throughout the year.
- 4.3. In relation to SAC funding, spend and commitment to date is £1.233m with £0.738m still to spend. Staff costs to 31 March 2022 are reflected within this position, and as

this is a specific grant allocation, funding is received based on actual spend. Committee will continue to be updated with the spend position for 21/22 throughout the year.

5. Employee Implications

- 5.1. None

6. Financial Implications

- 6.1. As at 16 July 2021, there is an overspend of £0.174m against the phased budget.
- 6.2. Variance explanations are outlined in Appendices A and B to this report and this overspend is COVID related reflecting an overspend relating to increased utilities costs due to increased ventilation requirements within schools and establishments and a reduction in budgeted income from instrumental music service fees and nursery milk provision in the financial year to date.
- 6.3. Virements are also proposed to realign budgets across budget categories and with other Resources. These movements have been detailed in Appendices A and B to this report.
- 6.4. These virements include £9.116m specific grant received and £2.245m Council Investment for Education COVID Learning Recovery to offset costs in Appendix B - £3.093m to date. There is a further £3.647m specific grant available for this financial year that will be allocated as required once confirmed later in the year as projects commence from August 2021.

7. Climate Change, Sustainability and Environmental Implications

- 7.1. There are no implications for climate change 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 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)

4 August 2021

Link(s) to Council Values/Objectives

- ♦ Accountable, Effective and Efficient

Previous References

- ◆ None

List of Background Papers

- ◆ Financial ledger and budget monitoring results to 16 July 2021

Contact for Further Information

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

Louise Harvey

Ext: 2658 (Tel: 01698 452658)

E-mail: louise.harvey@southlanarkshire.gov.uk

SOUTH LANARKSHIRE COUNCIL

Revenue Budget Monitoring Report

Education Resources Committee: Period Ended 16 July 2021 (No.4)

Education Resources (including COVID) Summary

Budget Category	Annual Budget	Forecast for Year	Annual Forecast Variance	Budget Proportion 16/07/21	Actual 16/07/21	Variance 16/07/21		% Variance 14/08/20	Note
	£000	£000	£000	£000	£000	£000			
Employee Costs	288,491	288,491	0	78,697	78,500	197	under	0.3%	1,a,b,c,g,h,i,k
Property Costs	27,340	27,340	0	3,602	3,652	(50)	over	(1.4%)	2,a,b,i,j,k
Supplies & Services	15,119	15,119	0	1,887	1,887	0	-	0.0%	a,c,e,g,h,i,k
Transport & Plant	11,128	11,128	0	2,931	3,204	(273)	over	(9.3%)	3,j
Administration Costs	1,146	1,146	0	520	493	27	under	5.2%	a,k
Payments to Other Bodies	29,562	29,562	0	5,763	5,772	(9)	over	(0.2%)	b,d,g,i,j,k
Payments to Contractors	36,047	36,047	0	8,148	8,127	21	under	0.3%	j
Transfer Payments	2,250	2,250	0	1,629	1,629	0	-	0.0%	d,k
Financing Charges	343	343	0	63	63	0	-	0.0%	f,k
Total Controllable Exp.	411,426	411,426	0	103,240	103,327	(87)	over	(0.1%)	
Total Controllable Inc.	(47,901)	(47,901)	0	(3,122)	(3,035)	(87)	under recovered	(2.8%)	4,c,g,h,i,j,k
Net Controllable Exp.	363,525	363,525	0	100,118	100,292	(174)	over	(0.2%)	

Variance Explanations

1. The position represents an underspend in Early Years core staff costs due to vacancies and turnover of staff.
2. The overspend is due to increased utilities costs due to increased ventilation requirements within schools and establishments.
3. The overspend is mainly due to the cost of school transport for both ASN and mainstream schools.
4. The under recovery of income relates to reduced income received from Instrumental Music Service fees and Nursery Milk provision in the financial year to date.

Budget Virements

- a. Transfers of budget for Education COVID Learning Recovery funding received. Net Effect £9.116m: Employee Costs £6.992m, Property Costs £1.725m, Supplies and Services £0.398m and Administration £0.001m.
- b. Transfers from reserves in relation to GIRFEC, ASL Adaptations and Children's Neighbourhood Scotland Project. Net Effect £0.385m: Employee Costs £0.142m, Property Costs £0.100m and Payments to Other Bodies £0.143m.
- c. Establish budget to reflect the receipt of Scottish Attainment Challenge funding. Net Effect £0.000m: Employee Costs £0.860m, Supplies and Services £1.133m and Income (£1.993m).
- d. Establish budget to reflect the receipt of General Revenue Grant funding for Summer Programmes and School Clothing Grants. Net Effect £1.178m: Payments to Other Bodies £0.882m and Transfer Payments £0.296m.
- e. CFCR transfer for WAN capitalisation. Net Effect (£0.700m): Supplies and Services (£0.700m).
- f. Transfer of budget for Modular Teaching Units to Loan Charges. Net Effect (£0.059m): Financing Charges (£0.059m).
- g. Establish budget for additional income received for STEM, Early Learning and Childcare Temporary Restrictions Fund and Milk and Healthy Snack Scheme, West Partnership, Youth Employability, Young Peoples Guarantee, DYW and Youth Music Initiative funding. Net Effect £0.000m: Employee Costs £1.187m, Supplies and Services £0.022m, Payments to Other Bodies £0.848m and Income (£2.057m).
- h. Establish budget to reflect the receipt of Pupil Equity Funding Premium. Net Effect £0.000m: Employee Costs £1.380m Supplies and Services (£0.088m) and Income (£1.292m).
- i. Realignment of Early Years budget to reflect current service delivery. Net Effect £0.000m: Employee Costs £1.134m, Property Costs £0.103m, Supplies and Services (£0.516m), Payments to Other Bodies (£0.919m) and Income £0.198m.
- j. Realignment of budget to reflect current service delivery. Net Effect £0.000m: Property Costs (£0.100m), Transport £0.571m, Payments to Other Bodies £0.200m, Payments to Contractors (£0.471m) and Income (£0.200m).
- k. Realignment of Education Maintenance Allowance budget and DMS. Net Effect £0.000m: Employee Costs £0.640m, Property Costs £0.0048m, Supplies and Services (£1.348m), Transport and Plant £0.014m, Administration Costs £0.331m, Payments to Other Bodies £0.378m, Transfer Payments £0.315m, Financing Charges (£0.031m) and Income (£0.347m).

SOUTH LANARKSHIRE COUNCIL

Revenue Budget Monitoring Report

Education Resources Committee: Period Ended 16 July 2021 (No.4)

Education Resources COVID

Budget Category	Annual Budget	Forecast for Year	Annual Forecast Variance	Budget Proportion 16/07/21	Actual 16/07/21	Variance 16/07/21		% Variance 14/08/20	Note
	£000	£000	£000	£000	£000	£000			
Employee Costs	9,237	9,237	0	1,528	1,534	(6)	over	(0.4%)	a,b
Property Costs	1,725	1,725	0	1,464	1,533	(69)	over	(4.7%)	1,a
Supplies & Services	398	398	0	25	25	0	-	0.0%	a
Transport & Plant	0	0	0	0	0	0	-	n/a	
Administration Costs	1	1	0	1	1	0	-	0.0%	a
Payments to Other Bodies	0	0	0	0	0	0	-	n/a	
Payments to Contractors	0	0	0	0	0	0	-	n/a	
Transfer Payments	0	0	0	0	0	0	-	n/a	
Financing Charges	0	0	0	0	0	0	-	n/a	
Total Controllable Exp.	11,361	11,361	0	3,018	3,093	(75)	over	(2.5%)	
Total Controllable Inc.	0	0	0	0	0	0	-	n/a	
Net Controllable Exp.	11,361	11,361	0	3,018	3,093	(75)	over	(2.5%)	

Variance Explanations

- The overspend is due to increased utilities costs due to increased ventilation requirements within schools and establishments.

Budget Virements

- Transfers of budget for Education COVID Learning Recovery funding received. Net Effect £9.116m: Employee Costs £6.992m, Property Costs £1.725m, Supplies and Services £0.398m and Administration £0.001m.
- Realignment of Council Investment for Education Learning Recovery. Net Effect £2.245m: Employee Costs £2.245m.

Report

5

Report to: **Education Resources Committee**
 Date of Meeting: **31 August 2021**
 Report by: **Executive Director (Finance and Corporate Resources)**
Executive Director (Education Resources)

Subject: **Capital Budget Monitoring 2020/2021 - Education Resources**

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 2020 to 31 March 2021.

2. Recommendation(s)

2.1. The Committee is asked to approve the following recommendations:

- (1) that the Education Resources capital programme of £24.480 million, and expenditure for the year of £22.641 million, be noted.

3. Background

3.1. This is the final capital monitoring report presented to the Education Resources Committee for the financial year 2020/2021.

3.2. As noted in the last report to this Committee (1 June 2021), the budget for Education Resources for financial year 2020/2021 was £24.480 million. There have been no other changes to this budget allocation since that meeting.

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

4. 2020/21 Final Position

4.1. The total capital programme for Education Resources for 2020/2021 was £24.480 million.

4.2. Total expenditure to 31 March 2021 was £22.641 million, a difference of £1.839 million on the programme of £24.480 million.

4.3. The final expenditure position of £22.641 million is slightly higher than the projected outturn of £22.561 million reported to this Committee previously (1 June 2021). The projected outturn position as at period 12 was an underspend of £1.919 million and that mainly reflected the anticipated timing of spend on a number of projects including the Information Communication Technology refresh programme, St Charles' Primary School Extension, Kilbride Early Learning Centre, Lightburn Early Learning Centre, the extension at St Mark's Primary School, Hamilton, the construction of the new building at Auchingramont Road and some smaller projects in relation to minor

alterations / ASN adaptations. These underspends had been offset by more spend than originally anticipated in relation to the Early Years 1,140 Hours programme.

- 4.4. The reduction in the underspend at the year-end, in comparison to the period 12 outturn, totals £0.080 million and is mainly due to good progress on the Early Years 1,140 hours programme. Again, this is a timing issue only, with funding for the overall spend on this programme already identified.
- 4.5. The progression of a number of projects has been impacted by the ongoing lockdowns due to Covid-19. Any underspend on these projects, along with the funding, will carry forward into next financial year as required. An update on the 2021/2022 programme is detailed in a separate report to this Committee.
- 4.6. **Year End and Accounting Adjustments:** While sections 4.1 to 4.5 detail the position on the Capital Programme as set, Accounting Regulations mean that adjustments are required to report spend correctly as either Capital or Revenue for the purposes of publishing our Annual Accounts. This includes where spend from the Capital Programme is on assets that are not owned by the Council or where spend must be classed as Revenue due to the nature of the spend. This adjustment has no physical impact on projects – it is an accounting entry only.
- 4.7. From reviewing the Council's Revenue and Capital spend for Education Resources, £0.056 million of Capital spend is required to be recorded as Revenue spend. Conversely, £0.520 million of Revenue spend should be recorded as Capital. These transfers mean that, for the purpose of publishing our Annual Accounts only, there is Capital spend of £23.105 million.

5. Employee Implications

- 5.1. There are no employee implications as a result of this report.

6. Financial Implications

- 6.1. The financial implications are detailed in section 4.

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 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.

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)

11 August 2021

Link(s) to Council Values/Ambitions/Objectives

- Accountable, Effective, Efficient and Transparent

Previous References

- Education Resources Committee, 1 June 2021

List of Background Papers

- Financial ledger to 31 March 2021

Contact for Further Information

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

Lorraine O'Hagan, Finance Manager (Strategy)

Ext: 2601 (Tel: 01698 452601)

E-mail: lorraine.o'hagan@southlanarkshire.gov.uk

**South Lanarkshire Council
Capital Expenditure 2020-21
Education Resources Programme
For Period 1 April 2020 – 31 March 2021**

<u>Education Resources</u>	Base Budget £000	Budget Adjustments £000	Slippage/ Acceleration £000	Total Budget £000	Actual Expenditure £000
Primary School Modernisation Programme	417	0	0	417	163
ICT Developments	3,500	1,953	0	5,453	3,856
Early Years 1,140 Hours	12,879	425	0	13,304	14,777
Other	4,657	649	0	5,306	3,845
TOTAL	21,453	3,027	0	24,480	22,641

Accounting Adjustments:

Less: Transfers to Revenue	(56)
Add: Transfers to Capital from Revenue	520
2020/21 Outturn Position (Accounting Basis Only)	23,105

Report

6

Report to:	Education Resources Committee
Date of Meeting:	31 August 2021
Report by:	Executive Director (Finance and Corporate Resources) Executive Director (Education Resources)

Subject:	Capital Budget Monitoring 2021/2022 - Education Resources
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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 2021 to 16 July 2021.

2. Recommendation(s)

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

- (1) that the Education Resources capital programme of £20.400 million, and expenditure to date of £3.119 million, be noted.

3. Background

3.1. This is the first capital monitoring report presented to the Education Resources Committee for the financial year 2021/2022. Further reports will follow throughout the year.

3.2. The budget of £20.400 million for Education Resources is based on the overall Capital Programme for 2021/2022, which was approved by the Executive Committee on 23 June 2021.

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

4. 2021/2022 Capital Programme Update

4.1. As detailed in Section 3.2, the revised capital programme for Education Resources for 2021/2022 is £20.400 million. Anticipated spend to date was £3.328 million and spend to 16 July 2021 amounts to £3.119 million. This represents a position of £0.209 million behind profile and this mainly reflects the timing of payments.

4.2. **Accounting Adjustments:** As has been the case in previous years, it has been identified that to comply with accounting rules, Education Information Communication Technology (ICT) revenue budget totalling £0.700 million has been transferred to the 2021/2022 Capital Programme and classed as capital expenditure. The total overall budget for Education ICT across capital and revenue remains unchanged. These accounting adjustments are included in the programme of £20.400 million.

5. Employee Implications

5.1. None

6. Financial Implications

6.1. The financial implications are detailed in section 4.

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 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.

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)

12 August 2021

Link(s) to Council Values/Ambitions/Objectives

- Accountable, Effective, Efficient and Transparent

Previous References

- Executive Committee, 23 June 2021

List of Background Papers

- Financial ledger to 16 July 2021

Contact for Further Information

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

Lorraine O'Hagan, Finance Manager (Strategy)

Ext: 2601 (Tel: 01698 452601)

E-mail: lorraine.o'hagan@southlanarkshire.gov.uk

**South Lanarkshire Council
Capital Expenditure 2021-22
Education Resources Programme
For Period 1 April 2021 – 16 July 2021**

<u>Education Resources</u>	Base Budget £000	Budget Adjustments £000	Slippage/ Acceleration £000	Total Budget £000	Actual Expenditure £000
ICT Developments	3,860	-	-	3,860	628
Community Growth Areas	3,771	-	-	3,771	69
Growth and Capacities	5,780	-	-	5,780	638
Early Years 1,140 Hours	6,535	-	-	6,535	1,779
Other	454	-	-	454	5
TOTAL	20,400	-	-	20,400	3,119

Report

Report to: **Education Resources Committee**
 Date of Meeting: **31 August 2021**
 Report by: **Executive Director (Finance and Corporate Resources) and Executive Director (Education Resources)**

Subject: **Education Resources – Workforce Monitoring – April to June 2021**

1. Purpose of Report

1.1. The purpose of the report is to:-

- ◆ provide employment information for April to June 2021 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 April to June 2021 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 13 March 2021

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 April to June 2021.

4. Monitoring Statistics

4.1. Attendance Statistics (Appendix 1)

Information on absence statistics is analysed for the month of June 2021 for Education Resources.

The Resource absence figure for June 2021 was 3.5%, which has decreased by 0.9% when compared to last month and is 1.2% lower than the Council-wide figure. Compared to June 2020, the Resource absence figure has increased by 2.2%.

Based on the absence figures at June 2021 and annual trends, the projected annual average absence for the Resource for 2021/2022 is 3.7%, compared to a Council-wide average figure of 4.5%.

For the financial year 2021/2022, the average days lost per employee equates to 9.2 days, compared with the overall figure for the Council of 11.0 days per employee.

The attendance information contained in this report includes absences as a result of Covid-19, and employees are being supported through this difficult time to maintain attendance levels where they can. As this report was being prepared, at 28 June 2021, the Council overall absence level was 4.05% with 0.41% of this relating to Covid-19 for sickness and special leave.

4.2. Occupational Health (Appendix 2)

In terms of referrals to occupational health, which include medical examinations and physiotherapy, overall, 465 referrals were made this period, an increase of 392 when compared with the same period last year.

4.3. Accident/Incident Statistics (Appendix 2)

There were 236 accidents/incidents recorded within the Resource this period, an increase of 197 when compared to the same period last year. The new electronic reporting system is in place and enables a more timely process for reporting incidents. The improved reporting system together with the ongoing work of Education Resources to promote and embed the PPRUDB framework across all establishments provides a foundation for analysing data, building capacity and targeting interventions with a view to reducing incidents.

On further analysis of this data, 217 reports relate to physical incidents (92% of the total number reported).

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

Six disciplinary hearings were held within the Resource this period, which is an increase of 5 when compared with the same period last year. No grievance hearings were raised within the Resource this period, which is a decrease of 1 when compared with the same period last year. No Dignity at Work complaints were raised within the Resource this period, which remains unchanged when compared with the same period last year.

4.5. Analysis of Leavers (Appendix 2)

There were 32 leavers in the Resource this period who were eligible for an exit interview. This figure has increased by 24 when compared with the same period last year. Exit interviews were held with 25% of employees compared with 75% for the same period last year.

4.6. When processing an employee termination, managers are asked to identify whether they intend to replace the employee who had left the Council. If they indicate that they do not intend to replace the employee, they are asked to select from four 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 April to June 2021, 77 employees in total left employment. Managers indicated that 72 (52.77 FTE) posts were being replaced, 1 post (0.74 FTE) is being transferred to another post, 2 posts (2.00 FTE)

were due to the end of fixed term contracts and 2 posts (0.84 FTE) are being held pending service reviews.

5. Staffing Watch

- 5.1. There has been an increase of 96 in the number of employees in post from 12 December 2020 to 13 March 2021.

