

Executive Manager: Jan-Robert Riise
Director of Corporate Services: Christine Ferguson

Governance & Law
Corporate Services Department
Montfield
Burgh Road
Lerwick
Shetland, ZE1 0LA

Telephone: 01595 744550
Fax: 01595 744585
administrative.services@shetland.gov.uk
www.shetland.gov.uk

If calling please ask for
Lynne Geddes
Direct Dial: 01595 744592
Email:
lynne.geddes@shetland.gov.uk

Date: 5 June 2018

Dear Sir/Madam

You are invited to the following meeting:

Education and Families Committee
Council Chamber, Town Hall, Lerwick
Tuesday 12 June 2018 at 10.00am

Apologies for absence should be notified to Lynne Geddes at the above number.

Yours faithfully

Executive Manager – Governance and Law

Chair: Mr G Smith
Vice-Chair: Mr T Smith

AGENDA

- (a) Hold circular calling meeting as read.
- (b) Apologies for absence, if any.
- (c) Declarations of Interest – Members are asked to consider whether they have an interest to declare in relation to any item on the agenda for this meeting. Any Member making a declaration of interest should indicate whether it is a financial or non-financial interest and include some information on the nature of the interest. Advice may be sought from Officers prior to the meeting taking place.
- (d) Confirm minutes of meeting held on 21 May 2018 (*enclosed*).

ITEM

(Agenda items 3-9 relate to the giving of advice or the discharge of the Committee's function as an education authority)

1. Year of Young People – Update Report and Presentation
CS-24-18
2. Proposed New Build Residential Children's Home
CS-30-18
3. Expansion of Early Learning and Childcare - Service Delivery Plan -
Update 2018/19
CS-25-18
4. Expansion of Early Learning and Childcare – Strategic Delivery
Plan – Staffing Implications
CS-21-18-F
5. Early Learning and Childcare Service Model for 2020: Draft
Consultation Response
CS-26-18
6. Northern Alliance Regional Improvement Plan
CS-03-18
7. Review of School Transport Policy
CS-17-18
8. Managing Exclusions in Shetland Schools Policy
CS-27-18
9. Anti-Bullying in Shetland Schools Policy
CS-28-18



MINUTES

A&B - Public

**Education and Families Committee
Council Chamber, Town Hall, Lerwick
Monday 21 May 2018 at 10:00am**

Present:

Councillors:

P Campbell	S Coutts
J Fraser	C Hughson
E Macdonald	R McGregor
D Sandison	G Smith
T Smith	R Thomson
B Wishart	

Religious Representatives:

T Macintyre

Apologies:

H Rankine M Tregonning

In Attendance:

M Sandison, Chief Executive
H Budge, Director – Children's Services
N Grant, Director – Development Services
J Belford, Executive Manager - Finance
J Riise, Executive Manager – Governance and Law
J Sutherland, Executive Manager – Children's Resources
T Coutts, Project Manager
J Johnston, Quality Improvement Officer
K Johnston, Solicitor
B Kerr, Communications Officer
J Macleod, Performance and Improvement Adviser
W Shannon, Interim Joint Principal – Shetland College
J Thomason, Management Accountant
L Geddes, Committee Officer

Chairperson

Mr G Smith, Chair of the Committee, presided.

Circular

The circular calling the meeting was held as read.

Declarations of Interest

Agenda Item 1 – Effective and Sustainable Tertiary Education, Research and Training Project – Strategic Outline Case:

Mr G Smith, Ms Wishart and Ms Macdonald declared an interest in the above item as members of Shetland College Board.

Mr T Smith declared an interest in the above item as Vice Chair of Shetland College Board.

Mr Campbell declared an interest in the above item as Chair of Shetland College Board.

Reverend Macintyre declared an interest in the above item, having a close family member who works at Shetland College.

Mr Sandison declared an interest in the above item as an ex-officio Trustee and Chair of the Shetland Fisheries Training Centre Trust (SFTCT), and he advised that he also had a financial interest that pertained to his employer, who was in receipt of an honorarium. As Chair of the SFTCT, he believed that he was in a position to advocate for the SFTCT during this process. As it would be a strategic level discussion, it would be appropriate for him to do so and answer questions from Members. However he would withdraw from the meeting during the debate and decision-making.

Minutes

The Committee confirmed the minutes of the meeting held on 23 April 2018 on the motion of Mr Campbell, seconded by Ms Wishart.

13/18 Effective and Sustainable Tertiary Education, Research and Training Project - Strategic Outline Case

The Committee considered a report by the Director of Development Services (DV-21-18-F) presenting the Strategic Outline Case (SOC) regarding the future operating and governance options for Shetland tertiary education, research and training, which had identified a merger of these services in Shetland as the preferred way forward.