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)

12 July 2021

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 – 1 June 2021

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:-

Laurane Rhind, Personnel Services Manager

Ext: 4239 (Tel: 01698 454721)

E-mail: Laurane.Rhind@southlanarkshire.gov.uk

ABSENCE TRENDS - 2019/2020, 2020/2021 & 2021/2022
Education Resources

APT&C				Teachers				Resource Total				Council Wide				
	2019 / 2020	2020 / 2021	2021 / 2022		2019 / 2020	2020 / 2021	2021 / 2022		2019 / 2020	2020 / 2021	2021 / 2022		2019 / 2020	2020 / 2021	2021 / 2022	
April	3.5	3.9	4.8	April	2.9	2.9	2.5	April	3.2	3.3	3.5	April	4.0	4.4	4.3	
May	4.2	2.2	5.7	May	3.2	1.4	3.2	May	3.6	1.8	4.4	May	4.4	3.1	4.9	
June	3.8	1.8	4.7	June	2.7	0.9	2.6	June	3.2	1.3	3.5	June	4.4	2.7	4.7	
July	2.4	1.3		July	1.2	0.5		July	1.7	0.9		July	3.4	2.3		
August	2.8	2.7		August	1.3	1.2		August	2.0	1.8		August	3.7	3.1		
September	4.3	4.8		September	2.5	2.7		September	3.3	3.6		September	4.5	4.2		
October	4.5	5.4		October	2.6	3.2		October	3.5	4.1		October	4.6	4.8		
November	5.8	6.6		November	3.8	4.6		November	4.7	5.5		November	5.5	5.8		
December	5.5	6.5		December	3.8	4.7		December	4.6	5.5		December	5.7	5.6		
January	5.1	4.8		January	3.4	2.7		January	4.2	3.6		January	5.3	4.8		
February	5.7	4.7		February	3.8	2.5		February	4.6	3.5		February	5.6	4.8		
March	7.1	5.6		March	4.8	2.9		March	5.8	4.1		March	6.2	4.9		
Annual Average	4.6	4.2	4.8	Annual Average	3.0	2.5	2.8	Annual Average	3.7	3.3	3.7	Annual Average	4.8	4.2	4.5	
Average Apr-Jun	3.8	2.6	5.1	Average Apr-Jun	2.9	1.7	2.8	Average Apr-Jun	3.3	2.1	3.8	Average Apr-Jun	4.3	3.4	4.6	
No of Employees at 30 June 2021			3254	No of Employees at 30 June 2021			3930	No of Employees at 30 June 2021			7184	No of Employees at 30 June 2021			16086	

For the financial year 2021/22, the projected average days lost per employee equates to 9.2 days.

EDUCATION RESOURCES

	Apr-Jun 2020	Apr-Jun 2021
MEDICAL EXAMINATIONS		
Number of Employees Attending	30	101
EMPLOYEE COUNSELLING SERVICE		
Total Number of Referrals	5	42
PHYSIOTHERAPY SERVICE		
Total Number of Referrals	19	174
REFERRALS TO EMPLOYEE SUPPORT OFFICER	18	139
REFERRALS TO COGNITIVE BEHAVIOUR THERAPY	1	9
TOTAL	73	465

CAUSE OF ACCIDENTS/INCIDENTS	Apr-Jun 2020	Apr-Jun 2021
Over 7 day absences	2	0
Over 3 day absences**	0	1
Minor	0	9
Near Miss	0	3
Violent Incident: Physical****	37	217
Violent Incident: Verbal*****	0	6
Total Accidents/Incidents	39	236

*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	Apr-Jun 2020	Apr-Jun 2021
Total Number of Hearings	1	6

Time Taken to Convene Hearing Apr - Jun 2021

0-3 Weeks
2

4-6 Weeks
1

Over 6 Weeks
3

RECORD OF GRIEVANCE HEARINGS	Apr-Jun 2020	Apr-Jun 2021
Number of Grievances	1	0
Number Resolved at Stage 2	1	0

RECORD OF DIGNITY AT WORK	Apr-Jun 2020	Apr-Jun 2021
Number of Incidents	0	0

ANALYSIS OF REASONS FOR LEAVING	Apr-Jun 2020	Apr-Jun 2021
Career Advancement	3	2
Poor Relationship with Manager/Colleagues	0	1
Further Education	0	2
Childcare/caring responsibilities	0	1
Dissatisfaction With Terms and Conditions	0	1
Other	3	1
Number of Exit Interviews conducted	6	8

Total Number of Leavers Eligible for Exit Interview	8	32
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Percentage of interviews conducted	75%	25%
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Appendix 2a

	Apr - June 2021		Cumulative total	
	FTE*	H/C**	FTE	H/C
Terminations/Leavers	56.35	77	56.35	77
Being replaced	52.77	72	52.77	72
Filled on fixed term basis	0.00	0	0.00	0
Plan to transfer this budget to another post	0.74	1	0.74	1
End of fixed term contract	2.00	2	2.00	2
Held pending service Review	0.84	2	0.84	2
Plan to remove for savings	0.00	0	0.00	0

**Joint Staffing Watch Return
Education Resources**

1. As at 13 March 2021

	MALE		FEMALE		TOTAL					
	F/T	P/T	F/T	P/T						
Teachers	685	71	2311	778	3845					
Other	141	81	563	2218	3003					
Total Employees	826	152	2874	2996	6848					
*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	1.00	0.00	4.60	3509.40	3515
Other	1.00	1080.74	824.42	138.29	49.04	12.06	4.00	58.73	4.80	2173.08

1. As at 12 December 2020

	MALE		FEMALE		TOTAL					
	F/T	P/T	F/T	P/T						
Teachers	692	69	2329	771	3861					
Other	138	80	518	2155	2891					
Total Employees	830	149	2847	2926	6752					
*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	1.00	0.00	4.60	3529.00	3534.6
Other	1.00	1027.84	794.54	139.45	50.04	12.60	4.00	57.83	4.80	2092.1

Report

8

Report to: **Education Resources Committee**
 Date of Meeting: **31 August 2021**
 Report by: **Executive Director (Education Resources)**
Executive Director (Housing and Technical Resources)

Subject: **Acquisition of Nursery Modular Units at St John the Baptist Primary School, Uddingston**

1. Purpose of Report

1.1. The purpose of the report is to:-

- ♦ seek approval for the acquisition of the nursery modular units at St John the Baptist Primary School, Uddingston.

2. Recommendation(s)

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

- (1) that the Council purchase and acquire the modular accommodation at St. John the Baptist Primary School Nursery, Uddingston on the terms and conditions outlined in Section 5 and take forward the proposed alterations highlighted in this report from the existing capital funding budget for early years and;
- (2) that the Executive Director (Housing and Technical Resources), in consultation with the Head of Administration and Legal Services, if appropriate, be authorised to conclude all matters in respect of the acquisitions and to enter into the necessary legal agreements on terms which are in the best interests of the council.

3. Background

- 3.1. In 2013, the Council entered into an annually renewable lease with Portakabin Limited to provide a modular nursery building within the grounds of St. John the Baptist Primary School, Uddingston. The units were to be leased for an initial 2-year period to be utilised as the nursery for the nearby Muiredge Primary School Nursery Class, during the construction of this new school and nursery. The new Muiredge Primary School and Nursery Class was occupied in August 2016. However, during the period of decant, the Early Years Service experienced a large growth in nursery place applications in the Uddingston area and a new permanent Nursery Class for 32 children was opened at St. John the Baptist Primary School in August 2016, utilising the modular units already in situ for the Muiredge Nursery decant. This provision allowed local children to attend Early Learning and Child Care in their local community.
- 3.2. At this time, the Council made enquiries to Portakabin Limited with a view to acquiring the rented units as the new nursery at St. John the Baptist is a permanent facility. Portakabin responded that, as the units were part of their lease portfolio, they were

not in a position to sell until they had made the necessary return on their investment. They have confirmed that they are now in a position to sell the units.

- 3.3. The proposal is for the Council to undertake alterations to the modular units on the site at St John the Baptist if agreement is reached on the purchase of the modular units. With the units in the ownership of the council, we would be in a position to upgrade them to the same specification which has recently been undertaken to the nursery modular units at St. Brides Primary School, Bothwell. At this nursery, the council already owned the units and a roof and brick façade was erected to provide a more permanent building which was sympathetic to the design of the existing school. The works also provided better insulation standards and a sloping roof to minimise the potential of standing water and the possibility of roof leaks. Internal alterations were also carried out to make the building a better fit for the Early Learning and Child Care Curriculum. This project has been a very successful one where we can replicate the good practice and lessons learned for the proposed build at St John the Baptist.
- 3.4. The cost of a new 5-year rental agreement for the nursery units would be £100,320 excluding VAT, however, Portakabin offered to reduce this to £90,960 plus VAT as an alternative to purchase. Portakabin have confirmed that they would now sell the units at a purchase price of £125,000 excluding VAT. The lease can now be terminated at any time.

4. Property Options

- 4.1. An options appraisal has been carried out and these are summarised below.
- 4.1.1. The Council could allow the existing contract to end in June 2022 and find alternative arrangements for the provision of nursery provision. This would, however, require the St. John the Baptist Nursery Class to be decanted for a period of time as the removal of the existing nursery units and their replacement could not be undertaken over the summer recess. The existing rented units are 148 m² in area and Housing and Technical Resources (Design Services) have estimated a traditional new build replacement would require a budget of around £0.9m, including the costs of providing a decant nursery during construction. Based on timescales for similar buildings, the decant period could be 12 months. This is not considered to be a viable option.
- 4.2. Renew the lease agreement
- 4.2.1. The initial cost for a five-year period would be £90,960 excluding VAT, however, the Council would, at the end of the lease period, be back in the same position as it is now and require either to:-
- ◆ enter into a further lease agreement
 - ◆ purchase the units
 - ◆ build a new facility

This option is considered to be an extension of the lease agreement and does not provide a viable long term solution.

- 4.3. Purchase the modular units
- 4.3.1. The purchase price would be £125,000 excluding VAT as detailed in para 3.4 above. This is considered to be the most viable option in terms of best value and in ensuring continuity of early years provision for families.

5. Recommendation

- 5.1. The Council, having undertaken an options appraisal, is, therefore, invited to consider the benefits of purchasing the nursery units are follows:-

- ◆ provide a revenue saving of £18,192 per annum to the Council
- ◆ allow the Council to undertake alterations and adaptations to the nursery building to better meet the needs of children and families. (Currently all alterations or adaptations require to be approved and undertaken by Portakabin Ltd.)
- ◆ allow the Council to upgrade the nursery building, consistent to the quality of the nursery buildings being provided through the 1140 hours, Early Learning and Child Care Programme and to provide a high quality learning experience for all children
- ◆ the Council has funding of £0.395m within the current capital programme to purchase and upgrade the nursery accommodation at St John the Baptist Primary School (see also para 7.1)

5.2. It is recommended that the Council acquire the modular units from Portakabin Ltd at a purchase price of £125,000 excluding VAT.

6. Employee Implications

6.1. There are no employee implications to be considered at this time.

7. Financial Implications

7.1. The council has approved £0.395m within the current capital programme to undertake improvements and expansion of nursery provision in the Uddingston area. This funding will be sufficient to purchase and upgrade the nursery unit and allow it to become a permanent facility for Early Learning and Childcare within the Uddingston area.

7.2 There would be an annual revenue saving of £18,192 for rental of the unit.

8. Climate Change, Sustainability and Environmental Implications

8.1. The upgrading and improvement of the modular units will meet South Lanarkshire council requirements in respect to Climate Change, Sustainability and Environmental Implications wherever possible and practical. Opportunities for using renewable technologies will also be explored.

9. Other Implications

9.1. There are no other implications to be considered at this time.

10. Equality Impact Assessment and Consultation Arrangements

10.1. There was no requirement to carry out an Equality Impact Assessment in terms of this report.

10.2. Consultation has taken place with Housing and Technical Resources, Legal Services, Finance Services, the headteacher and other stakeholders including Portakabin Limited.

Tony McDaid
Executive Director (Education Resources)

Daniel Lowe
Executive Director (Housing and Technical Resources)

3 August 2021

Link(s) to Council Values/Ambitions/Objectives

- Improve achievement, raise educational attainment and support lifelong learning
- Ensure schools and other places of learning are inspirational

Previous References

- None

List of Background Papers

- None

Contact for Further Information

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

Lynn Sherry, Head of Education (Support Services and School Estate)

Ext: 5620 (Tel: 01698 455620)

E-mail: lynn.sherry@southlanarkshire.gov.uk

Report

9

Report to: **Education Resources Committee**
 Date of Meeting: **31 August 2021**
 Report by: **Executive Director (Education Resources)**
Executive Director (Finance and Corporate Resources)

Subject: **Pathfinders Initiative: Care Experienced Children and Children on the Edges of Care**

1. Purpose of Report

1.1. The purpose of the report is to:-

- ♦ advise on the proposed extension of the Pathfinder initiative to support care experienced young people and children on the 'edges of care' together with proposed staffing arrangements and governance structure.

2. Recommendation(s)

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

- (1) the content of the report be noted;
- (2) that the extension of the Pathfinder initiative is approved with the posts at section 6 added to the establishment; and
- (3) that the research findings showing the impact and benefit of the Pathfinder Initiative at Appendix 1 be noted.

3. Background

- 3.1. As part of the Learning Recovery report noted at the Education Resources Committee on 1 June 2021, a range other programmes and activities were identified in order to support learners in their recovery, including the extension of the Pathfinders Initiative in secondary schools.
- 3.2. The Pathfinders pilot was established in the Cambuslang and Rutherglen locality in April 2019. The initiative was established following a series of meetings with representatives from Education (including Youth, Family and Community Learning Service and senior school staff), Social Work, and Finance and Corporate Resources, who agreed that a distinct piece of work was required to achieve better outcomes for children and their families living in this locality.
- 3.3. The aim of the project was to deliver support as early intervention in a non-statutory way. The initiative was delivered across 52 weeks to target critical periods such as points of transition and summer and spring break holiday periods where disengagement from school may become a significant issue for particular children and their families. Support was provided holistically across the settings of school, community and the home.

- 3.4. As a result, six Pathfinders Officers (YFCL Officers) were externally recruited to work across each of the three Cambuslang and Rutherglen High Schools (two deployed per school). The Pathfinder Officers were supported through existing management structures within Youth Family and Community Learning Service, where CPD and team development and support was provided, ensuring a Community Learning and Development approach was used throughout. Day to day line management was provided by the Head Teacher or an identified Depute.
- 3.5. A multi-agency steering group was established to support the development of the initiative and ensure that a whole system approach was provided to enable best possible practice. Chaired by the YFCL Locality Manager, representatives on the group included; three Head teachers; Senior Manager (Pupil Support); Social Work Manager; Educational Psychologist; and Youth Employability Worker. Further inputs were provided by other services and organisations as required.

4. Current Position

- 4.1. The Pathfinder Initiative has engaged with 238 young people and their families. Of these engagements, 99 are long term commitments. The referrals that are made through Joint Assessment Team (JAT) meetings (known as House meetings in Cathkin High School) are made for a variety of reasons that include: attendance; peer influence; poverty/financial concerns; offending in the community; anger management; use/impact of drugs and alcohol; and general health and wellbeing concerns.
- 4.2. Support is bespoke and provided through individual and group support. Home visits and parental engagement are key elements of the role. Pathfinder staff are well connected to key partners in the wider community to ensure appropriate referrals into and out of the provision. CLD approaches are utilised to ensure a non-judgemental and non- statutory engagement with service users. Staff training is a key part of the process and Pathfinders personnel undertake a wide range of training to ensure their 'tool box' remains relevant. Training for staff has included:
 - Adverse Childhood Experience training
 - Nurture training
 - Psychological Services Attachment Strategy
 - Just Ask
 - Families Outside (of the shadows) parents/carers in custody
 - FAIR
 - Steps to Excellence and PX2 Personal Development Course facilitators training
 - Low Intensity Anxiety Management
- 4.3. Each locality delivers a mixed programme of group work, one-2-one, parental/family engagement and drop-in.

Most of the group work sessions take place within school grounds, one-2-one can take place in school grounds, in home or external venue depending on individual circumstances, parental/family engagement is almost always in home setting.
- 4.4. Drop-in sessions occur during break or lunch period and offer the opportunity for development of relationships and trust between young people and staff. This is a crucial component for positive impact.

- 4.5. A variety of group work programmes are offered to enhance engagement, provide positive experience through achievement and instil a feeling of self-worth and value within young people.

These include:

- Street smart- issue based risk management workshops in partnership with Police Scotland.
- Family cooking- online based whole family programme around developing healthy meals.
- Bridges- personal development programme for senior pupils who have opted out of formal education, delivered outwith school settings.
- Volunteer programme- opportunity for young people to provide mentoring and support role to new students.

- 4.6. Successful outcomes are strongly influenced by the positive engagement with parents/carers. By building these strong relationships Pathfinders personnel are able to identify the hidden issues that have negative impact on young people and stagnate progression. Pathfinders Officers often offer a support/ advocacy role in engagement with housing, social work, benefits agencies etc.

5. Impact of Provision

- 5.1. Staff have provided positive feedback on the programme, reporting improved attendance and participation of those engaged.
- 5.2. Extensive independent research has been carried out to analyse the impacts and benefits of this project to young people and their families, and the key lessons to be considered in any effective roll out. Attached as Appendix 1 is the report detailing the research findings.
- 5.3. The Pathfinder Initiative has also had some unintended outcomes. As part of a national pilot, a further £10k was secured to deliver a programme that combatted 'Holiday Hunger'. Full details of the programme and review of the pilot programme can be found here:

<https://www.youthlinkscotland.org/news/november-2020/food-insecurity-pilot-demonstrates-youth-work-benefits-in-tackling-learning-loss/>

- 5.4. A further £18k of grant funding has been distributed directly to families through individualised support. This additional funding has come from agencies such as the Aberlour Trust and Buttle UK.
- 5.5. Through promotion of the programme and a consolidated reputation for delivering outcomes, the Pathfinders programme has also been supported by Inclusion as Prevention funding, to extend into two local primary schools on a short term trial basis, to enable earlier intervention and smoother transition for key families.

6. Moving Forward

- 6.1. Locality meetings were convened in June 2021 to inform secondary Head Teachers of the Pathfinders research. This input was provided by the researcher and a Head Teacher whose school community was a beneficiary of the programme. Successes and key features of the effective roll out were shared, as well as practical arrangements.

- 6.2. Attendees were invited to express an interest in taking the programme forward within their own schools, ensuring the integrity of the initiative was taken into consideration.
- 6.3. The programme, where scale allows, should have two Pathfinders per school. This ensures continuity of support over a 52 week period.
- 6.4. £380k of central funding will be provided and schools will also use PEF/SAC monies to augment provision.
- 6.5. Proposed structure
- 6.5.1. Pathfinders will continue to be governed by a multi-agency steering group to ensure the programme can continue to have maximum benefit that takes into account any demographic differences. This group would be chaired by the allocated YFCL Locality Manager who will continue to provide strategic support and direction, ensuring CLD methodology and approaches are deployed.
- 6.5.2. A further 10 Pathfinders (YFCL Officers) will be recruited to meet expressed demand. These posts will be offered as a secondment or on a temporary basis of 23 months.
- 6.5.3. The extension of the programme requires an additional YFCL Coordinator from current staffing, to provide CPD, team development and support. YFCL would meet additional costs to backfill such a post through 23-month secondment.
- 6.5.4. Day to day line management would be carried out by the Head Teacher, in line with agreed CLD parameters to ensure a holistic approach both within the school, the home and wider community.

7. Employee Implications

- 7.1. The following posts will be added to the Education Resources establishment for a fixed term period of 23 month as detailed below:

Post	Proposed Number of Posts (FTE)	Grade	SCP Range	Hourly Rate	Annual Salary	Gross Cost inc on costs 30.3%
YFCL Officer	10	Grade 3 Level 2	63 - 65	£18.08 - £18.60	£32, 994 - £33,943	£429,914 - £442,279
YFCL Team Leader	1.0	Grade 3 Level 4	72 – 74	£20.61 - £21.25	£37,611 - £38,779	£49,007 - £50,529
YFCL Co-Ordinator	1.0	Grade 3 Level 8	79 – 80	£22.89 - £23.24	£41,771 - £42,410	£54,428 - £55,261

8. Financial Implications

- 8.1. The continuation of the current programme will be funded from Learning Recovery funds and Care Experienced Attainment allocation. The programme extension will be funded at £0.380m from targeted learning recovery central funding and participating schools will commit PEF/SAC monies to augment provision.
- 8.2. Learning Recovery funding will be allocated to this initiative from October 21 to August 23 in line with the staffing requirements.
- 8.3. Total contributions for each period:

Central Funding			
Oct 21 – Mar 22	Apr 22 – Mar 23	Apr 23 – Aug 23	Total
94,920	205,655	79,100	379,675

PEF/SAC Funding			
Oct 21 – Mar 22	Apr 22 – Mar 23	Apr 23 – Aug 23	Total
94,920	205,655	79,100	379,675

9. Climate Change, Sustainability and Environmental Implications

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

10. Other Implications

- 10.1. None

11. Equality Impact Assessment and Consultation Arrangements

- 11.1. 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.
- 11.2. Engagement with children, young people and families is a fundamental component of the Pathfinder initiative as is regular dialogue with school staff and partner agencies, including funding providers.

Tony McDaid

Executive Director (Education Resources)

Paul Manning

Executive Director (Finance and Corporate Resources)

6 August 2021

Link(s) to Council Values/Ambitions/Objectives

- Protect vulnerable children, young people and adults.
- Deliver better health and social care outcomes for all.
- Support communities by tackling disadvantage and deprivation and supporting aspiration.
- Improve achievement, raise educational attainment and support lifelong learning.
- Ensure schools and other places of learning are inspirational.
- Encourage participation in physical and cultural activities.

Previous References

None

List of Background Papers

None

Contact for Further Information

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

Anne Donaldson, Head of Education (Inclusion)

Ext: 4452 (Tel: 01698 454452)

E-mail: anne.donaldson@southlanarkshire.gov.uk

Cambuslang and Rutherglen Pathfinder Initiative

Impact and implementation factors

June 2021

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Section 1 Executive summary

This is the second of two research reports (First Pathfinder Report, March 2020), investigating research questions identified by Children's Services:

1. What is the impact of the Youth, Family and Community Learning (YFCL) Pathfinder Initiative in Cathkin, Stonelaw and Trinity High Schools?
2. What are the key elements, critical qualities, attitudes, and behaviours to be considered in any further implementation?

Findings

1. Using qualitative and action research methods over a period of 18 months, analysis of the responses on impact from a wide range of research participants would indicate that:
 - the Pathfinder Initiative enhances individual capacities for learning and promotes engagement in learning
 - the Pathfinder officers establish supportive and nurturing relationships throughout school and at points of transition
 - the effective partnerships promoted by the Pathfinder officers facilitate social support networks, which mitigate the risk of negative outcomes

- the policies, practice, and culture of the Pathfinder Initiative, which have developed since 2019, support key local and national policies and agendas including Getting it right for every child (GIRFEC), the South Lanarkshire Council Attachment Strategy for Education Resources (2020), South Lanarkshire Council's Children's Services Plan (2021-2023) and the recommendations of the Independent Care Review, in particular The Promise (2020)
 - the core commitment of the Pathfinder officers to establish effective links with community and Children's Services partners supports the integration of services for young people
 - the Pathfinder officers actively work within the complex system of relationships in a young person's environment. They are well positioned to gain and to share insight with partners about the complexities of behavioural difficulties, and the dynamic interplay of socio-cultural, genetic, and contextual factors that may affect a young person's behaviour.
2. Key elements identified in successful implementation of the Pathfinder Initiative in other establishments would include:
- Pathfinder officers being based and integrated within schools, while retaining professional management and peer links with Community Learning and Development (CLD) colleagues in the YFCL Service
 - a Pathfinder recruitment process led jointly by school and YFCL
 - opportunities for school and CLD staff to gain an understanding of the role and core competencies of each profession. Although the underpinning theory of CLD is educational, and there is much in common with teachers, it would be beneficial for school staff to gain an overview of the philosophy, values, and skill base of the CLD profession
 - multi agency discussion which clarifies the range of appropriate and timely referrals to Pathfinder and the place of Pathfinder in the staged intervention process.

Section 2 Background

As a result of committed leadership, discussion and collaboration between Education, Social Work and Corporate Resources during 2018, the Pathfinder Initiative was established in three secondary schools in Cambuslang and Rutherglen in 2019. The aim of the initiative was to promote effective early intervention and to consider how best to promote resilience and support young people on the 'edges of care', who experienced significant barriers to learning and whose health and wellbeing were at risk. This supported the agenda of the Scottish Government's Independent Care Review (2017-2020).

Factors which influenced the decision to pilot the initiative in the Cambuslang and Rutherglen area included the high number of young people under 20 from low-income families; the highest rate in the authority for alcohol and/or drug admissions to services; higher social work referrals for Child and Family services than the South Lanarkshire average; relatively more of the locality's economically inactive population were unemployed and significantly more were long term sick or disabled.

An integral part of the implementation of the pilot initiative was a commitment by Children's Services to undertake a rigorous and scientific research programme exploring impact and outcomes, in order to inform decision making and influence the quality of future implementation. A research programme was commissioned which had a temporal element to it, to allow a focus on impact and development over time but also to avoid the positive recency effect around new initiatives. It also provided time for the researcher to gain insight into the informal reality of organisations, which can only be fully perceived over time and from the inside of an organisation.

Section 3 Methodological approach undertaken, and methods chosen for data collection and analysis

3.1. Research methodology

Well defined research questions (see section 1) guided the data collection, and a qualitative research approach was chosen as the most appropriate way to explore the underlying social and psychological processes. It was acknowledged that quantitative data is equally important. However, this research study aimed to access some of the complex realities and deeper meanings of everyday life for young people, families and the agencies which support them. Unlike quantitative data analysis, which tends to discard 'outliers', qualitative research gives voice to exceptional and unusual views, in order to gain a more complete understanding of the situation being explored, while also looking for common threads of meaning.

The research approach was also influenced by action research methodology where the researcher aims to be immersed in the context and to work with participants as collaborators in the research activity. The views of the research participants to some extent influenced the research direction.

3.2. Research informed by context.

To ensure an understanding of the existing context i.e., structures, processes, and issues, the six Pathfinder officers met and liaised with the researcher throughout the research programme during school visits, and by emails and telephone conversations. It is noteworthy that the Pathfinder officers showed a clear readiness and openness to support the research programme and evidenced a strong commitment to quality improvement.

Regular liaison meetings and discussions took place from the start of the research programme, in particular with the Head of Education (Inclusion), the Head of Children and Justice Services and Chief Social Work Officer, and the two members of the Pathfinder management team. There were also ongoing discussions with the Head Teachers of the three secondary schools, members of the multi-agency Pathfinder steering group and the Youth, Family and Community Learning Manager.

In addition to these regular links, productive meetings took place throughout the programme both with key staff from South Lanarkshire Council Children's Services, including:

- Senior Manager Pupil Support (Cambuslang/Rutherglen)
- SWR Children and Justice Services Manager
- SWR Children and Justice Services Team Leader
- SWR Fieldwork Manager (Cambuslang/Rutherglen)
- SWR Service Manager Children's Services (Corporate Parenting)
- YFCL Junior Pathfinder officers
- MCR Pathways officers
- contact with a member of CAMHS

and with appropriate local and national groups including:

- Education Scotland CLD Inspection team
- the Director of the CLD Standards Council Scotland
- Youth Work and Schools Partnership Manager of YouthLink Scotland
- 'Edges of Care' hub of the Independent Care Review

- Centre for Excellence for looked after children in Scotland (CELCIS)
- Senior Lecturer in Community Development, University of Glasgow
- Chief Executive of COVEY Befriending and Mentoring, Lanarkshire
- Dartington Social Research Unit (regarding Junior Pathfinder).

3.3. Research methods

The main method chosen to collect data was audio-recorded individual semi-structured interviews, with an allocated time of up to 1 hour 15 minutes, in order to avoid participants feeling they had insufficient time to reflect. The semi-structured and flexible nature of the interview ensured categories for discussion were not all predetermined and allowed participants to discuss issues about Pathfinder that were important to them and which the researcher had not anticipated. All recorded interviews were transcribed solely by the researcher and only the researcher had access to the recordings.

'Reflexive Thematic Analysis' (RTA) was chosen as an appropriate method to code the transcribed interviews and identify themes from the data. RTA has been shown in a wide range of national and international research papers to be particularly useful for producing analysis suited to informing policy, practice, and implementation.

Document analysis was another method used to explore planning and recording documents which were being developed by the Pathfinder service.

In the many school visits and virtual meetings throughout the research programme, field notes were maintained by the researcher to provide a record of the research journey and inform observations in this report.

3.4. Research participants

In-depth interviews and case studies took place with a representative sample of young people and their parents and carers, ensuring young people with a range of age, gender, family situation and reason for referral to Pathfinder. Mental health challenges, including anxiety, and being at risk for self-harm and suicide, were included in the reasons for referral for some of the case studies. Behavioural reasons were also cited as well as experience of traumatic bereavement and loss, changes of care base and substance abuse. Many of the life histories of the young people were complex, multifaceted, and affected by early childhood trauma. Young people who received support from Pathfinder and who experienced barriers to learning through social and communication challenges including autism, as well as medical issues, and who had agreed to be research participants, were included in the case studies.

A representative sample of participants from partner agencies were also invited and agreed to participate in the research programme. They included one or more representatives of the following:

- SWR Fieldwork Manager
- Case Social worker
- SWR Family Support worker
- School nurse
- Campus police officer, Police Scotland
- Head Teacher
- Depute Head Teacher
- Principal Teacher Pupil Support
- Senior Manager Pupil Support
- Housing Officer

- Educational psychologist
- Pathfinder management
- Members of YFCL, who were not part of the Pathfinder initiative
- Housing officer.

All 6 Pathfinder officers were interviewed as part of the research programme.

A total of 42 semi-structured research interviews were carried out, recorded, and transcribed by the researcher. These interviews lasted on average 1 hour 5 minutes. Furthermore, follow-up meetings with young people and parents and the researcher took place some months after the initial interviews to capture any further reflections over time or any changes in views of Pathfinder. The follow-up meetings included one young person who had left school since the initial interview and was very willing to take part in the research again.

3.5. Ethical considerations

The research programme was characterised by:

- openness of purpose outlined in an information sheet provided for all research participants, to be read well in advance of a research interview
- ensuring research participants were not placed in any harm
- maintaining anonymity and confidentiality
- ensuring signed informed consent
- providing the opportunity at any point for research participants to withdraw their consent.

The majority of research interviews were face-to-face, and audio recorded. However, due to the pandemic restrictions some research participants were interviewed, and audio recorded on a virtual platform. All transcriptions, face-to-face or on a virtual platform, were transcribed solely by the researcher. The British Psychological Society (BPS) guidelines for ethical practice in psychological research were strictly adhered to, including specific BPS guidance for psychological research online.

Section 4 Findings and discussion

When research participants are quoted from the transcribed interviews, 'P' is used whenever the individual name of a Pathfinder officer was mentioned.

Research question 1 What is the impact of the Youth, Family and Community Learning Pathfinder initiative in Cathkin, Stonelaw and Trinity High Schools?

Part of the context of this research question are the CLD values, knowledge and skill base brought by the Pathfinders officers. This research question is also set with an acknowledgement that some of the most profound, formative impact on the life of a young person may only be fully realised in the long term.

Identified themes

- Providing a secure base and safe haven for young people through the power of positive relationships

There were common threads in the responses throughout every research interview about Pathfinder promoting positive relationships, leading to feelings of safety and security in young people. Trust was a word used frequently about Pathfinder in the research interviews

with young people. *"I know they keep me in mind even when I leave their room and go to classes. I can always trust P."* (S2 pupil). Another pupil from S4 commented *"Going into their room at breaks and then having time just with P, made me feel like I was part of a family"*.

In this way, Pathfinder would seem to support attachment or bonding to school. The research literature discusses how attachment to school affects the degree of commitment to and engagement with schooling felt by pupils and reflects a sense of value and purpose in school. Research evidence shows the healing power of relationships in young people who have experienced developmental trauma and /or neglect. It would seem that the relational approach taken by Pathfinder promotes the psychological safety of young people, which in turn can increase readiness to learn and reduce fear of failure. Bowlby (1988) talked of children and young people with an insecure attachment profile tending to form a view of themselves as undeserving of care, and viewing others, especially adults, as untrustworthy, unsafe, and undependable. Evidence presented in this research programme would seem to show that Pathfinder establish attuned and predictable relationships that are enriching and compensate to some extent. The voices of the young people involved in what were extensive interviews, gave a strong indication that they felt they could rely on the Pathfinder officer to respond to their needs in times of stress. Research highlights how this can help children and young people manage their emotions and engage in reciprocal relationships. Educational provision has the ability to provide a stability and care for young people experiencing multiple changes elsewhere in their lives, and it would seem that in partnership with school staff, there was evidence Pathfinder contributed in a significant way to this process.

Furthermore, Children's Services partners highlighted the positive impact of the relationships they observed between Pathfinder officers and their clients, as well as the positive working relationships they experienced themselves with Pathfinder. Participants provided detailed accounts of how Pathfinder had *"paved the way"* for them becoming involved with families who were very reluctant to engage and provided reassurance and practical support to help families attend crucial appointments. The words *"invaluable addition to the team around the child"* was the comment of one Children's Services practitioner.

Powerful, passionate, and moving statements were also made by parents and carers about the strength of the relationships they experienced with the Pathfinder officers. Caring, trust, and reliable were frequently mentioned and more than one parent described the relationship with their child and them as *"life-changing"*.

This underpinning CLD approach supports the South Lanarkshire Council Attachment Strategy for Education Resources (2020), and the recommendations of The Promise that young people experience *"loving, supportive and nurturing relationships as a basis on which to thrive"*. It is aligned with the importance and centrality placed in the Children's Services Plan (2021-2023) on *"promoting a culture that values relationships between the workforce, and children and young people and their families."*

The impact of these relationships was very evident in the responses by young people, parents and carers in follow-up research interviews, as they reflected on the support from Pathfinder during the restrictions caused by COVID-19. All young people, parents and carers commented on the reliable and caring contact maintained by the Pathfinder officers, and parents reported frequent telephone calls and text messages and garden visits. A young person said in her follow up interview *"P never forgot me and my mum when the virus was bad"* and all parents talked of the Pathfinder's attentiveness in quickly returning calls and texts during COVID-19. One member of school staff described the role of Pathfinder during the restrictions as *"absolutely invaluable in maintaining a strong link with the most vulnerable young people and their families and keeping me up to date and helping direct what part I could play in meeting the needs of families during the pandemic."*

It was evident that these positive, nurturing relationships, established by Pathfinder since the start of the initiative, had led to improved outcomes for the young people in the case studies. There were frequent responses from young people in the research interviews about improved attendance, more involvement in school and in community activity, awards achieved and overall, feelings of more hope about their future. The voice of an S1 pupil who was experiencing complex challenges in his life and who had been thought of as 'at risk' of failing within the mainstream setting due to behaviour difficulties, succinctly describes the change: *"I am only still in school because of all the help I got from Pathfinder. I now feel I have got a future."* The research design provided opportunities for triangulation for this evidence as the parents and carers, school and partner agencies reported the same outcomes, as did document analysis of relevant paperwork. To quote the parent of another S1 pupil, Pathfinder has *"changed school life for us."*

- Effective and skilled service delivery

Many Children's Services partners reported positive outcomes in the lives of young people and families. One participant talked of observing *"unstinting support for young people and their families."* Words such as *flexible, adaptive, responsive* and *timely* were used to describe the key attributes of the service which had made a difference. One participant reflected *"from a joint home visit with me to encourage the boy back to school at a time of crisis, to arranging financial support through a community group for the parent to be able to buy clothes for school, to contributing real insight at a Child Protection meeting, all that was for just one pupil, and everything done **just at the point it was needed**"* (emphasis from the participant). Other participants from Children's Services talked of creative and proactive responses, and one talked of *"sustained intervention over a considerable length of time"*. One Children's Services partner referred to *"sensitive responses, skilled assessments and management of risk in terms of mental health."*

Creativity was evident in the wide range of interventions and programmes implemented by the Pathfinder officers during COVID-19 restrictions and were referred to frequently in positive terms by school staff, head teachers, parents and young people during research interviews and follow up discussions.