The Director of Development Services summarised the main terms of the report, advising that a merger of tertiary education in Shetland was something that had been considered for a number of years. A number of stakeholders had been involved in agreeing a way forward, and staff from the three organisations had been involved in preparing the SOC. The Scottish Funding Council and UHI were supportive of funding the project, and there was a lot of work that would be required to prepare the full business case. The purpose of the report today was to provide an update on progress and seek agreement to take forward the merger option for full business case analysis. Within the merger options there were two sub-options – one was to create a new entity, and the other was to use the existing SFTCT body as a host and move all assets into that model. Delegated authority was sought for the actions required and for engaging the resources required to get to a full business case. The SFC had invited an application for project funding and was motivated to cover most of the costs in getting to a full business case. Delegated authority was also sought to extend the existing interim management arrangements in order to allow this work to take place.

The Project Officer then outlined the options that had been considered in response to the business needs and project scope identified within the SOC. He outlined the long list of nine options that had been considered against the critical success factors (CSF) and explained that prior to scoring these against the CSFs, a brief scoping exercise had been carried out against each option. Following this exercise, Options 3-6 had

all demonstrated a potential or direct fit with the CSFs and remained in the process for scoring. Options 7-9 were considered to be unable to achieve some or all of the CSFs, and had been discounted at this stage. Options 1 and 2 were unable to show a fit with the criteria, but as they were important comparators for the remainder of the Business Case process, they would remain in the process for scoring against the CSF. A scoring mechanism had been developed by the project team, which scored options based on the potential ability of each to deliver against the CSFs. Following this process, two options from the shortlist had been clearly preferable – ‘Host’ NAFC and New College – and these were the two options that were recommended to be developed further in the Full Business Case.

Mr Campbell, Chair – Shetland College Board, said that it had been a number of years since the Council had taken a decision to review the sustainability of Shetland College. This had set in progress the work that had taken place resulting in the decision required today which could mean that a new organisation would be in place by 2019. It should be considered as an opportunity to create an organisation that would serve and benefit the Shetland community, and it would enable the tertiary sector to play its role in achieving the 10-Year Plan to build a stronger community. The requirements of the community would shape the organisation, and at the very core of this would be the participation of students and their interests. At a recent meeting, the SFC had indicated that a bid for the financial resources necessary to move the project forward to full business case would be looked upon favourably. However the control of the process would remain in Shetland, and this was accepted by the SFC, as it was something requiring local knowledge and understanding. Suitable teams of staff members had been identified, and options would be considered against the status quo. The critical success factors would be applied to the options to determine the business case for the decision-making process. A decision would be made in October regarding the integration of the three organisations involved and, if approved, this would necessitate entry into a Parliamentary process and timetable. He was of the view that it was time to move forward, and a valuable opportunity to place tertiary education in a position to fully serve Shetland learners and the community and meet the challenges to be faced in the years ahead.

Mr Sandison, Chair – SFTCT, advised that he endorsed these sentiments. The process had been going on for many years, and it had not been easy. The SFTCT had been fully engaged at all stages, but it had been difficult as it was an independent trust with different governance arrangements, and it had sometimes felt like a junior partner. However Trustees were extremely committed, and had engaged throughout the process as they could see the value of creating something for the wider good of the community and industry. It was important to find the best model to grow the sector. As Chair of the SFTCT, he had advised the Council a couple of years ago of its willingness to act as the host organisation. It was felt that things could have moved quicker, but there had been a number of large issues regarding property, assets and pension liability that required to be resolved and had prevented a full merger from taking place. He believed that there would be ways of resolving these issues and only the business case not stacking up would prevent moving forward. It was important to recognise that the NAFC

had struggled financially due to the length of time it had taken to get to this position, and this had affected its ability to function. He was happy to take questions from the Committee regarding the position of the NAFC Marine Centre.

The Chair commented that he had a lifelong involvement in education, and an awareness of the value and requirements of tertiary education in Shetland from his time spent at Shetland College and Train Shetland from 2006-2011. It was important not to underestimate the value of the learning opportunities provided by the three establishments, and it was important to move forward together to create a brighter future for current and future learners in Shetland.

Responding to a question, Mr Sandison advised that the NAFC Marine Centre had been impacted in various ways over the last few years due to being in a position of limbo. The management resource had been severely stretched, and it had led to a position where the thinking about how to move things forward had detracted from the organisation's ability to grow and find new opportunities to develop, which could have happened if there had been more clarity about the arrangements for moving forward. The organisation did have the ability to attract further external funding, and it was commented that it was important to bear in mind in going forward that trusts and third-sector organisations did have the ability to attract funding that local authorities could not.