In terms of the skill base of Pathfinder officers, referred to often by research participants, it is of relevance here that observations noted by the researcher over the period of the research programme showed evidence of the reflective and reflexive thinking of Pathfinder officers. They showed awareness of the need for all professionals to work within the limits of their professional competence and to access additional training where required and appropriate. The Low Intensity Anxiety Management (LIAM) training is an example, organised for the Pathfinder team by the Pathfinder management, in response to the high number of referrals related to anxiety. It was clear that the Pathfinder team were very open to the expertise of different agencies and were instrumental when the involvement of a specialist service was needed.

- Range of referrals

Document analysis of the reasons for referral would seem to highlight the predominant concerns about mental health and well-being and social isolation, especially relevant during lock-down.

Attendance concerns were often mentioned in the paperwork, but there was almost always a complex narrative about the young person's life which explained why attendance was poor. One research participant expressed appreciation of Pathfinder, *"mum disclosed to P some really tragic family history which explained so much...and helped us all make a more sensitive response."*

Children's Services partners, in school and external agencies, and Pathfinder officers themselves, reflected during the research interviews on the term 'edges of care'. The majority view was that 'at risk of being on the edges of care' was a more appropriate description of most of the young people referred to Pathfinder.

- Ecological approach

Many of the Children's Services partners referred to the varied levels of assessment and intervention Pathfinder operated within and noted this as a significant strength. This was further confirmed in the 'witness statements' of parents during research interviews. *"The difference P made to our whole family has been life-changing. P understands our whole life situation. There has been individual support for my daughter in school, getting me financial practical support and advice, involving a housing officer.... I could talk forever too about the help P gave me with my mental health difficulties"*.

Bronfenbrenner's Ecological Systems Theory is a powerful way to explain the complex system of relationships in a young person's environment (families, home and care settings, school, community, culture) and is a useful way to explain why the impact of Pathfinder has been seen as significant by partner agencies and parents. When explaining the reason Pathfinder made a difference in his life, one young person, in S4 at the time of the interview, showed considerable insight when he said *"P just knows what my life is about – he knows why I don't live with my mum, he knows the people I can get into trouble with where I live, he knows about my weight problems, he knows what chances are out there for me to get a job...he just gets it all."*

- Empowering young people

Reflecting on young people in their case load who received support from Pathfinder, it was noted by some Children's Services partners that Pathfinder officers empower young people, *"to attain and achieve through learning in school"*. Another partner from Children's Services used the phrase *"safety and stretch"* to describe the Pathfinder approach.

This role would support post-modern perspectives of human agency in helping young people to navigate the social world, and echoes one of the recommendations in The Promise, "Children must be listened to and meaningfully and appropriately involved in decision-making" and supports the commitment within the Children's Services Plan that "children and young people are involved in decisions that affect them."

Comments from young people and parents further reflected this theme. *".....they gave me the support to work out what the best decisions were for me, like going to classes even when I didn't feel like it."* (S5 pupil). One parent reflected, *"P helped my daughter realise she had decisions that she could make. In a way, she woke my daughter up to let everyone in the community outside of the house see her real self."* A number of parents used the word *"champion"* to describe how Pathfinder constantly looked for opportunities in school and in the community for their son or daughter to achieve; to reassure their child, improve their confidence and access their inner strengths. One parent said *"P is really approachable and there for me but at the end of the day P always says, now let's see what we can do to help your boy – always comes back to my boy as the focus."*

Research question 2 What are the key elements/critical qualities/attitudes and behaviours to be considered in any effective roll out?

This research question is aimed at quality implementation of Pathfinder in a new setting. It is about resisting a focus on snapshots of disparate parts of the Pathfinder initiative and instead looking at the deepest level of the system and what makes it work.

Identified themes

- CLD methodologies

In any further implementation of the initiative, it would be helpful to give school partners the opportunity to extend their knowledge about the philosophy, values, and skill base of CLD. Details from the CLD Standards Council for Scotland provided by the researcher on the research information sheet for partner agencies led to a number of reflections from participants. One person commented that the CLD vision for “equality, empowerment and life-wide learning for all” was wider than they had realised. Another commented that reading the information made them reconsider what they called the *“commonly held assumptions and myths about youth work within my own profession.”* However, there were also recommendations made by participants for all agencies involved in providing support to pupils in one school or a local group of schools, to have an opportunity to hear about and reflect on the core roles of their partners in Children’s Services. Linked to this was the recommendation made by many of the research participants that such dialogue should include discussion of the criteria for referral to each service. One participant noted *“I know it is not an exact science, but we need the chance to talk openly about questions and frustrations around referrals.”* A number of participants raised the idea of an induction programme for new Pathfinder officers to support understanding of the school structure and key processes, and a similar induction for pupil support teachers to gain an understanding of the role of Pathfinder. Another participant noted it would be helpful *“to have it articulated where Pathfinder fits in the pathways of support for young people and families.”*

These ideas were often linked to suggestions of a leaflet on Pathfinder which could be used to help subject teachers understand the Pathfinder role and also useful to introduce with parents and young people the idea of involving Pathfinder. The view was expressed by many participants that it would be hard to capture such a multi-layered and multi-faceted role, but another commented that a written description would help to ensure consistency in the Pathfinder services across schools.

Another related theme raised by some participants was the term used to refer to Pathfinder officers. Some preferred the term youth and family workers and one person commented that it would be helpful to get a consensus on the most helpful term to use. All of these comments were more commonly expressed by adult research participants. Young people interviewed did not raise the need for written information or a particular way of referring to a Pathfinder officer.

- Management of Pathfinder

Some participants raised the issue of management responsibility and made strong recommendations that Pathfinder retained YFCL professional management in order to maintain professional links with YFCL colleagues in other areas of the service. Being based in the school was unanimously viewed by parents, young people and partner agencies as hugely beneficial and essential to the effectiveness of the service Pathfinder provide.

This theme was linked to comments that being well-integrated within the school organisation would promote a more coherent team approach from school staff and Pathfinder. A number of comments mentioned the importance of open communication, and for both school and Pathfinder staff to feel safe to raise delicate and nuanced issues with school management. As an example, one comment expressed was that that it would be *“beneficial to openly talk through how school and Pathfinder negotiated the informal nature of Pathfinder interactions with young people in the school setting.”*

A related theme was recruitment of Pathfinder officers. It was evident that the appointment of the six Pathfinder officers in post had been undertaken collaboratively with the head

teachers and YFCL management. The majority of participants who commented on this issue viewed this careful matching of the needs of the school, with the core competencies, capacities, attitudes and experience of candidates as essential in any future extension of the initiative.

Observations over the course of the research programme would indicate that just as psychological safety encouraged young people to achieve their potential, the schools involved in the pilot initiative had managed to achieve that for the staff involved. Valuing the contribution of the service was key, but other actions and decisions which contributed to that are often subtle and it would be useful for head teachers of schools implementing Pathfinder to discuss these issues with head teachers of the existing pilot schools.

Another associated theme was target setting for Pathfinder and establishing efficient methods for gathering the most effective and useful evaluation data. The importance of consulting with school and partner agencies in this process was raised by some participants.

Section 5 Concluding summary of applications and recommendations

The research programme revealed an extremely positive evidence base for the contribution of the Pathfinder team in the three schools in influencing improved life trajectories of vulnerable young people and also to strengthening effective partnership working.

The voice of research participants and their views and recommendations related to effective implementation are found throughout the report. The following include the key recommendations for future implementation:

- that Pathfinder Officers are based and are integrated within schools
- that Pathfinder Officers continue to be managed by YFCL
- that opportunity is provided for school and Pathfinder Officers to gain insight into each other's role and responsibilities e.g., through an induction programme
- that recruitment procedures are led jointly by school and YFCL management
- that consideration is given to a written description of the role of Pathfinder Officers, and a professional working job title agreed for use within and across schools
- that further exploration is undertaken to finalise methods of collecting coherent and meaningful evaluation data to inform improvement.

Elizabeth N King
HCPC Registered Practitioner Psychologist
June 2021

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Wordle of predominant descriptive words about Pathfinder voiced by young people, parents and carers



Wordle of predominant descriptive words about Pathfinder voiced by multi-agency partners



Quantitative data provided by the Pathfinder Service

BENEFICIARIES			
Gender		School year	
Female	136	S1	61
Male	102	S2	51
		S3	61
		S4	44
		S5/ S6	21

ENGAGEMENT					
Referral reasons		Length of engagement		Support offered	
Attendance	161	Long term/ongoing	99	One-2-one	192
H&WB	146	Short term	101	Home visits	148
Peer influence	55			Connect with parents	141
A.S.D.	19			Group work	71
Financial	16				
Behaviour in school	20				
Anger management	11				
Drugs / alcohol	7				
Offending in community	5				
Other agencies (Both prior and during Pathfinder engagement)					
CAMHS	30	Educational Psychology		15	
Social work	38 (13 orders)	Children's Hearing		11	
Police	18	Arch		4	
Aspire	18	Reach		3	
MCR	18	Housing		4	

LOCKDOWN SUPPORT

Young people 171

Type of support	
Connect with parents	133
Connect with young person	94
Curriculum support	74
Home visits	56
Deliver resources	31
Engage other agencies	17

Report

10

Report to:	Education Resources Committee
Date of Meeting:	31 August 2021
Report by:	Executive Director (Education Resources

Subject:	SQA Awards 2021 - Alternative Certification Model (ACM)
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1. Purpose of Report

1.1. The purpose of the report is to:-

- ♦ provide an overview of the national Alternative Certification Model (ACM) in relation to the preparation of provisional awards for SQA candidates following the cancellation of the 2021 SQA examination diet.

2. Recommendation(s)

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

- (1) that the Alternative Certification process for SQA awards for candidates presented in session 2020-2021 be noted.

3. Background

- 3.1. On 7 October 2020, it was announced that the planned diet of SQA National 5 examinations for session 2021-2022 would be cancelled. An SQA-led National Qualifications group, NQ21, was established to develop an alternative means of certification, known as the Alternative Certification Model or ACM, for National 5 qualifications.
- 3.2. An underpinning principle of the ACM was that awards would be based on demonstrated attainment supported by robust evidence.
- 3.3. It was subsequently announced on 9 December 2020 that the planned diet of SQA Higher and Advanced Higher examinations for session 2021-22 would also be cancelled and that the ACM would be adapted to accommodate these qualifications as well.
- 3.4. The NQ21 group developed a model providing support for school staff in relation to understanding SQA standards and the required quality assurance processes. A timeline was agreed which included an SQA sampling exercise for all presenting centres to ensure that the National Standards were consistently applied.
- 3.5. Prior to schools returning in January 2021, a further national lockdown was announced. As a result, prelim diets planned for January and February for Higher and Advanced Higher qualifications could not proceed.

- 3.6. This decision by the Scottish Government was compounded by uncertainty in relation to when pupils would be able to return to schools, and, indeed, whether it would be possible to complete any certification in 2021.
- 3.7. At this time SQA acted to reduce course content requirements, to remove some assessment elements and to extend the timescales for submitting awards. SQA also provided copies of the planned exams for schools to use to support their internal assessments. 2 additional in-service days were agreed by Scottish Government in order to support internal quality assurance and to address concerns in respect of the time available.
- 3.8. As pupils returned in a phased way prior to the Spring Break, schools were supported in planning for assessment and for quality assurance.

4. Provisional Awards Process

- 4.1. Weekly meetings took place throughout the session between central Education Resources staff and Secondary Head Teacher representatives to plan and agree guidance in respect of the ACM.
- 4.2. SLC guidance was developed and disseminated relating both to the assessment of young people and to the quality assurance processes to be applied. This provided an approach that not only ensured compliance with the SQA requirements but also provided reassurance and support for centres.
- 4.3. Subject networks were convened and supported to allow discussion, verification and moderation involving all centres and all subjects at N5, H and AH levels. For subjects with smaller uptake and smaller numbers of teachers, networks were established across the West Partnership.
- 4.4. Subject leaders, usually Faculty Heads or Principal Teachers, prepared the provisional results for courses in each centre, having developed a clear rationale/methodology for their judgements and having engaged in the appropriate moderation processes.
- 4.5. Individual provisional results were established using the teacher's professional judgement of pupil attainment based on assessment evidence undertaken in controlled exam conditions and moderated at school level, local authority level and at national level through the sampling exercise.
- 4.6. Schools undertook an internal 'sense checking' exercise to explore any unusual or unexpected results. Each school also reviewed results with senior Education Resources officers, again considering unusual or unexpected results.
- 4.7. It is worth stating explicitly that results were neither upgraded nor downgraded directly because of these checks. The checks resulted in some further scrutiny and review of the available evidence for some candidates in some subjects, however, all pupil awards were based solely on the evidence available.
- 4.8. Each Head Teacher was required to sign-off all provisional results submitted for his/her school SQA.

5. HMIE Review of Local Authority Alternative Certification Model

- 5.1. HMIE undertook a programme of scrutiny of Local Authority approaches to the SQA Alternative Certification Model. The outcome of the process included an individual

Local Authority feedback session and culminated in a high-level National report published in May 2021.

[National review: Local authorities | Supporting remote learning | National Improvement Hub \(education.gov.scot\)](#)

- 5.2. SLC approaches and processes were highly commended and aspects of these were referenced as good practice in the National report.

6. Learner/Parent Communication

- 6.1. It was recognised that learners and parents would be keen to find out the grades being submitted to SQA. Learners were engaged in dialogue around their evidence and provisional awards as early as was possible on a course-by-course basis.
- 6.2. Ongoing dialogue between teachers and learners helped to ensure understanding of what the assessment evidence reflected regarding provisional award at any point in time.
- 6.3. Schools confirmed provisional results with all candidates prior to the summer closure.
- 6.4. It is worth noting that there were relatively few complaints or concerns raised by candidates and/or their parents in relation to the results that schools presented.
- 6.5. SQA reports the early indication that the level of appeals is lower than had been anticipated.

7. Outcomes

- 7.1. Data trends and patterns reflect a positive year of certification. A further update will be provided once SQA statistical data is available. However, an initial analysis would indicate that candidates have performed better, or as well as, in previous years. Overall pass rates have increased at Nat 5, Higher, and Advanced Higher and are in line with, or above, previous sessions in most subjects. The proportion of 'A' grade awards achieved by pupils has risen in most subjects.
- 7.2. Overall Improvements could be attributed to:
- SQA adjustments to course content and assessment requirements for a range of qualifications.
 - Removal of one off high stakes final exams.
 - Assessments developed to reflect individual school and learner context.
 - Positive learner engagement with the assessment and moderation process.
 - Robust and high-quality teacher engagement with the assessment and moderation process.

8. Appeals

- 8.1. Learners can appeal their results directly with SQA – the process for doing so opened on 25 June 2021 and closes on 12 August 2021.
- 8.2. Learners have been advised to discuss any intent to appeal with their school. However, the final decision on whether to appeal, or not, lies with the candidate.
- 8.3. Learners can appeal on 3 grounds:
- an appeal against the academic judgement
 - an appeal against an unresolved administrative error

- an appeal on grounds of discrimination where there has been a breach of the Equality Act 2010 (which must have been either acknowledged by the school, college or training provider or established by a court or the Scottish Public Services Ombudsman), or the school, college or training provider failed to provide agreed Assessment Arrangements.

9. Next Steps

- 9.1. SQA has confirmed details of changes/amendments to National Qualifications for 2021-22.
- 9.2. Further details regarding the approach to certification for 2021-2022 will be provided by SQA early in the new term.
- 9.3. Education Resources will continue work with Head Teachers to support learners and teachers in the delivery of National Qualifications in 2021-22.
- 9.4. The subject networks which supported the 2021 awards process will continue to provide the opportunity for cooperation and collaboration.

10. Employee Implications

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

11. Financial Implications

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

12. Climate Change, Sustainability and Environmental Implications

- 12.1. There are no implications for climate change, sustainability and environmental associated with this report.

13. Other Implications

- 13.1. There are no risk implications in terms of the information contained within this report.

14. Equality Impact Assessment and Consultation Arrangements

- 14.1. This report does not introduce a new policy, function or strategy or recommend a change to existing policy, function or strategy and, therefore, no impact assessment is required.
- 14.2. Consultation and engagement with schools, staff, learners, the Scottish Government, SQA, Education Scotland and the professional associations along with other stakeholders has been a core element of the alternative certification model.

Tony McDaid

Executive Director (Education Resources Resources)

4 August 2021

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

[National review: Local authorities](#) | [Supporting remote learning](#) | [National Improvement Hub \(education.gov.scot\)](#)

Contact for Further Information

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

Stewart Nicolson, Head of Education (Senior Phase)

Ext: 4475 (Tel: 01698 454475)

E-mail: stewart.nicolson@southlanarkshire.gov.uk

Report

11

Report to:	Education Resources Committee
Date of Meeting:	31 August 2021
Report by:	Executive Director (Education Resources

Subject:	Summer Sessions Provision and Scottish Government Funded Enhanced Summer Programme 2021 – Interim Update Report
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1. Purpose of Report

1.1. The purpose of the report is to:-

- ♦ provide an interim update on the delivery of South Lanarkshire's '*Sensational Summer Sessions*' provision and of the Scottish Government funded Enhanced Summer Programme 2021 in South Lanarkshire.

2. Recommendation(s)

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

- (1) to note the breadth and scale of delivery through the 2021 enhanced summer programme;
- (2) to note that the Council has delivered this programme with a variety of Third Sector Partners and organisations; and
- (3) to note that a more comprehensive report will be presented at the November Committee meeting providing a detailed evaluation as to the impact of the South Lanarkshire Enhanced Summer Provision Fund 2021 on children, young people, families and communities.

3. Background

- 3.1. A report was presented to the Education Resources Committee on 1 June 2021 outlining plans for the continuation of the Council's sensational summer sessions and the provision of additional enhanced experiences across the summer in line with the Scottish Government's 'Get Into Summer' funding, the main aim of which was to help improve the wellbeing of children, young people and their families, over the summer period, who have been disproportionately affected during the pandemic and might not otherwise have access to activities and wider support, during the school holidays, allowing them to socialise, play and reconnect within their local communities.
- 3.2. The enhanced provision allowed for the expansion of the "Sensational Summer Sessions" to include young people aged 12 to 17 and their families, with the additional support of the voluntary sector partners located in local communities, as well as the wider Youth, Family and Community Learning Service (Universal Connections), over 6 days per week, including evenings and weekends.

- 3.3. As a result of this approach, 83 projects were funded through the Enhanced Summer Provision Fund supporting uniformed, faith based, sport and voluntary sector organisations aiming to deliver a variety of opportunities and activities to over 2,500 children, young people and families.
- 3.4. This report provides an initial overview of the summer provision and the impact on children, young people, families and communities. The full evaluation process will commence at the beginning of September whereafter a future report will provide a more detailed impact of the overall summer provision within the Council, in line with the reporting timescales set by the Scottish Government.

4. Summer Programme 2021

- 4.1. 14 “Sensational Summer Sessions” clubs were successfully delivered across South Lanarkshire during the summer holiday period. The clubs ran from 10am to 2pm, Monday to Friday, during the 6 weeks of the summer holidays with a breakfast and lunch service both included within the day.
- 4.2. Enrolment in the clubs was primarily targeted at those in receipt of free school meal entitlement, living with mental health, isolation, bereavement, anxiety, and financial difficulties, 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 disseminated information by the Head Teachers prior to the start of the programme to gauge their interest on the potential benefits for their children and young people.
- 4.3. In addition, people known to services were approached to directly offer places in the clubs and, this year, links were also made with Kinship Families ensuring further targeted engagement with young people who are looked after by family, friends or in their community.
- 4.4. Utilising good practice from previous years, 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.
- 4.5. 4 voluntary sector partners were actively engaged in delivering the Sensational Summer Sessions programme. These partners were:
- Healthy Valleys which delivered for the area of Rigside and Lanark in Clydesdale
 - Blantyre Youth Development Team (Terminal One) which delivered for Blantyre area
 - Hamilton Information Project for Youth. (HIPY) which delivered for the Fairhill/Laighstonehall area in Hamilton
 - Machan Trust which delivered for the area of Larkhall.
- 4.6. To ensure all partners had knowledge of Council Child Protection, COVID Procedures and knowledge of the Awards Programme, training and provision of resources in the lead up to the summer lunch club, an induction was provided by Youth, Family and Community Learning Service staff (YFCL) and Education Resources Central HQ staff.

- 4.7. In excess of 750 children and young people were registered for the Sensational Summer Sessions provision and accessed the Sensational Summer Session provision with over 100 children and young people identifying as having additional support needs. This does not include Universal Connections, KEAR and wider YFCL provision, or voluntary sector provision, which as stated above, will be reported on at a future Education Resources Committee.
- 4.8. As part of the programme of delivery, a number of internal and external partners were involved in the delivery of inputs to further embed educational input. Partners included Go Fresh Van, Forest Friends, Terminal One Climbing Wall, Scottish Fire and Rescue Service, The Dog's Trust, Story Telling through Libraries, sports activities through Active Schools, Regen:FX, Petting Zoo, Inflatables, Healthy 'n' Happy, Cambuslang Community Council (Cambuslang Welcome Wall development), Cuningar Loop (design 'keep out' posters) and Linear Construction to give safety talks, Community Police, and the piloting of the Community Wellbeing Line.
- 4.9. Children and young people participated in a range of themed activities such as
- "Get Into Summer" (start of the summer programmes) to decide activities,
 - "We're in it together" about friendships, imaginative play, messages in a bottle etc.,
 - "Make a wish!" about inventing own superhero powers, positive images, positive thought and strengths, who are your superheroes in your life etc.,
 - "Harry Potter" imaginative play, scavenger hunts, play acting and roleplay, positive spells to help people, build confidence and be creative
 - "Community Olympics" identified their own meaning for each Olympic Ring, Hama Bead Olympic logos, dance sessions, Olympic challenges including race and team games, sports and imaginative, created your own medal etc.
 - "Perfect Staycation" what they loved about their community, navigation and coordinate games from where they live, treasure hunts, camping activities, bug hunts (understanding the fauna) and looking after the environment
 - "End of summer" talent shows, galleries of artwork and camp fire songs
 - "Jurassic week" learning about dinosaurs, making volcanoes, nerf wars, movie day
 - "Science week" make your own flying car, STEM activities such as magnet making, magnet maze, secret code writing
 - "Animal week" animal origami, animal masks, jungle banner
 - "Space week" making solar systems (paper mâché planets), non-bake baking flying saucers, rocket art (moon sand in a bottle)
 - Active Schools sessions in each club on a weekly basis
- 4.10. Each of the locations was supported by the Go Fresh Van and Mascot, Paula Pineapple, providing frozen yoghurt ice-cream to support outdoor activities.
- 4.11. Within Halfmerke, Heathery Knowe, St Athanasius' PS and KEAR YFCL, there was a dedicated programme for children with more complex additional support needs that ensured they were able to equally participate in the themed activities.
- 4.12. To complement the provision, a bank of resources and equipment such as Silent Disco, Playhouses for imaginative play, STEAM materials, supersized outdoor games, playmats, circus resources, VR Headsets, extreme sports equipment and a portable football pitch that will also aid future years' planning and delivery, both for the Council and voluntary sector partners.
- 4.13. As well as the delivery of activity programmes, free personalised support such as the provision of passes to leisure services including swimming and ice-skating passes, and access to tennis, in addition to outdoor learning activities through South

Lanarkshire Leisure and Culture Trust. A number of children and young people have been identified as benefitting from health and fitness activities and were provided with ACE passes and junior gym passes, to support and encourage them to continue participation in these activities. This has been supported by all partners involved in the delivery of Sensational Summer Session activities.

- 4.14. The opportunity to engage with and involve the Third Sector and partners in the delivery of the Enhanced Summer Programme has proven to be a tremendous success, supporting delivery within local communities, which has encouraged a wider participation, resulting in greater numbers benefitting from the provision. The success of this will be reflected in the full evaluation report in November.
- 4.15. This will ensure the delivery of creative, powerful, innovative and inclusive experiences for targeted young people and their families, across South Lanarkshire, in line with the Enhanced Summer Programme recommendations.

5. Evaluation and Feedback

- 5.1. As part of the fuller evaluation, all participants and parents will receive a Google form to complete. Below is a selection of feedback that has been recorded from young people, parents/carers and staff as part of the ongoing feedback during the sensational summer session provision:

"I think this has been a great opportunity for my foster-son. It gave him interaction with peers and helped him with his social skills and peer relationships". **Foster parent**

"Good afternoon just a email to say thank you so much for running this for the kids this year my son who has autism ... I haven't had any challenging behaviour; he is so happy going to his school with some of the fantastic staff I can tell you what a joy I've had with my daughter with this break so from the bottom of my heart thank you." **Parent**

"The staff were amazing, helpful and just all-round nice". **Parent**

"Can't wait for next year!" **Young person**

"Groups were okay, but sometimes I wanted to play with people in other groups and I couldn't". **Young person**

6. Employee Implications

- 6.1. None

7. Financial Implications

- 7.1. Funding was made available from both the Council's own budget for the continuation of the Sensational Summer Sessions (£380k) and from additional monies provided by the Scottish Government (£882k) for enhanced and additional summer delivery. This was used for resources, and to cover the costs to run the summer activities (council staff costs) and to engage external organisations to be involved in and support individual local programmes, thereby enhancing the level of provision across the authority area.
- 7.2. Information on actual full spend is still being quantified and will be provided within the detailed report to be presented to the Education Resources Committee in November 2021.

8. Climate Change, Sustainability and Environmental Implications

- 8.1. There are no climate change, sustainability or environmental implications in terms of the recommendations in this report.

9. Other Implications

- 9.1. There are no risk implications in terms of the recommendations in 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 of strategy and, therefore, no impact assessment is required.
- 10.2. Consultation on the programme will be carried out with all appropriate stakeholders including children, young people, families, staff and partners, to ensure that needs are identified and met

Tony McDaid

Executive Director (Education Resources)

9 August 2021

Link(s) to Council Values/Ambitions/Objectives

- Protect vulnerable children, young people and adults
- Deliver better health and social care outcomes for all
- Support communities by tackling disadvantage and deprivation, and supporting aspiration
- Improve achievement, raise educational attainment and support lifelong learning
- Ensure schools and other places of learning are inspirational
- Encourage participation in physical and cultural activities

Previous References

Education Resources Committee – 1 June 2021

List of Background Papers

None

Contact for Further Information

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

Lynn Sherry, Head of Education (Support Services and School Estate)

Ext: 5620 (Tel: 01698 455620)

E-mail: lynn.sherry@southlanarkshire.gov.uk

Report

12

Report to:	Education Resources Committee
Date of Meeting:	31 August 2021
Report by:	Executive Director (Education Resources)

Subject:	Attachment Strategy for Education Resources – Update Report
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1. Purpose of Report

1.1. The purpose of the report is to:-

- ♦ provide an update on the progress of implementation of the Attachment Strategy for Education Resources and of the next steps to embed attachment-informed practice across the authority

2. Recommendation(s)

2.1. The Committee is asked to approve the following:-

- (1) to note that that progress on the implementation of the Attachment Strategy for Education Resources is in line with expectations despite challenges of delivering during the period of the pandemic; and
- (2) that next steps to further embed attachment-informed practice across the authority, be noted.

3. Background

- 3.1. A Children's Services Attachment Strategy Group was established in 2015, to explore current understandings of attachment theory in the Children's Services workforce and the level of skills in 'Attachment Informed Practice'.
- 3.2. An agreement was reached in 2017 by the Children's Services Attachment Strategy Group that a key action would be engagement with staff and partners on the development of an Education Attachment Strategy as a first step, with multi-agency colleagues acting as critical friends to the process.
- 3.3. The Education Resources Attachment Strategy supports the action in the Getting it Right for Every Child in South Lanarkshire's Children Services Plan 2021-2023, following the launch of the Attachment Strategy in 2020, to provide staff training in Attachment and Trauma based practice. Although the focus is on Education practitioners, the strategy has been developed in consultation with partner agencies. The strategy promotes better experiences of attachment for South Lanarkshire's children and young people.
- 3.4. It aims to promote the key understandings from attachment theory and how this can inform the ways in which we support our children and young people. This document will, therefore, promote attachment-informed practice from early years to secondary

aged children and young people and will also inform training plans for the Education workforce.

- 3.5. Attachment theory supports both the understanding of early childhood trauma and the impact of loss, and it also provides the theoretical underpinning needed to fully understand and respond to the dialogue around Adverse Childhood Experiences (ACE) and trauma informed practice.
- 3.6. Attachment-informed practice is supported by the Scottish Government vision of transformational change required to improve outcomes for children and young people by creating emotionally supportive learning experiences which optimise learning environments, described in more detail in the Attachment Strategy paper.
- 3.7. The Education Resources Attachment Strategy supports the Scottish Government ambition of a trauma informed and responsive workforce, where staff understand the impact of trauma on people's lives and how they can respond appropriately.

4. Aims of the Attachment Strategy

- 4.1. The aim of this strategy is to promote an understanding of attachment theory and support the implementation of attachment-informed practice within education services and establishments across South Lanarkshire by:-
 - developing a range of information resources to be used within education establishments and services
 - providing training to all Education Resources staff
 - establishing a network of support for Education Resources staff, with opportunities for further training, discussion and sharing of good practice
 - working with Education Resources leadership team to embed attachment-informed practice

5. Implementation – Update on Progress

- 5.1. The Attachment Strategy was launched in June 2020 at a series of Learning Community Meetings and awareness raising events.
- 5.2. A short Attachment Strategy film was produced and shared at the launch and via social media in June 2020.
- 5.3. All facilities staff were shown a 30-minute recorded awareness training in August 2020.
- 5.4. Leaflets and posters entitled 'A to Z of Attachment-Informed practice' were produced and disseminated to education services and establishments from August 2020.
- 5.5. Part 1 of the Attachment Strategy training was delivered remotely to education resources staff at 17 Learning Community events on 16 November 2020.
- 5.6. Part 2 of the Attachment Strategy training was delivered remotely to education resources staff at 17 additional learning community events on 6 May 2021.
- 5.7. Attachment Strategy pledge cards were distributed to establishments and services from May 2021.
- 5.8. Attachment Strategy Learn Online training was developed and launched in June 2021.

- 5.9. An evaluation report for the Attachment Strategy Training was produced and circulated following the training. This is provided as Appendix 1.

6. Implementation – Next Steps

- 6.1. The Attachment Strategy Implementation group will continue to oversee and advise on next steps throughout 2021-2022.
- 6.2. Additional Part 2 Attachment Strategy training has now been delivered to secondary schools and to those who were unable to attend during the course of 2020-2021. This will take place remotely on 12 and 13 August.
- 6.3. Attachment Strategy pledge cards will be distributed to all facilities staff in August 2021.
- 6.4. An update on the progress of the implementation of the Attachment Strategy will be provided to staff at the Inclusion Conference on 10 September 2021.
- 6.5. All education establishments and services will be asked to nominate attachment leads and ambassadors within their organisations.
- 6.6. Attachment leads and ambassadors will be invited to locality networking events from October 2021.
- 6.7. An Attachment Strategy Glow tile will be developed to provide a shared platform for learning materials and communication.

7. Employee Implications

- 7.1. The implications for employees are positive opportunities to undertake Professional Learning on attachment and the Health and Wellbeing of Children and Young People.

8. Financial Implications

- 8.1. Costs can be met from within existing budget resources.

9. Climate Change, Sustainability and Environmental Implications

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

10. Other Implications

- 10.1. There are no other implications arising from the recommendations made in this report.

11. Equality Impact Assessment and Consultation Arrangements

- 11.1. Consultation and engagement with stakeholders and multi-agency partners will continue as the strategy is further implemented within educational establishments and services.
- 11.2. Inclusion and equality are at the heart of the strategy and arrangements are in place to undertake a formal equality impact assessment.

Tony McDaid
Executive Director (Education Resources)

6 August 2021

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

- Children's Services Plan 2021-2023
- Evaluation of Attachment Strategy Training

Contact for Further Information

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

Anne Donaldson, Head of Education (Inclusion)

Ext: 4452 (Tel: 01698 454452)

E-mail: anne.donaldson@southlanarkshire.gov.uk

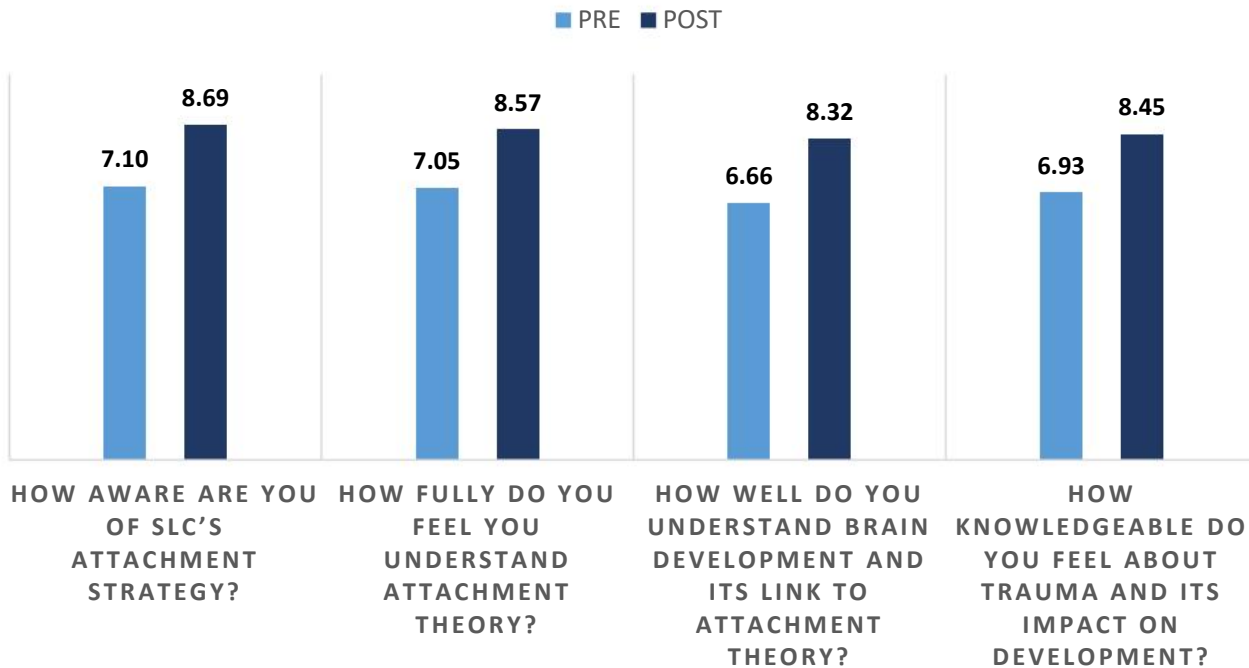
Attachment Strategy Training

Attachment Strategy Training, Part 1

(Pledges 1 and 2)

Pre and Post-training Responses

ATTACHMENT STRATEGY TRAINING (PART 1)



Self-reported ratings before and after training:

- Awareness of the Attachment Strategy increased by 1.59
- Understanding of attachment theory increased by 1.52
- Understanding of brain development and its link to attachment theory increased by 1.66
- Knowledge of trauma and it's impact on development increased by 1.52

Attachment Strategy Training, Part 1

Post-training Ratings and Comments

96% of participants agreed that the Attachment Strategy Training increased their confidence in applying key messages from the training

99% of respondents agreed that the Attachment Strategy would help young people in their school

99% of respondents agreed that they would use the framework and key messages following the training

"I now have a better knowledge of the types of behaviours displayed by children experiencing attachment issues and what I can do within my classroom to support them."