The Director of Development Services confirmed that if it was agreed that the SFTCT should be the host organisation, then its Board would require to be completely restructured and the Trust Deeds would have to be amended to ensure that it covered everything required of the tertiary sector in Shetland and was not just marine-based.

The Chair commented that it was imperative to look at what was offered best across all three organisations, and match that to the needs of the Shetland community. It was inevitable that the community might regard it as a takeover, but it was about creating the right structure that would enable what was required by Shetland community.

Mr Sandison advised that the Trust Deed would indeed have to change to accommodate the model proposed, and the composition of the Board would also require to change. The focus on marine activity would have to change but, as an industry representative, he would wish to protect marine sector interests and their part in any new organisation. Getting the right composition of trustees would be vital in any new organisation.

Mr Campbell added that governance was an issue that would be considered by the Scottish Government, as any new board would have to be aligned with the Government's requirements in terms of skills and gender balance.

The Project Officer confirmed that a new body, as proposed at Option 6, would have to be capable of attaining charitable status. Because the NAFC Marine Centre assets were charitable, they could only be transferred to another charitable organisation. Some sort of limited liability organisation that could be overseen by a board of management would be preferable. Option 5 would use the existing Trust as a host.

(Mr Sandison left the meeting)

It was commented that it was important for the Committee to bear in mind the ambitions to grow the Shetland community, and the provision of tertiary education was an important part of this.

In thanking those who had been involved, particularly over the last few weeks, in carrying out the work to reach this stage, Mr Campbell moved that the recommendations in the report be approved.

Mr T Smith seconded.

Decision:

That Committee RECOMMENDED that the Council RESOLVES to:

- APPROVE merger of tertiary education, research and training services as the preferred way forward as identified in the Strategic Outline Case (SOC) for the Effective and Sustainable Tertiary Education, Research and Training in Shetland Project (hereafter referred to as 'the Project'), attached as Appendix 1
- NOTE that the preferred way forward contains two options; namely Option 5 ('Host' NAFC) and Option 6 (New College)
- DELEGATE authority to the Chief Executive (or her nominee) to take any action and decisions required to develop the Full Business Case for the preferred option, which will be reported to Committees, Board and Council for a decision in October 2018
- DELEGATE authority to the Chief Executive (or her nominee) to procure and engage any specialist legal or other services required to develop and finalise the Full Business Case
- AGREE that the delegation of authority granted to the Shetland College Board on 29 June 2016 [Min. Ref. SIC 53/16] to support potential further stages of the Project remains in place until September 2019
- DELEGATE authority to the Director of Development (or his nominee), in consultation with the Chair of Shetland Fisheries Training Centre Trust (SFTCT), to extend the Interim and Joint management arrangements up to the end of the 2018/19 academic term (July 2019)

(Mr Sandison returned to the meeting)

14/18

Children's Services Performance Report - Twelve Month/Fourth Quarter 2017/18

The Committee considered a report by the Director of Children's Services (CS-18-18-F) summarising the activity and performance of Children's Services Directorate for the fourth quarter of 2017/18.

The Director of Children's Services summarised the main terms of the report, highlighting the achievements of the Directorate over the last year. There were a number of actions in the Action Plan which went beyond a one-year period and, in particular, the collaboration in the Northern

Alliance would continue to 2020. She went on to say that funding had now been received in respect of the expansion of early learning and childcare, and that the spend-to-save application for the Emotional Wellbeing Project had been successful. She highlighted that Shetland had the third highest figure in Scotland for the number of pupils achieving five or more qualifications at National 5 level, and the figure of 96.4% of 16-19 years olds in training, education or employment was also the third highest in Scotland. This was a good illustration of how the Council was doing very well in helping young people to achieve.

Responding to questions, she advised that the terminology used relating to Developing the Young Workforce was HMI terminology used in respect of the national improvement framework. With regard to Looked After Children reviews, a number of options were being explored with regard to the recruitment difficulties that had impacted on reviews being completed within timescale. Some of the gaps had been filled by the use of agency staff. Workforce planning was also being considered, and Children's Services were working alongside Human Resources to look at alternative ways of recruiting. She confirmed that the reviews themselves were prioritised to ensure that statutory levels were maintained. Where there was a delay in completing reviews, the Service always continued to provide what was appropriate, and those involved were always informed if there was any delay to the timescale.

She went on to say that it was appropriate that additional costs in meeting possible additional support needs for pupils placed off-island were identified on the risk register. The Council was sometimes charged for the education elements of placements and although this was not normal practice, it was a risk that should be identified. The Solicitor explained that the Council was legally obliged to provide for the education of children who were ordinarily resident in Shetland, so would still require to pay for this even if the child was being educated off-island.

The Chair commented that it was important to continue to take every opportunity politically to engage with the Cabinet Secretary for Education and Skills regarding the ongoing funding of education in Shetland, and that he was sure the Leader would be taking the opportunity to engage with the MSP about the need for island-proofing.

The Leader advised that lobbying would continue on the basis that there was an island disadvantage.

Decision:

The Committee discussed the contents of the report and made relevant comments on progress against priorities to inform further activity and the planning process for next and future years.

(Reverend Macintyre left the meeting)

15/18

**Management Accounts for Education and Families Committee:
2017/18 - Draft Outturn**

The Committee considered a report by the Executive Manager – Finance (-18-18-F) which enabled the Education and Families Committee to note the financial performance of services within its remit for the 2017/18 financial year.

The Executive Manager - Finance summarised the main terms of the report, advising that costs had exceeded revised budgets due to specific demands on services – particularly in respect of residential care for children, and staffing in primary and secondary schools as a result of increased school rolls, sickness and maternity cover, and an increase in pay and holiday entitlement. The areas of cost pressure remained consistent, and the challenges in meeting these resource requirements had been managed by the Council. The draft revenue outturn position was an overspend of £383,000 (1%) against the revised budget. Specific grant income of £165,000 which had not been utilised would also require to be carried forward. In line with the budget carry forward scheme, services had requested budget carry-forwards of £165,000 on revenue and £943,000 on capital. The underspend in the draft capital outturn position related mainly to slippage, and there would be a budget carry-forward of £943,000.

The Chair commented that the budget was well-managed in terms of the known aspects, and the Council had made provision for the unknown aspects. There would be continuing pressure on the budget in this area, but projects had commenced to help support young people to remain on-island.

The Director of Children's Services added that the need to meet the needs of these vulnerable young people was recognised. The Emotional Wellbeing and Resilience project, which had secured funding, had been prioritised by the Service, and it would help strengthen and support families.

Responding to a question regarding the increase in school rolls, she confirmed that primary school rolls had increased, but that there had been a decrease in some secondary school rolls. There had been an increasing number of placing requests, and families moving in to or out of an area had an effect on whether or not additional resources were required in the school. The Service did try every year to ensure it had as much information as possible, but it was something that could be difficult to predict.

The Executive Manager – Finance added that budgets were set using data that was available from December to February. However as the new academic year did not start for another six months, adjustments were required and this made it difficult in financial terms.

Members commented that it was admirable that the Service was only 1% over budget, given the nature of the demands on the Service.

Decision:

The Committee:

- NOTED the Management Accounts showing the draft outturn position for 2017/18
- NOTED the proposed budget carry - forwards, which will be included in the overall Draft Outturn report to be presented for approval at Policy & Resources Committee on 18 June 2018

External Audit Report: Short Breaks for Children - Care Inspectorate Follow Up Visit

The Committee considered a report by the Executive Manager, Children's Resources (CS-19-18-F) outlining the findings of a follow up visit by the Care Inspectorate to assess progress against an action plan submitted by the service in response to recommendations made during a previous inspection.

The Executive Manager, Children's Resources Services summarised the main terms of the report, advising that the follow up report highlighted areas of improvement in relation to each of the recommendations from the initial inspection. It had been acknowledged that some of these developments were in the early stages of implementation, and the Service would be inspected and regraded later in the year.

Responding to questions, he advised that the Service had carried out an overhaul of support plans 18 months ago. While they were relatively new, some issues had been identified, and they were being looked at again to ensure that they were not too onerous for staff. Staff were dealing with a larger volume of children than other services, and the issue of medication and recording was a complicated matter. There had been some progress, and training relating to the administration of medication had been overhauled a couple of years ago. However the Short Breaks for Children Service was a social care service sitting within Children's Services, and there was an issue that the policy that had been written related to the care of adults. A procedure relating to children, and access to appropriate training, was under review at the moment and a timescale for the completion of this could be supplied to Members. The children using the Short Breaks service were not there all the time, and there was a need to work with parents to make sure that staff were getting up to date written information on the medication that the young people using the service required.

It was suggested that it would be useful to seek advice from other areas, such as Lothian, who had experienced problems in this area and had come up with some good solutions.

Decision:

The Committee NOTED the contents of the report.