"Helping all staff to understand that distressed behaviours require support and care and not discipline. The importance of relationships and this being highlighted to all staff is key for understanding our young people."

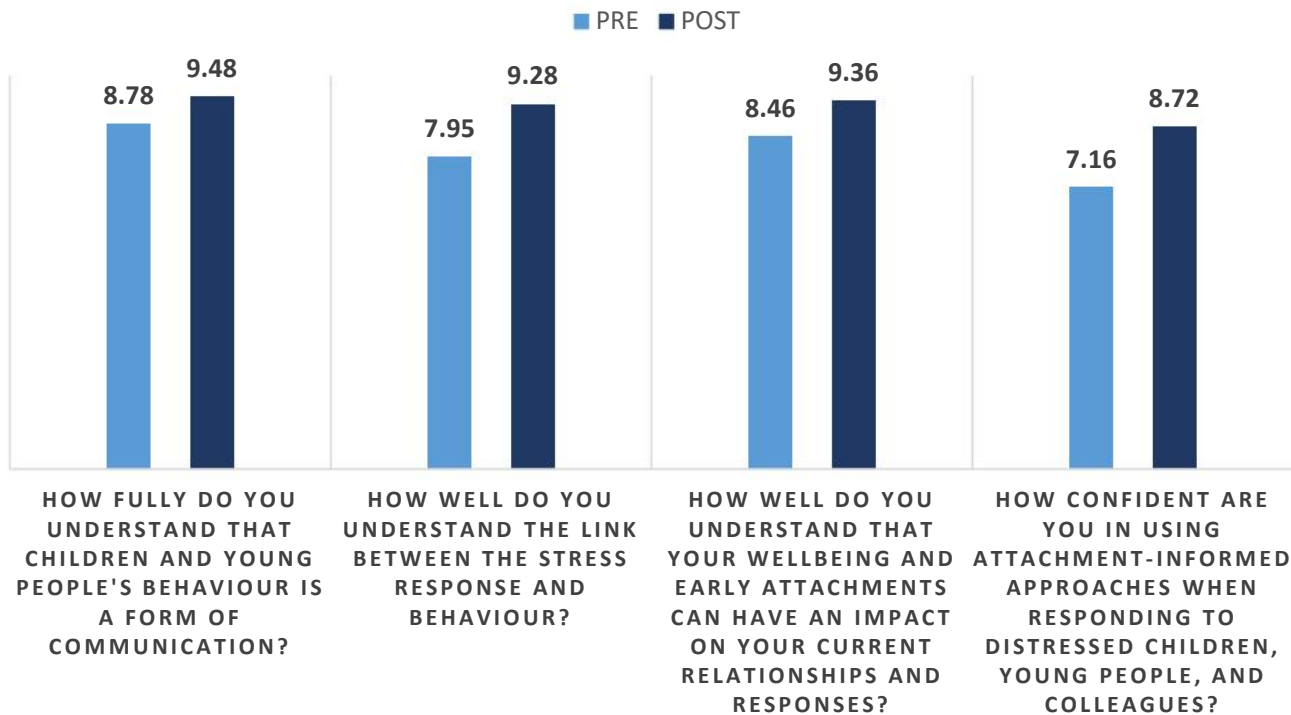
"I highly enjoyed all of the training today. I felt that there was a really clear message around the importance of attachment theory to help with class teachers understanding of why certain pupils behave and respond the way they do. I also found this highly useful in helping me to explain to pupils things such as "flipping their lid" and what is going on for them when this happens."

Attachment Strategy Training, Part 2

(Pledges 3 to 6)

Pre and Post-training Responses

ATTACHMENT STRATEGY TRAINING (PART 2)



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Self-reported ratings before and after training:

- Understanding of children and young peoples' behaviour as a form of communication increased by 0.7
- Understanding of the link between the stress response and behaviour increased by 1.33
- Understanding that one's own wellbeing and early attachments can impact on current relationships and responses increased by 0.9
- Confidence in using attachment-informed approaches when responding to distressed children, young people and colleagues increased by 1.56

Attachment Strategy Training, Part 2

Post-training Ratings and Comments

99% of participants agreed that the Attachment Strategy Training increased their confidence in applying key messages from the training

100% of respondents agreed that the Attachment Strategy would help young people in their school

100% of respondents agreed that they would use the framework and key messages following the training

"Great to get so many helpful tips such as sentence starters and things to try in school. Loved the virtual classroom and looking forward to exploring more. Presentation was excellent. Thank you."

"Just makes you think about response of young person and own experiences, reflecting on own practice and seeing this information and carrying it forward into my work going forward"

"It was helpful to understand that questioning the child won't help to reduce stress, I would always get down to their level and ask them how they are feeling. I better understand the importance of just giving them space. I would always try to bring them out with numerous strategies, will definitely try this."

Report

13

Report to:	Education Resources Committee
Date of Meeting:	31 August 2021
Report by:	Executive Director (Education Resources)

Subject:	Counselling Through Schools – Update Report
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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 and on the further guidance developed for schools.

2. Recommendation(s)

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

- (1) that progress on the provision of counselling through primary, secondary and special schools be noted;
- (2) that the content of the further guidance documents be noted.

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 outwith 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, or referral on to specialist services including CAMHS.
- 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 Education Resources Youth, Family and Community Learning 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. All children and young people aged 10 years and over in South Lanarkshire have access to the Counselling through Schools service, through their school.
- 5.2. There are currently 40 counsellors, across 10 counselling providers, supporting 452 young people in 43 schools across South Lanarkshire.
- 5.3. Secondary Schools select a suitable provider for their establishment and Primary Schools are supported to work collegiately in their learning communities to access a provider together.

- 5.4. Following on from the introduction of the Framework for Delivery of Counselling through Schools in January 2020 at the Head Teachers' conference, a Quality Improvement Officer (QIO) was appointed to work collegiately with the Principal Educational Psychologist (PEP) to develop and support the implementation of the Counselling through Schools service.
- 5.5. Operational support and guidance on key aspects for school staff and counselling providers has continued to be provided to support the delivery of the service. This has included referral process information and forms; procurement flowchart with guidance; yearly timeline; questionnaires for service users; FAQs for staff and parents; Quick Guides. All schools now have operational guidance, support and funding to access the Counselling through Schools service, if appropriate.
- 5.6. The Quality Improvement Officer and Principal Educational Psychologist prioritise all queries from school staff and counselling providers to ensure they are answered timeously and support given, if required.
- 5.7. Guidance detailed within Section 8 of SLC Framework for Counselling through Schools, highlights how schools should raise awareness of this service within their establishment. This includes highlighting counselling services in parental and pupil meetings; use of school website and social media; displaying service information and highlighting to pupils at Mental Health events and assemblies.

6. Procurement and Providers- update on progress

- 6.1. All applications from counselling providers were robustly assessed by the Principal Educational Psychologist, Depute Principal Educational Psychologist and Quality Improvement Officer, with ten selected to provide the service across South Lanarkshire.

These include sole traders, charities and larger companies who are all registered members of the British Association for Counselling and Psychotherapy (BACPS).

- 6.2. Regular communications with providers take place to ensure consistency across the service. Guidance has been provided for counselling providers, in conjunction with procurement and school staff, to ensure all services have a clear understanding of the required procedures.

7. Evaluation

- 7.1. An evaluation of the service took place during May and June 2021. Referrals were analysed and questionnaires were issued to children and young people, parents/carers and referrers.
- 7.2. Initial analysis indicates that-
 - 89% of referrals were school referrals, 8% of young people self-referred and 3% were parent/other agency referrals.
 - 68% identified as female (including transgender female), 30% identified as males (including transgender male) and 2% identified either as non-binary/other/did not specify.
 - Main reasons identified by young people for accessing counselling were Anxiety; Family Issues; Emotional/Behavioural Difficulties; Relationships and Friendships, Body Image; Bereavement and Self harm.
 - The numbers of referrals were highest within S4 (19%) and S5 (17%) year groups, followed by S2 (16%) then S3 (15%).
 - 186 young people completed a pre/post counselling evaluation. Of the 186, 120 reported improved outcomes. The figure for the pre/post evaluation results on

the SLC Framework was artificially low, as we are in the process of agreeing a universal framework. This number will increase next year.

- The Strengths and Difficulties Questionnaire (SDQ) is a widely used pre and post involvement measure for social and emotional wellbeing, suitable across the full age range for counselling in schools. Of the young people who completed pre/post SDQs, 52% reported improved outcomes.
- YP-Core is a short measure for secondary school pupils designed to evaluate change and progress in health and wellbeing, pre and post involvement in counselling. 70% of young people reported improved outcomes.
- For younger children, the Stirling Wellbeing scale was used, which is a holistic, positively worded scale measuring emotional and psychological wellbeing in children aged 8-15 years. 100% of primary school pupils who received counselling, reported improved outcomes.

8. Future Allocation of Resources

- 8.1. A detailed audit of counselling commitments and costs across all schools, with a review of the budget allocation to schools will take place, with future allocations calculated and based on school roll, SIMD, locality/rural, FME.
- 8.2. Counselling support for children and young people with additional support needs will be further supported by identified counselling providers providing more specialised counselling support to assist in our ASN establishments.
- 8.3. As part of the continuum of early intervention supports for children and young people's mental health, the Blues Programme, which has supported in six secondary schools across the four localities, will continue. This project is led by Action for Children and is an early intervention wellbeing programme, supporting pupils in S3 through the teaching of emotional resilience.
- 8.4. A multi-agency approach has been taken to raise awareness of Togetherall, an online moderated mental health support available for young people aged 16-19 years old in South Lanarkshire. This shared awareness and understanding across education, health, social work and Police Scotland will ensure access and support for more young people. To date, there have been 122 registrations.

9. Employee Implications

- 9.1. There are no employee implications arising from the information in this report.

10. Financial Implications

- 10.1. South Lanarkshire Council has been allocated £0.962m this financial year 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.
- 10.2. Services will be procured within the 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.

11. Climate Change, Sustainability and Environmental Implications

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

12. Other Implications

- 12.1. There are no other implications associated with this report.

13. Equality Impact Assessment and Consultation Arrangements

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

13.2. Engagement and consultation with schools, young people and liaison with multi-agency partners has and will continue to be part of the approach to ensuring that the counselling programme remains child centred.

Tony McDaid
Executive Director (Education Resources)

6 August 2021

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
- ◆ Counselling through Schools update report March 2020

List of Background Papers

- ◆ Scottish Government Guidance for Education Authorities Establishing Access to Counselling in Secondary Schools 2019

Contact for Further Information

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

Anne Donaldson, Head of Education (Inclusion)

Ext: 4452 (Tel: 01698 454452)

E-mail: anne.donaldson@southlanarkshire.gov.uk

Report

14

Report to:	Education Resources Committee
Date of Meeting:	31 August 2021
Report by:	Executive Director (Education Resources)

Subject:	Curriculum for Excellence Review 2020/2021
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1. Purpose of Report

1.1. The purpose of the report is to:-

- ◆ provide an update on the independent review of the Curriculum for Excellence by the Organisation for Economic Co-operation and Development (OECD).

2. Recommendation(s)

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

- (1) that the contents of the review of the Curriculum for Excellence by the Organisation for Economic Co-operation and Development (OECD) following the review and the next steps, be noted.

3. Background

- 3.1. The introduction of Curriculum for Excellence (CfE) represented a significant reform to put in place a coherent 3-18 curriculum in Scotland. It places learners at the heart of education and at its centre are four fundamental capacities which reflect and recognise the lifelong nature of education and learning. More than a decade has passed since the inception of CfE.
- 3.2. The Scottish Government commissioned the OECD to conduct an independent review during 2015 that was focused on the Broad General Education (BGE) in order to inform the ongoing development of education policy, practice and leadership in Scotland.
- 3.3. In May 2019, the Deputy First Minister and Cabinet Secretary for Education and Skills announced the commissioning of an independent review of the Senior Phase curriculum. The intended purpose of this was to better understand how the Senior Phase curriculum was being designed and implemented in schools and to identify areas for potential development to ensure that this phase of the curriculum contributes as effectively as possible to the education of young people in Scotland.
- 3.4. Plans for a review of the Senior Phase were backed by the Scottish Parliament and key education stakeholders. In January 2020, the Scottish Parliament called for the review to be extended to cover all of CfE including the BGE, the Senior Phase and the articulation between them.
- 3.5. Adopting a broader perspective to the review of CfE, including the Senior Phase, allowed consideration of the CfE experience as a whole from a student learning perspective. It also allowed an evaluation of progress in implementing CfE at all levels in the system and an assessment of the effectiveness of the articulation between the

BGE and Senior Phase. It provided an opportunity to look to the future and consider what Curriculum for Excellence should be over the next 10 years and beyond.

4. Guiding Principles and Aims of the Review

4.1. Some key guiding principles shaped the review's focus and approach. Young people's experience and learning were the most important consideration throughout the review; the experiences of all learners, including those with additional support needs.

- ◆ The focus of the review was to understand how the policy aims are being implemented, in partnership across schools, colleges, community learning and development and employers in Scotland, for the benefit of learners

4.2. The review involved Scottish education stakeholders (in particular through Scotland's Curriculum and Assessment Board) and practitioners throughout the process. The overarching aims of the review were to:

- ◆ better understand how the curriculum is being implemented in schools, local authorities and delivery partners (looking at its design and implementation);
- ◆ identify what is working well and where progress is being made and, where possible, how progress might be strengthened and, or accelerated; and
- ◆ identify particular areas/issues that require to be focused on for development in order to ensure that the curriculum contributes as effectively as possible to the education of all young people in Scotland

5. Scope

5.1. The review's consideration of the Broad General Education (BGE) assessed progress in addressing the BGE curriculum related recommendations set out in the 2015 review.

5.2. The review's consideration of the Senior Phase curriculum considered key areas and challenges that were identified by the Education and Skills Committee of the Scottish Parliament, the Scottish Education Council and the Curriculum and Assessment Board, including subject choice and multi-level teaching. The review provided an independent perspective in order to assist in moving forward on key issues. These areas include:

- ◆ **Curriculum design** – considering how the curriculum is being designed locally and used flexibly to meet the needs of all learners. Consider how well the curriculum design principles are being used to support learning and achievement, including collaboration with colleges and other partners.
- ◆ **Local flexibility versus increased prescription** – assessing the equity of the offer for all young people through flexibility to meet local needs, as envisaged by CfE, or whether there is a case for developing a more detailed framework with scope for local flexibility. Identifying whether or not we need greater consistency in aspects of the delivery of the curriculum.
- ◆ **Depth and breadth of learning in the Senior Phase** – looking at the extent to which the changes to pedagogy (the practice of teaching) anticipated with CfE have been achieved within the Senior Phase and considering how well practitioners have been supported in understanding the aims of CfE and the impact of different approaches to learning, teaching and assessment. This included the impact of qualifications on pedagogy.

- ◆ **The transition from the BGE into Senior Phase** – considering how effectively S3 is being used as a transition year in preparing young people for the Senior Phase and the articulation between the BGE and Senior Phase.
- ◆ **Vocational and academic learning and awards** – assessing the extent to which parity of esteem is being achieved in relation the different learning pathways.
- ◆ **Roles and responsibilities** – looking at how, where and when key decisions are made and the role of national agencies in providing support and guidance in relation to the curriculum.

6. Approach and Methodology

6.1. The Scottish Government invited the OECD to lead an independent review, building on the previous review led in 2015. This offered a number of benefits and advantages as the OECD:

- ◆ builds on experience with country reviews and implementation support work;
- ◆ has comparative data and targeted analysis on curriculum and its reform (Education 2030 project and Implementing Education Policies country work);
- ◆ engaged with Scotland in previous reviews: (OECD, 2007) Quality and Equity of Schooling in Scotland; (OECD, 2015) Improving Schools in Scotland: an OECD Perspective; and
- ◆ tailored its work for countries and education systems to support the development and implementation of concrete education policies through its programme *Implementing Policies: Supporting Change in Education*.

6.2. The review team drew on relevant international and Scottish data and available evidence from education stakeholders and partners that were provided to the OECD. The OECD team conducted ‘virtual visits’ to Scotland and carried out consultation sessions and seminars to engage with young people, practitioners and key stakeholders.

6.3. In response to the request by OECD for a project advisory group to guide the work and discuss progress and deliverables, the Scottish Government convened a Scottish Practitioner Forum.

6.4. Learner voice and participation were also a significant feature of the review. Learner perspectives were sought in collaboration with partner agencies and via appropriate methods.

7. Deliverables and Timeframes

7.1. The key deliverables from the review were:

- ◆ OECD engagement with Scottish Government and the Scottish Practitioner Forum, including strategic advice throughout the project.
- ◆ OECD led stakeholder consultation event(s) to gather input and feedback on the implementation of the CfE.
- ◆ An OECD education policy assessment report consisting of an analysis of the implementation of CfE in Scotland, providing feedback on progress to date in its implementation and offering recommendations for next steps.

- 7.2. The review ran from February 2020, concluding with a final report published by the OECD in June 2021.

[Executive summary | Scotland's Curriculum for Excellence : Into the Future | OECD iLibrary \(oecd-ilibrary.org\)](#)

8. Key findings

- 8.1. The review identified a number of key findings (Appendix 1) including:

- ◆ Scotland's Curriculum for Excellence continues to be a bold and widely supported initiative, and its design offers the flexibility needed to improve student learning further.
- ◆ Stakeholder engagement is at the heart of Curriculum for Excellence and offers the possibility, with better structure, for shared ownership and effective leadership of CfE.
- ◆ Continued efforts are needed to enhance the coherence of the policy environment with Curriculum for Excellence.
- ◆ The approach to the ongoing implementation of Curriculum for Excellence has lacked structure and long-term perspective.
- ◆ Focus on student learning progress:
 - ◆ Balance Curriculum for Excellence so students can fully benefit from a coherent learning experience from 3 to 18 years
 - ◆ Re-assess CfE's aspirational vision against emerging trends in education
 - ◆ Find a better balance between breadth and depth of learning throughout CfE
 - ◆ Adapt the Senior Phase to match the vision of CfE
 - ◆ Continue building curricular capacity at various levels of the system using research
- ◆ Combine effective collaboration with clear roles and responsibilities:
 - ◆ Ensure stable, purposeful and impactful stakeholder involvement with CfE
 - ◆ Revise the division of responsibilities for CfE
 - ◆ Structure a coherent communication strategy to support developments of CfE
- ◆ Consolidate institutional policy processes for effective change:
 - ◆ Provide dedicated time to lead, plan and support CfE at the school level.
 - ◆ Simplify policies and institutions for clarity and coherence.
 - ◆ Align curriculum, qualifications and system evaluation to deliver on the commitment of *Building the Curriculum 5*
 - ◆ Develop a systematic approach to curriculum review
- ◆ Lead the next steps for Curriculum for Excellence with a long-term view:
 - ◆ Adopt a structured and long-term approach to implementation

9. Next Steps

- 9.1. The Education Secretary announced that all of the review's recommendations will be accepted in full, including recommendations on curriculum, assessment and qualifications which will see the Scottish Qualifications Authority (SQA) replaced and Education Scotland substantially reformed.

- 9.2. The Scottish Government will actively consider what changes are required to the qualifications and assessment system. This work will be informed by the next OECD report, expected in the autumn, and by consultation with young people, parents, teachers and the wider education system.
- 9.3. Education Scotland will no longer undertake inspections, with this work becoming a separate, independent role. The Scottish Government will engage on the options for the future of inspection.
- 9.4. The OECD also suggests that the curriculum work currently undertaken by Education Scotland might best sit with any new curriculum and assessment body which will replace the SQA.
- 9.5. The Scottish Government has appointed Professor Ken Muir to lead the work on how a number of the recommendations will be implemented. Professor Muir will work with an advisory panel with a view to consulting on the design of any new agencies.
- 9.6. While this OECD report does not tackle in-depth the development of student assessment, a separate working paper from the OECD, *'Future of student assessment in Scotland's upper secondary education: A comparative perspective'* will outline Scotland's challenges and options to enhance student assessment and qualifications. The working paper aims to inform deliberations on how to move forward with assessment and qualifications in the Senior Phase in the future, based on a comparative perspective of student assessments and will be published in the Autumn of 2021.

10. Employee Implications

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

11. Financial Implications

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

12. Climate Change, Sustainability and Environmental Implications

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

13. Other Implications

- 13.1. There are no direct risks in terms of the information contained in this report.

14. Equality Impact Assessment and Consultation Arrangements

- 14.1. There is no requirement for an Equality Impact Assessment as a result of the recommendations in this report.

Tony McDaid

Executive Director (Education Resources)

8 July 2021

Link(s) to Council Values/Ambitions/Objectives

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

Previous References

None

List of Background Papers

OECD report 2015

Contact for Further Information

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

Carole McKenzie, Head of Education (Broad General Education)

Ext: 4468 (Tel: 01698 454468)

E-mail: carole.mckenzie@southlanarkshire.gov.uk

Appendix 1

OECD Report

Executive Summary

Scotland's Curriculum for Excellence continues to be a bold and widely supported initiative, and its design offers the flexibility needed to improve student learning further

CfE's vision to achieve excellence for all students is widely shared by stakeholders and continues to be an inspiring example equated with good curriculum practice internationally. The two decades since the formulation of CfE's vision have been marked by accelerated changes, including in educational research, giving rise to new insights into student learning, pedagogy, and the kind of knowledge, skills and attitudes students need to progress as learners. CfE has stood the test of time, but it will only remain relevant if Scotland uses these insights to continue its development.

CfE's complex framework works well in BGE and for learners taking Advanced Highers, where the concepts, pedagogical and learning approaches are coherent, and the implemented school curricula seem consistent with policy intentions. However, there is some ambiguity about the role of knowledge and ways of knowing in a 21st century curriculum framework. Adjustments might therefore be needed in the concepts of CfE and the tools to put them in practice in both BGE and the Senior Phase. The structure, learning practices and assessment approaches in the Senior Phase also need adapting to be consistent with CfE's vision, and to allow for the smooth curriculum experience promised from 3 to 18.

Teachers are well-trained and respected professionals in Scotland, and school leaders have developed strong pedagogical leadership capacities. Both are committed to varied teaching approaches for student learning and have proven their ability to develop schools' own curricula. Curriculum design and continuous improvement require time and professional investment, which schools can only achieve with ongoing support from the system.

Stakeholder engagement is at the heart of Curriculum for Excellence and offers the possibility, with better structure, for shared ownership and effective leadership of CfE

Significant efforts were made to engage stakeholders throughout CfE's lifecycle, which contributed to wide support for CfE as a direction of travel for Scottish education. However, there is a gap between stakeholders' involvement and their impact on effective enhancements to CfE implementation.

Stakeholders agree that schools and the profession should hold responsibility for the conception, implementation and outcomes of their own curricula, provided the rest of the system fulfil their own responsibilities to support schools and the profession within a clear policy framework. At the same time, CfE ownership was most often described as fragmented, with many lacking clarity on their responsibilities.

Scotland successfully developed an education language to support the philosophy of CfE that made its way into daily discussions of education policy makers, teachers and learners alike, thanks to communication efforts by system leaders. But the constant production and recycling of documentation was often described as "overwhelming", and the terminology used too technical and open to interpretation.

Continued efforts are needed to enhance the coherence of the policy environment with Curriculum for Excellence

CfE's originality continues to influence international curriculum policy. Scotland made great progress in developing and supporting teachers' capacity to be curriculum makers, and the capacity of school leaders to lead the curriculum process in their schools. This work has become challenging for schools considering the multiple new policy initiatives; and Scotland's comparatively high rate of teachers' class contact time and its expectations for teachers to lead and plan curriculum locally.

Other education policies were developed to build a coherent system around CfE's innovative philosophy. However, work remains on striking a balance between autonomy with CfE and equity for students and aligning and simplifying the many initiatives. Early policy developments showed promise to align student assessment, qualification practices and system evaluation to CfE's philosophy. The 2010 Framework for Assessment was hailed internationally as an exemplar. Despite attempts to reform qualifications, misalignment between CfE's aspirations and the qualification system became a barrier to CfE's implementation in secondary education. Additionally, the data generated by current system monitoring seem limited to fully support CfE's ambitions.

Education is a source of pride in Scotland, which shows in the broad commitment to CfE and educational excellence for all. It has been granted great importance in the political debate to a degree that would be the envy of many a system. This importance has sometimes translated into a busy system at risk of policy and institutional overload. The centrality of education in the political debate, allied with the absence of an identified cycle of policy review, has resulted in a reactive and oftentimes political approach, which is not the most efficient way to address issues with CfE.

The approach to the ongoing implementation of Curriculum for Excellence has lacked structure and long-term perspective

The Curriculum and Assessment Board and predecessors provided the opportunity to engage stakeholders, get feedback and develop agreements on CfE's developments. Schools and local authorities were afforded significant autonomy to shape CfE, possibly building capacity on the ground. Yet, CfE has lacked a structured approach to plan its developments with a longer-term perspective.

Recommendations for next steps: Focus on student learning progress

Balance Curriculum for Excellence so students can fully benefit from a coherent learning experience from 3 to 18 years

Re-assess CfE's aspirational vision against emerging trends in education to take account of evolutions in education and society: Scotland should consider updates to some of its vision's core elements and their implications for practice, in particular, the role of knowledge in CfE; and define indicators aligned to the vision to help understand students' progress across all four capacities set out in CfE.

Find a better balance between breadth and depth of learning throughout CfE to deliver Scotland's commitment to providing all learners with a rich learning experience throughout

school education: Scotland could consider how the design of CfE can better help learners consolidate a common base of knowledge, skills and attitudes by the end of BGE, and nurture and hone this base for them to progress seamlessly through Senior Phase and the choices its offers.

Adapt the Senior Phase to match the vision of CfE: Scotland could consider adapting the pedagogical and assessment practices and the structure of learning pathways in the Senior Phase to enhance learners' experience of upper-secondary education and help them develop CfE's four capacities continuously.

Continue building curricular capacity at various levels of the system using research by developing the environment of curriculum design support around schools, including in supporting exchange and collaboration between practitioners for curriculum design and experimentation within and across schools; and collaboration between schools and universities.

Combine effective collaboration with clear roles and responsibilities

- **Ensure stable, purposeful and impactful stakeholder involvement with CfE:** System leaders at national and local levels could continue encouraging the involvement of stakeholders (and in particular, students) with CfE by better structuring each engagement initiative they offer, clarifying its purpose, designing it accordingly, and letting stakeholder input inform decision making.
- **Revise the division of responsibilities for CfE:** System leaders and stakeholders could revise the current allocation of responsibility for CfE, including responsibilities for its strategic direction, its reviews and updates, and the response to schools' needs of support with curriculum issues. The revised allocation should be stable over time to fulfil Scotland's commitment to shared ownership of CfE.
- **Structure a coherent communication strategy to support developments of CfE:** System leaders, with the Learning Directorate and Education Scotland at the forefront, could develop a communication strategy in support of CfE's next developments and collaborate with practitioners, scholars and other CfE stakeholders as they do so.

Consolidate institutional policy processes for effective change

- **Provide dedicated time to lead, plan and support CfE at the school level:** In support of the next phase of development of CfE, Scotland could consider the provision of additional dedicated and ring-fenced time for all teachers, for curriculum planning, for monitoring of student achievement and in support of moderation of assessment outcomes.
- **Simplify policies and institutions for clarity and coherence:** To align the institutional structures with clear ownership of CfE, Scotland could explore assigning leadership and development responsibilities for curriculum (and perhaps assessment) to a specialist stand-alone agency; and consider refreshing the remit of an inspectorate of education regarding CfE.

- **Align curriculum, qualifications and system evaluation to deliver on the commitment of *Building the Curriculum 5*:** Scotland could first identify modes of student assessment that could be used in school and external settings at Senior Phase levels, in alignment with the four capacities and CfE philosophy; and second, re-develop a sample-based evaluation system to collect robust and reliable data necessary to support curriculum reviews and decision making.
- **Develop a systematic approach to curriculum review:** Scotland could consider establishing a systematic curriculum review cycle with a planned timeframe and specific review agenda, led by the specialist stand-alone agency.

Lead the next steps for Curriculum for Excellence with a long-term view

- **Adopt a structured and long-term approach to implementation:** Building on the system's existing strengths, Scotland should consider how to take on board the recommendations in this report as a coherent package rather than individual policy actions for the next steps.

Report

15

Report to:	Education Resources Committee
Date of Meeting:	31 August 2021
Report by:	Executive Director (Education Resources)

Subject:	Enabling Youth Voice
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1. Purpose of Report

1.1. The purpose of the report is to advise members of the:-

- ◆ steps being taken to further engage with young people, across South Lanarkshire to empower and enable them to have a voice and to help inform and influence the democratic process.

2. Recommendation(s)

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

- (1) that the steps being taken to further engage with young people to empower and enable them to have a 'voice' and to use this to help inform and influence the democratic process, be noted.

3. Background

3.1. South Lanarkshire has a long, positive and proven history of engagement and youth voice representation which has continually changed and evolved to meet the needs and aspirations of young people, directing a Youth Strategy and a yearly action plan. This includes the development of the long standing, Youth Partnership (Corporate Connections Board) chaired by an elected member with a responsibility for representing young people, and a membership that includes young people, Council and partner organisations and representatives of different political parties. The Youth Strategy being used as the framework of governance and the Board being empowered to engage with and empower 'youth voice'.

3.2. This report provides an overview of the opportunity to increase and widen engagement and strengthen the voice of all young people, further strengthening and promoting youth voice and the involvement of young people in the democratic process across South Lanarkshire, using digital engagement.

3.3. On 1 July 2021, proposals to further enhance the approach to enabling the voice of young people to be heard more widely across difference areas of South Lanarkshire were discussed and subsequently supported at the Corporate Connections Board (Youth Partnership).

4. Digital Democracy Proposal

4.1. A range of focus groups to consult with young people on youth voice have been held and an outcome arising is the adoption of a Participation Tool that would be visually appealing, sleek, accessible and easy to navigate. This will provide a platform to engage and to consult digitally with young people on a range of issues such as

activities on offer, safety in areas, spending of funding, service satisfaction, youth rights, Council projects and developments etc. This participation tool will support large scale participation from young people and expanding the opportunity to encourage and enable more young people to take part in the democratic process and influence change.

4.2. In this ever-changing world, the youth work sector continues to adapt to the times in terms of using digital technology in a positive and progressive way. However, it is important to note that digital democracy is not the only solution to participatory practice and will require continued face-to-face youth work to strengthen engagement and impact on decisions made. It is acknowledged that additional supports will also be required by harder to engage groups or young people who may face additional barriers to participation.

4.3. Rationale

4.3.1. During the initial period of 'lockdown', YFCL increased engagement through the use of digital technologies, to stay in contact with young people and ensure continuity of dialogue and service provision. This resulted in a realisation that the immediacy and flexibility of digital technology (TikTok, Instagram, Facebook etc.) could be used more effectively to inform and elicit responses in real time.

4.3.2. In the early stages of the 'lockdown' many individuals who had never accessed YFCL services before initiated contact with through digital media, whether it was seeking support or to engage with the activities available online. This also supplemented the ongoing engagement YFCL services had with young people already and the opportunity to reach out and engage with others.

4.3.3. By expanding the delivery model of the youth participation network to the digital sphere, more diverse range of participants can be engaged and to have the opportunity to influence decisions which impact upon them and their communities, in line with YFCL's vision of "supporting a more engaged and equal society". This will give communities 'choices and voices' and assist the Council in preparations toward duties expected under the UN Convention in the Rights of the Child (Incorporation) (Scotland) Bill such as Child Rights and Wellbeing Impact Risk Assessments, currently laid before the Scottish Parliament.

4.3.4. The new digital tool will allow for the collation of information from one source rather than from across up to 60 current social media sources including 9 different Universal Connections social media accounts, as well as accounts for various other projects (Duke of Edinburgh, Holiday Clubs, Grass Routes, Flourish, KEAR, Youth Council) within the service on Instagram, Facebook, TikTok and Twitter. The proposal for use of the new participation tool within YFCL will not exclude those used by partner agencies, voluntary sector or other Council resources.

4.4. A new development within Young Scot presents a viable solution to the development of a digital tool ('app.') for use at local level. The potential for linkage to South Lanarkshire's own Digital Service developments is currently being explored.

5. **Proposal**

5.1. Through discussions with the focus groups the consensus was overwhelming that this should be 'young people led' and as a result, the proposal is to train and employ up to 6 people, to take this process forward, under the umbrella of Youth, Family and Community Learning Services and to enable a Modern Apprenticeship (MA) in Youth Work.

- 5.2. Up to 6 people will be identified and mentored through YFLC to develop the skills and attributes they require to enable them to communicate effectively with young people in a full range of settings. As mentors, they will be in a position to engage positively with other young people and elicit response from them on the things that truly matter in their lives, thus enabling more young people to really make a difference.
- 5.3. Most young people live in a digital world and it is imperative that information sharing and consultation with them happens at the optimum times when they are most engaged with technology. As mentors, the Modern Apprentices will engage with young people through digital technology as well as a range of other engagement mediums.
- 5.4. Modern Apprentices will work in a locality area as well as working together as a whole team as appropriate. The team will be based within the Youth, Family and community Learning Service.
- 5.5. The Modern Apprenticeship team would be aspiring to capture some of the good practice (see para 4.5) to inform the development of the participation digital tool, build on this and ensure that it is exciting and accessible.
- 5.6. The Modern Apprentices will be supported through YFCL to become skilled in all aspects of Youth Work including group work, safeguarding, detached and outreach, and reflective practice, as well as developing skills in areas such as sport, arts, drama, music and IT. This will assist in widening the scope of their communication and engagement with young people of differing backgrounds, interest and communication levels. Detached youth work will be used to increase their visibility and availability in communities, to create dialogue through youth work approaches, and to embed them within the life of the community. Modern Apprentices will be able to move from community to community, to work with other young people in those communities to develop their skills and confidence.
- 5.7. The Modern Apprentices will be in a position to take a lead in Community Planning consultation, facilitating conversation, in whatever medium meets the need including street work, digital and group work. They will be supported to become adaptable, flexible, resilient, creative and peripatetic and will be in a prime position to be an advocate for young people.
- 5.8. Given the level of experiences of people expected to apply for the Modern Apprenticeship, the apprenticeship is set at Level 2 (SCQF level 5), which YFCL previously delivered through a vocational traineeship programme that helped unemployed, vulnerable young people aged 16-24 into employment. The Modern Apprentices will become associate members of the Community Learning and Development (CLD) Standards Council for Scotland and the long-term goal will be that they can move on to achieve and sustain a career in local government.
- 6. Informing policy and service development**
 - 6.1. As the existing Youth Partnership (Corporate Connections Board) is recognised as the Council's platform for young people to raise issues and to engage further with service providers. Partnership is ideally placed to present the views, ideas and aspirations of young people gathered using the app and from face-to-face contact. This too will provide a platform for young people to influence the development of policy and practice across the Council and partner agencies.
 - 6.2. A critical component of the participation engagement tool will be the ability to give timely feedback alerts such as:

- number of respondents, number for and against etc.
- what people have said
- what happens next
- decisions made
- infographics (examples using real data attached as appendix 2)

7. Expected outcomes

- 7.1. This new model of engagement presents a range of outcomes that complement the CLD Strategic Guidance (2012), CLD Regulations 2013 and the implementation of the National Community Engagement Standards in the context of the Community Empowerment Act 2015. This model will create the lasting legacy that was envisaged after the Year of Young People 2018 had concluded. These outcomes include:
- Robust participation leading to an increased influence in community, council and partners' decisions
 - Up to 6 people achieving Modern Apprenticeship Level 2 and employment
 - Larger, more diverse audience gained more efficiently and effectively.
 - Increased responsiveness of organisation
 - A deeper understanding of local patterns of need and interaction
 - More robust rationale for tough decisions made if individuals are consulted on them
 - Improve quality of decision making with faster access to real data
 - Involve individuals in the agenda setting stage of decision making
 - Consultation and engagement at more appropriate times more suited to the needs of the young person
 - Better quality of participation experience
 - Active engagement of young people taking pride in their local communities
 - Understanding responsibility and ownership of the impact of decisions made
 - Increased understanding of rights and how to apply them
 - Increased citizenship and community understanding

8. Next steps

- 8.1. The next steps will see a report being presented to the Community Planning Partnership outlining the planned progression of the voice of young people and the methods of engagement to support this.