External Audit Reports - Care Inspectorate Report on Fetlar Primary School Nursery

The Committee considered a report by the Director of Children's Services (CS-23-18-F) that highlighted the findings of the Care Inspectorate following an inspection of the Fetlar Primary School Nursery.

The Director of Children's Services summarised the main terms of the report, advising that the requirement for the Manager of Fetlar Nursery to be on site one day per week had been satisfied by changing the manager to the Principal Teacher. In response to questions, she confirmed that there were no cost implications as a result. The Principal Teacher already had a managerial role, and it was a formalisation of the responsibility.

The Committee commended staff for the positive report.

Decision:

The Committee NOTED the content of the Care Inspectorate Report on Fetlar Primary School Nursery.

20/18

Hub Project - Update Report

The Committee considered a report by the Executive Manager, Children's Resources (CS-22-18-F) on progress made in winding down the Hub project, and the work underway to ensure a suitable range of alternative options are available for young people leaving care.

The Executive Manager, Children's Resources Services summarised the main terms of the report, advising that all tenants of the Hub Project had now moved into permanent accommodation, and those requiring ongoing support were receiving a service provided by the Council's Throughcare and Aftercare team. He outlined the alternative options that would be available for young people leaving care, and advised that a joint officer working group would be reviewing practices in light of the end of the Hub Project, and monitoring the implementation of the Care Leavers' Protocol.

In response to questions, he advised that once a data protection impact assessment had been carried out and the terms of reference had been agreed, the Working Group would get underway. It would report to the Corporate Parent Board. He confirmed that the Council remained committed to enabling young people to remain in their placements, and the individual detail of each case would be considered in looking at how best to support the young person. There were currently ten young people who were being supported to develop independent living skills.

It was questioned if any additional support from the Scottish Government would be forthcoming to assist local authorities with their new duties under the Children and Young People (Scotland) Act 2014. The Director of Children's Services advised that some additional funding had been received to support carers, but there was no guarantee that this would be forthcoming in the future. COSLA had been successful in ensuring that the model for the expansion of early learning and childcare was fully funded, and the Council would look to see how some of the support received relating to carers and education would be distributed. This funding would be received at the end of June, and would give an indication of the type of funding schemes the Scottish Government may use in the future.

It was commented that the COSLA example in securing funding for the expansion of early learning and childcare illustrated the importance of local authorities working together, and there may be further opportunities to work together to secure funding for the additional costs incurred as a result of the new duties.

Decision:

The Committee:

- NOTED progress made in closing down the Hub Project

- NOTED an officer Working Group will be set up to take forward detailed work in relation to future provision for young people leaving care in Shetland

21/18

Closing the Attainment Gap

The Committee considered a report by the Director of Children's Services (CS-20-18-F) presenting an update on the work being undertaken by Children's Services and its partners to raise attainment for all and close the attainment gap between the most and least disadvantaged children in Shetland.

The Director of Children's Services summarised the main terms of the report, advising that there were a number of key areas of work that had taken place locally to help achieve Excellence and Equity in Shetland education. These ranged from areas in the common curriculum through to bespoke work carried out with very small groups of pupils. Performance in Shetland was very good and the attainment gap was not as wide as it was in many other local authorities, but schools were being supported to help those pupils facing barriers.

She went on to say that six schools locally had successfully bid for funding through the Innovation Fund, which was aimed at supporting projects aimed to improve literacy, numeracy, health and wellbeing. The Council had also produced a local National Improvement Framework (NIF) Plan which set out its commitment and activities to meet the four priorities within the NIF. The local Quality Improvement Officers were assisting in developing local guidance and creating opportunities to help schools with this, and would be focusing on vulnerable children. Not all schools in Shetland had been successful in securing Pupil Equity Funding, and those who did not receive it had been allocated some additional funding for a single year to support projects aimed at improving attainment and pupil health and wellbeing. All schools locally had been making progress against agreed plans, and she highlighted examples of how funding had been used in individual schools.

It was commented that as those pupils for whom the funding had not been designed for would also be benefitting from the projects that were being carried out, it would be difficult to close the attainment gap as long as all pupils continued to benefit.

The Director of Children's Services agreed that this was a challenge and while the Scottish Government was keen that resources should be targeted, not all the projects were easy to apply to targeted groups of young people.

The Quality Improvement Officer confirmed that guidance had been issued to Head Teachers regarding Pupil Equity Funding focusing on closing the attainment gap rather than simply raising attainment for all, and Head Teachers were being asked to carefully consider interventions for individual pupils as a priority rather than whole classes. In response to a question, he confirmed that the sharing of good practice locally and across the Northern Alliance was central to the process, and that schools had all benefitted from this. The work being carried out at Baltasound Junior High School had been presented at the Northern Alliance Conference as an example of good practice.

It was questioned if it would continue to be sustainable to deliver the school/college partnership courses, known as Academies, given that the response rate was only 13%.

The Director of Children's Services advised that there were a number of issues regarding uptake and promotion within schools to ensure that a broad range of young people were able to access these academies. There had also been discussions with Skills Development Scotland, and it had been agreed that the regional board should lead on reviewing this level of training. A local Operational Lead for Developing the Young Workforce was expected to be in post by September, and this would help accelerate some of the work that was required. Consideration would be given to the entry level and time commitment required for the Academies.

The Chair expressed his concerns regarding the allocation of resources nationally to close the attainment gap. The way in which money had been targeted would benefit pupils generally, but it would remain to be seen whether it would actually close the attainment gap. He continued to have concerns about using free school meals as a means of distributing funding, and the Council would need to continue to push for the development of a more effective indicator based on vulnerability. There would be some opportunity to do so when the Scottish Government Education and Skills Committee visited Shetland on 11 June. The focus of the visit was developing the young workforce, but he intended to have conversations around funding, governance and delivering equity.

It was commented that the Council should be using every opportunity to push for 'island-proofing' to ensure that the Scottish Government recognised that the needs of island areas were very different to urban settings.

Decision:

The Committee NOTED the progress made by Children's Services locally to achieve the Scottish Government's aspiration for Excellence and Equity in Scottish education namely:

- closing the poverty related attainment gap
- raising Attainment for All

The meeting concluded at 12.10pm.

.....
Chair



Meeting(s):	Education and Families Committee	12 June 2018
Report Title:	Year of Young People – Update Report	
Reference Number:	CS-24-18-F	
Author / Job Title:	Director of Children’s Services	

1.0 Decisions / Action required:

- 1.1 That Education and Families Committee NOTE the programme for the Year of Young People and the Big Takeover and the attached presentation which will be presented by Year of Young People Ambassadors for Shetland.

2.0 High Level Summary:

- 2.1 As part of the Scottish Government’s programme of themed years, 2018 has been identified as the Year of Young People, aiming to inspire Scotland through its young people, celebrating their achievements, valuing their contribution to communities and creating new opportunities for them to shine locally, nationally and globally.
- 2.2 This is an exciting opportunity for Shetland to co-produce an innovative and dynamic calendar of projects, experiences and events to celebrate and showcase young people and youth work across our region.
- 2.3 Year of Young People 2018 aims to inspire Scotland through its young people, celebrating their achievements, valuing their contribution to communities and creating new opportunities for them to shine locally, nationally and globally.

3.0 Corporate Priorities and Joint Working:

- 3.1 This report links to the Corporate Plan objective “Children and young people, particularly those from vulnerable backgrounds and in care, will be getting the learning and development opportunities that allow them to fulfil their potential.”

4.0 Key Issues:

- 4.1 Children’s Services and the young people of Shetland are working together with local partners to arrange events to celebrate the Year of Young People, including but not limited to:
- The Big Takeover: 14-16 September
 - Baba Yaga: 15 & 16 May

- Fiddle and Slumber Sister: 18 May
- NT Scotland
- The Drag of the Western Seas: 4-8 June
- Gig in the Green: 12 August
- Bambino: 21 September
- Screenplay: September
- Spirit of Youth Parliamentary event: 29 November
- National Young Scot Awards: 30 November
- Wordplay: November

4.2 Sonny Thomason, Member of Scottish Youth Parliament and the newly elected Member of Scottish Youth Parliament, have been invited to speak on the Year of Young People in Shetland.

5.0 Exempt and/or confidential information:

5.1 None.

6.0 Implications:

6.1 Service Users, Patients and Communities:	The Year of Young People hopes to provide a platform for young people to have their views heard and acted upon, showcase the amazing talents of young people through events and media, develop better understanding, co-operation and respect between generations, recognise the impact of teachers, youth workers and other supporting adults on young people's lives, and provide opportunities for young people to express themselves through culture, sport and other activities.
6.2 Human Resources and Organisational Development:	There are no human resource implications arising from this report.
6.3 Equality, Diversity and Human Rights:	There are no equality, diversity or human rights implications arising from this report.
6.4 Legal:	There are no legal implications arising from this report.
6.5 Finance:	There are no financial implications arising from this report.
6.6 Assets and Property:	There are no asset or property implications arising from this report.
6.7	There are no ICT implications arising from this report.