9. Employee Implications

- 9.1. The additional modern apprentices will be recruited in line with South Lanarkshire Council's recruitment procedures.

10. Financial Implications

- 10.1. The costs associated with Modern Apprenticeship programme will be met within the Youth, Family and Community Learning Service budget.

11. Climate Change, Sustainability and Environmental Implications

- 11.1. None

12. Other Implications

- 12.1. None

13. Equality Impact Assessment and Consultation Arrangements

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

- 13.2. Consultation and engagement has taken place with young people on the new participation tool and the benefits that are expected to accrue from it, and on the proposal to establish up to 6 modern apprenticeships as well as liaison with personnel services.

Tony McDaid
Executive Director (Education Resources)

17 August 2021

Link(s) to Council Objectives

- Improve achievement, raise educational attainment and support lifelong learning
- Support communities by tackling disadvantage and deprivation, and supporting aspiration
- Deliver better health and social care outcomes for all
- Protect vulnerable children, young people and adults
- Work with communities and partners to promote high quality, thriving and sustainable communities

Previous References

Corporate Connections Board meeting – 1 July 2021

List of Background Papers

None

Contact for Further Information

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

Anne Donaldson, Head of Education (Inclusion)

Ext: 4452 (Tel: 01698 454452)

E-mail: anne.donaldson@southlanarkshire.gov.uk

Appendix 1

South Lanarkshire has a long established and nationally recognised process of engagement within South Lanarkshire through the South Lanarkshire Youth Council and the Scottish Youth Parliament. Listed below are some examples:

- ◆ Universal Connections facilities
- ◆ Skatepark provision
- ◆ Increased provision for young carers - provision in Universal Connections doubled as a result of direct engagement and influence of questions by young carers themselves.
- ◆ Rural Youth Summit (Biggar) - 24 service providers engaging with Biggar HS pupils - organised and funded by young people (SLYC)
- ◆ Larkhall Youth Housing Forum (SYP members, Housing and Technical, Larkhall Housing Forum and Larkhall Academy)
- ◆ Participatory Budgeting & Changing Places monies - Springhall, Whitlawburn and Larkhall youth provision/youth led bids
- ◆ SPTransport - rebadging and framing of Dial-a-bus service - young person identified issue, took direct action supported by staff
- ◆ SYP Mosquito device at Hamilton Train Station - young person identified issue, took direct action supported by staff
- ◆ SYP elections – paper ballot process with 11% (7,700) of all votes cast in Scotland, cast in South Lanarkshire in the 2019 elections.
- ◆ Year of Young People 2018 -events and numbers
- ◆ Money for Life -VIPs (Very Important Penny Savers)
- ◆ Care Inspectorate Services for Children and Young People. Inspection good practice example recognising outstanding commitment to participation and consultation, stating that South Lanarkshire Youth Council provides a strong and genuine democratic structure – “A well developed and highly effective youth council is a model of its type. Staff are hugely committed to skilling up and supporting members to carry out their roles and responsibilities. The Youth Council has a high profile in civic life. The voices of children and young people meeting at a local level and those coming together around a common cause shape the work of the Youth Council. It is at the heart of developing and delivering the Youth Strategy. The Youth Council is positively influencing a growing number of policy, planning and service developments which impact on the lives of children and young people.” (Services for children and young people in South Lanarkshire, Care Inspectorate, 23 February 2015)
- ◆ Education Scotland Community Learning and Development Inspection good practice examples – “South Lanarkshire Youth Council is influential and is regularly consulted on issues affecting communities. Young people are active and enthusiastic contributors to strategic decision making. Their views are valued by senior officers and elected members. Their actions are leading to positive change, for example, through recent work with Scotrail. The work of YOYP Ambassadors is leading to good levels of involvement in YOYP events with over 900 attending the recent launch.” (Inspection of Community Learning and Development in South Lanarkshire, Education Scotland, 23 July 2018)

These models offer young people a route in to formalised engagement beyond the expectations of this new process and reflects the differing levels of engagement open to young people.

Report

16

Report to:	Education Resources Committee
Date of Meeting:	31 August 2021
Report by:	Executive Director (Education Resources)

Subject:	COVID19 Update for Schools and Educational Settings (August 2021)
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1. Purpose of Report

1.1. The purpose of the report is to:-

- ♦ provide an update on the impact of the updated national guidance developed by the Scottish Government which is based on current scientific advice and designed to support a safe return to school for children, young people and staff in August 2021.

2. Recommendation(s)

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

- (1) the Scottish Government guidance to support a safe return to school for children, young people and staff; be noted
- (2) that the changes to the self-isolation rules requiring whole classes or groupings of pupils to self-isolate as close contacts is no longer required in normal circumstances and the guidance provided to schools, staff, parents and carers prior to the start of the new term, be noted, and
- (3) that the efforts of staff in schools and educational settings to adapt to the changing guidance and in being agile to respond to these changes whilst ensuring the safety and wellbeing of children, young people and staff, be noted.

3. Background

3.1. The Scottish Government updated guidance to support the safe return to for children young people and staff with schools and educational settings across South Lanarkshire re-opening to all learners on Monday 16 August 2021 and teachers returning on Thursday 12 and Friday 13 August 2021 to help them prepare in advance of the start of the new term.

[Coronavirus \(COVID-19\): guidance on reducing the risks in schools - gov.scot \(www.gov.scot\)](https://www.gov.scot/publications/coronavirus-covid-19-guidance-on-reducing-the-risks-in-schools/pages/1-1-introduction-and-what-to-do-if-you-are-a-teacher-or-staff-member-in-a-school-or-educational-setting.aspx)

3.2. The safety and wellbeing of staff and all learners continues to be paramount and schools and educational settings have learned their experiences in having to adapt throughout the period of the pandemic.

- 3.3. Health and safety sits at the heart of the Council's approach and plans, with risk assessments and infection prevention and control measures are in place. Hand sanitisers continue to be available at the entrances and in all appropriate areas across schools. Secondary schools have hand sanitisers available in all classrooms and in primary schools all classrooms with sinks will enable children to handwash regularly.
- 3.4. Enhanced cleaning routines continue to be implemented and clear signage is in place throughout school buildings to reinforce the infection prevention and control measures.

4. Information Update and New Guidance

- 4.1. The Scottish Government Advisory Sub-Group on Education and Children's Issues advised in August 2021 that local authorities should adopt a "precautionary, staged approach to the removal of mitigations".

- 4.2. The preventative measures we have taken will continue to take to mitigate against the spread of the coronavirus, as we move forward into the new session. It should also be noted that there is some relaxation of the measures for schools and educational settings and these have been implemented for the start of the new term.

4.3. Testing

- 4.3.1. All staff and secondary aged pupils were strongly encouraged to restart, and then continue, their twice-weekly at home Lateral Flow Device testing prior to the start of the new term and to enter their results, positive or negative, into the NHS portal. LFD test kits are available free from schools and local pharmacies.

4.4. Physical Distancing/Bubbles

- 4.4.1. Previous arrangements for creating smaller groups in schools commonly known as 'bubbles' are no longer required. However, we continue to encourage appropriate physical distancing, where possible, to further minimise any risk. This means schools will avoid bringing children and young people together in large groups and, for example, this means there will be no large assemblies for an initial period.

- 4.4.2. One metre physical distancing between adults, and between adults and children and young people, is still a requirement in the school estate. However, as schools already have physical distancing arrangements that work well and do not limit capacity, staff continue with two metre distancing arrangements, where possible.

4.5. Self-isolation Rules

- 4.5.1. Overall, there is a welcome change to the self-isolation rules. The approach of requiring whole classes or groupings of pupils to self-isolate as close contacts is no longer required in normal circumstances.

- 4.5.2. There is no longer the need to isolate whole groups of children and contact tracing will be undertaken by Test & Protect (T&P). If someone is identified by T&P as being a close contact the following new rules apply:-

- **Children aged 5 to 18 years** will not have to isolate for 10 days, so long as they remain asymptomatic and have a negative PCR.
- **Under 5's** will not have to isolate so long as they remain asymptomatic but there is no mandatory requirement for them to have a negative PCR.
- **Adults** who are double vaccinated (and 14 days have passed since their second vaccination) and have a negative PCR will no longer have to isolate if they are a contact of a positive case.

4.5.3. Attached as appendix 1 is a copy of the letter from NHSL Public Health which explains the new procedure with regards to self-isolation in schools and educational establishments. This was provided to all schools/establishments in advance of pupils returning on the 16 August 2021 and made available to all parents/carers/families via school based and the council's social media channels.

4.6. **Face-coverings**

4.6.1. Face coverings continue to be worn by adults wherever they cannot keep a 2m distance from other adults and/or children and young people (unless exempt) :-

Adults

- All adults in communal areas of primary schools and early years establishments
- Parents and other visitors including parents at drop-off and pick-up.
- Early Learning and Childcare staff do not need to wear face coverings when interacting with nursery children.

Pupils

- All pupils in secondary schools are expected to wear a face-covering during class and in communal areas.

School transport

- In line with the current arrangements for public transport, **only young people aged 12 and over and adults** are required to wear face-coverings on school transport. (previously aged 5 and above).

4.7. **Ventilation**

4.7.1. Housing and Technical Resources have already been undertaking targeted and sample CO² monitoring, with assistance from school staff, and had planned to continue this good practice with on-going monitoring of classrooms across the school estate this year.

4.7.2. The new guidance makes reference to improving and increasing access to CO² monitoring. This is in order to support the goal of all buildings, including learning and teaching spaces, being assessed for ventilation issues with a view to remedial action being taken where required. Local Authorities have now been tasked with completing this work by the start of the October break, wherever possible, subject to any issues regarding supply of CO² monitors.

4.7.3. In South Lanarkshire, with our new estate, the practice of ventilation is one which has been at the forefront of our safety and infrastructure guidance and Education Resources and Housing and Technical Resources will continue to review and take forward any recommendations and actions to acquire Co2 monitors.

4.7.4. The importance of good ventilation is a key mitigating factor and a short film produced previously for staff was re-issued to all schools in August 2021.

<https://youtu.be/8Qmcs0kH-0Y>

4.8. **Vaccinations**

4.8.1. We are now seeing the vaccine offered to everyone aged 16 and over and, in line with JCVI guidance, it has also been offered to some young people from key groups who are aged between 12 to 15 years.

- 4.8.2. All 16-17 year olds can now get their COVID-19 vaccine appointment through advertised channels.
- 4.8.3. It is recognised that the arrangements on safe systems of work, risk assessments, classroom organisation and in most cases, consistency of physical distancing, our cleaning regimes and the knowledge presented by heads of establishments on the arrangements in place for their respective establishment, has been the bedrock for ensuring our schools remained open despite some major challenges in applying and adapting to the ever-changing landscape due to the coronavirus pandemic.
- 4.8.4. A jointly agreed protocol is still in place with NHS Lanarkshire Public Health for reporting on and acting quickly to any health-related matter which may impact on a school or educational setting.
- 4.8.5. Ongoing communication and engagement with stakeholders, including headteachers of primary, secondary and additional support needs schools, representatives of the professional associations and unions, continues to take place and detailed advice was provided to schools and education establishments including revised risk assessments in time for them reopening.

5. Next Steps

- 5.1. The Scottish Government will review the position again towards the end of September with an expectation that will be a further relaxation of other Covid-19 mitigation practices after this 6 week period.

6. Employee Implications

- 6.1. There no pending employee implications arising from the recommendations in this report. However, Education Resources will in partnership with Personnel Services look at trends and to manage any potential cover requirements required to help keep schools and educational settings open.

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 implications for climate change, sustainability or the environment in terms of the information contained in this report.

9. Other Implications

- 9.1. The requirement to update risk assessments is set out in the Scottish Government guidance and steps have been taken to do this as the safety and wellbeing of all adults, children and young people is paramount.

10. Equality Impact Assessment and Consultation Arrangements

- 10.1. This report does not present a new strategy, policy or plan and is, therefore, not subject to equality impact assessment.
- 10.2. Consultation and engagement has taken place with a wide range of stakeholders in order to provide schools, educational settings, parents/carers, families, staff and both the professional associations and trades unions with information on the impact of the new guidance.

Tony McDaid
Executive Director (Education Resources)

12 August 2021

Link(s) to Council Values/Ambitions/Objectives

- Increase achievement, raise educational attainment and support lifelong learning
- Protect vulnerable children, young people and adults

Previous References

Education Resources Committee – 16 March 2021

List of Background Papers

[Coronavirus \(COVID-19\): guidance on reducing the risks in schools - gov.scot \(www.gov.scot\).](https://www.gov.scot/publications/coronavirus-covid-19-guidance-on-reducing-the-risks-in-schools/pages/1-1-introduction.aspx)

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

Tel: 01698 454495

Des.dickson@southlanarkshire.gov.uk

Department of Public Health
NHS Lanarkshire Headquarters
Kirklands

Fallside Road
Bothwell
G71 8BB

August 2021

Dear Parent/Carer,

COVID-19 information letter for the new school term

The following information has been prepared to answer questions that you may have about COVID-19 and the return of your child to school.

1. What will happen if there is a case of COVID-19 (Coronavirus) in school?

- Whole classes will no longer be asked to self-isolate if someone in the class tests positive for COVID-19.
 - Your child would only be identified as a contact if they have had **prolonged** close contact with the case (someone who tests positive for COVID-19) - e.g. same household, overnight stays.
 - There will be no requirement for you or your child to self-isolate **unless you are contacted by Test and Protect – the contact tracing service.**
 - All close contacts of the case **who need to take specific actions** will be identified, contacted and advised by the Test and Protect service to follow the latest guidance on self-isolation and testing. The guidance was updated on 9 August 2021 and usually the following will not need to isolate:
 - adults who are fully vaccinated, whereby, at least 14 days has passed since the second vaccination, who do not have symptoms, and do not develop symptoms, and who have not tested positive;
- and
- children and young people aged under 18 who do not have symptoms, and do not develop symptoms, and who have not tested positive.

Further information on the latest self-isolation requirements can be found on the NHS Inform website at: www.nhsinform.scot/illnesses-and-conditions/infections-and-poisoning/coronavirus-covid-19 . Accessible, easy read formats and information in other languages can be accessed at: [Translations \(nhsinform.scot\)](https://www.nhsinform.scot/translations).

2. Regular testing

- Regular testing even when you don't have symptoms can help keep you and your school community safe.
- If your child is at secondary school, they can access free LFD (Lateral Flow Device) tests from the school, to allow them to test twice-weekly at home as long as they have no symptoms. Please contact the school directly to ask about this if your child is having problems accessing tests.
- Please encourage your child to test twice-weekly, and to record all positive, negative or void results on the online reporting portal at: www.nhsinform.scot/campaigns/coronavirus-covid-19-report-your-test-result.
- In addition, you and the rest of your family, including primary school-aged children, can access free test kits through the Universally Accessible Testing programme, which is available to everyone in Scotland. Free at-home LFD test kits are available for collection from COVID test centres or pharmacies, or delivery by ordering online. www.gov.scot/publications/coronavirus-covid-19-getting-tested/pages/no-covid-symptoms.

3. Book a test if you or your child develop symptoms

- Please be vigilant for [symptoms of COVID-19](#). If your child develops any symptoms of COVID-19 they must not attend school. They should stay at home, self-isolate and get tested for COVID-19. Find out more on [NHS Inform](#).
- All other household members of your child (including yourself) must also stay at home and follow the latest guidance, which can be found on [NHS Inform](#). In the event of a positive result, the Test and Protect service will contact you to provide tailored advice on what to do.
- Book a test at [NHS Inform](#) for your nearest COVID-19 test site. There are drive-through, walk-through, and mobile testing units across Scotland which are open from 8 am until 8 pm, 7 days a week. A full list of sites can be found at [Gov.Scot](#). Or you can order a home PCR test kit [online](#), or by calling 119. A test will then be delivered to your home. To return you can either drop the test at your nearest priority post box, or if you are unable to go out, you can also call 119 to book a courier collection from your home.

4. How to stop COVID-19 spreading

There are things you can do to reduce the risk of you and anyone you live with getting ill with COVID-19. DO:

- Get vaccinated if you haven't already done so and are eligible. Vaccination is our best defence against COVID-19 causing anyone to become seriously unwell. If anyone who is eligible in your family or home have not yet been vaccinated, then they should arrange vaccination as soon as possible. This could also help you avoid having to self-isolate in the future. Information on how to arrange a vaccination can be found on [NHS inform](#).
- Regularly **wash your hands** with soap and water for at least 20 seconds
- Use hand sanitiser gel if soap and water are not available
- Cover your mouth and nose with a tissue or your sleeve (not your hands) when you cough or sneeze and put used tissues straight in the bin and wash your hands.

- Open windows/doors regularly to ventilate your home
- Be vigilant for COVID symptoms and self-isolate when you have COVID symptoms or have been advised to by the Test and Protect service.

Further Information

For general Coronavirus Frequently Asked Questions and information:

<https://www.parentclub.scot/topics/coronavirus/coronavirus-faq?age=0>

[Coronavirus \(COVID-19\): Guidance for households with possible coronavirus infection | NHS inform](#)

For local information and details of the services available in Lanarkshire:

<https://www.nhslanarkshire.scot.nhs.uk/novel-corona-virus-covid-19/>

Yours sincerely,

A handwritten signature in black ink that reads "John Logan". The signature is written in a cursive, flowing style.

Dr John Logan

Acting Director of Public Health, NHS Lanarkshire