ICT and new technologies:	
6.8 Environmental:	There are no environmental implications arising from this report.
6.9 Risk Management:	There are no risks arising from this report.
6.10 Policy and Delegated Authority:	In accordance with Section 2.3.1 of the Council's Scheme of Administration and Delegations, the Education and Families Committee has responsibility and delegated authority for functional areas relating to children and families, schools, pre-school and lifelong learning. This report is not related to the function of an education authority. This report is for noting only, and no decisions are sought at this time.
6.11 Previously considered by:	None

Contact Details:

Helen Budge
 Director of Children's Services
 01595 744064
helen.budge@shetland.gov.uk

Report Finalised: 1 June 2018

Appendices:

Appendix 1: Presentation on Year of Young People

Background Documents:

None

END

A large, textured blue circle is positioned on the left side of the page. It has a distressed, hand-painted appearance with some white and grey splatters around its edges. The title text is centered within this circle.

The Year of Young People



#YoYP2018 aims to...



...inspire Scotland through its young people, celebrating your achievements, valuing your contribution to communities, and creating new opportunities for you to shine locally, nationally and globally!



The themes

- » **enterprise and regeneration:** celebrate young people's role in innovation, entrepreneurship and the Scottish economy as well as making Scotland a greener and more pleasant place to live.
- » **equality and discrimination:** recognise the positive impact of young people in Scotland and encourage them to take the lead in challenging all forms of prejudice and discrimination.
- » **health and wellbeing:** make sure young people have the chance to lead healthy, active lives and understand the importance of mental health and resilience.

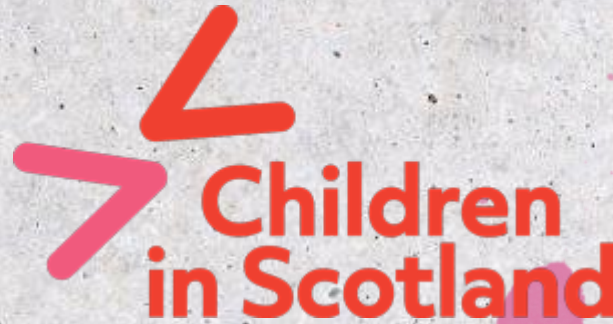
The themes cont..

- »» **participation:** give young people the chance to influence decisions that affect their lives.
- »» **culture:** share and celebrate young people's talent and contribution to Scottish culture and arts.
- »» **education:** allow young people to have more say in their education and learning.

National Partners



**The Scottish
Government**
Riaghaltas na h-Alba



EventScotland™

Local Partners





year of young people
bliadhna na h-òigridh
2018

<https://youtu.be/BmTAkDLigis>

young.scot/yoyp2018



[NEAR ME](#) [DISCOUNTS](#) [INFORMATION](#) [THINGS TO DO](#) [REWARDS](#) [GET YOUR CARD](#) [ABOUT US](#)

THINGS TO DO



Apply for Create18 Event Funding!

Apply for funding to hold an event in your local area during the Year of Young People 2018!

THINGS TO DO



Apply to Become a YoYP 2018 Ambassador!

Get involved and represent the YoYP 2018 in your local community!

INFORMATION



8 Reasons to Volunteer

What are the benefits of volunteering, and why is it worth your time? We explain why it's great to help out others

ELSEWHERE



Check Out the YoYP 2018 Action on Twitter!

See what people are saying about Year of Young People 2018!

INFORMATION



INFORMATION



INFORMATION



INFORMATION



Meet our #YOYP2018 Ambassadors



- »» Support events within your local community
- »» Promote the YoYP 2018 themes and activities in your area
- »» Get people involved in the activities





The BIG Takeover 2018

Other projects...

Day 37- Gavin,
23, Shetland



Other projects...



TESCO
Bags of Help

SIC Youth Services and the Year of Young People Ambassadors need your help!!

The ambassadors would like your vote in the Bags of Help scheme to support them in creating a large scale piece of graffiti street art as a mural at the Viking Bus Station.



SUPPORTING
year of young people
bliadhna na h-òigridh
2018

Other projects...



Loganair Are Proud to Support
The Year of Young People 2018

"Nominate today."



SUPPORTING

year of young people
bliadhna na h-òigridh
2018

Other projects...

MAP 6 - PORTRAITS OF YOUNG SHETLANDERS

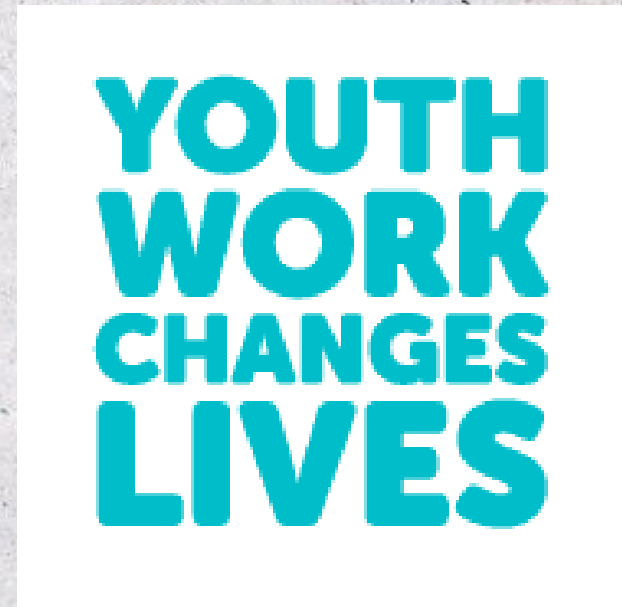
22 - 27 April

For more information contact:

✉ martin.summers@shetland.gov.uk

☎ 01595 744490

Other projects...



Other projects...



Shetland Youth Awards



Questions...

- »» 2018 is the Year of Young People, what advice would you give young people?
- »» What young person has inspired you, what makes them so inspiring?
- »» What's your hopes and aspirations for young people growing up in Scotland?





Meeting(s):	Education and Families Committee	12 June 2018
Report Title:	Proposal to Reconfigure Residential Childcare	
Reference Number:	CS-30-18-F	
Author / Job Title:	Jordan Sutherland, Executive Manager, Children's Resources	

1.0 Decisions / Action required:

1.1 Education and Families Committee are asked to:

- CONSIDER and COMMENT on the content of this report; and,
- NOTE that the project is now being progressed through the Council's Gateway Process for the Management of Capital Projects and that a Strategic Outline Case will be taken to the first ordinary business cycle after the summer recess for decision.

2.0 High Level Summary:

2.1 The Council currently has capacity to provide residential childcare placements for up to seven young people in Shetland. Currently, these places are all occupied. The Council, therefore, commissions placements outwith Shetland to meet additional demand, and at present we have four young people accommodated in placements on the Scottish mainland.

2.2 This report provides an update on the proposal to grow Residential Childcare Capacity in Shetland.

3.0 Corporate Priorities and Joint Working:

3.1 Shetland Islands Councils Corporate Plan 2016-20 identifies priorities regarding vulnerable children and young people, specifically:

- Children and young people, particularly those from vulnerable backgrounds and in care, will be getting the learning and development opportunities that allow them to fulfil their potential.
- Vulnerable children and young people in need of our care and support will continue to be protected from harm.

3.2 Shetland's Corporate Parenting Strategy sets out six key priorities for looked after children and care leavers in Shetland, as follows:

- Health and Wellbeing
- Housing and Accommodation
- Education and Training
- Employment
- Youth and Criminal Justice

○ Rights and Participation	
4.0 Key Issues:	
4.1	In January 2017, Education and Families Committee considered a report outlining a proposal to grow Residential Childcare Capacity in Shetland (min ref: 03/17). A key component of the preferred way forward in the report, is to build a new residential children's home.
4.2	The Council's 5 Year Asset Investment Plan 2018-2023 (min ref: 04/18), includes a residential children's home as a potential project, subject to the necessary approval through the Gateway Process for the Management of Capital Projects.
4.3	Hjaltland Housing Association (HHA) included a residential children's home in outline planning for a site being developed as a housing scheme in Tingwall.
4.4	An initial possible layout for a residential children's home has been developed by Hjaltland Housing Association and their architects. This would be a new facility providing four additional residential childcare placements, on the HHA site in Tingwall. However, this would not meet the identified wider accommodation requirements for accommodation for looked after children including short breaks and emergency placements. Therefore, more work is required to identify and develop appropriate options.
4.5	Currently our residential service is occupying properties leased through the Council's Housing service to provide singleton placements, and it is anticipated that we could relinquish these properties in the future as these young people transition out of care. This would allow us to reconfigure our staff complement to provide some staffing for new services. It is likely that we will have some increased staffing costs, but this will be offset by reducing demand for out of area placements. The detail of this is still to be worked up and would be included in the Full Business Case.
4.6	The Shetland Partnership secured external funding to deliver the Anchor Project, which will support partners to explore new ways of working with a view to shifting spend from crisis intervention to preventative work. This will reduce the need for specialist and residential placements in the future; however, this is a long-term goal.
4.7	The Council is also investing in the Emotional Wellbeing and Resilience Project to improve the emotional health and resilience of young people, strengthening our approach to early intervention and prevention.
5.0 Exempt and/or confidential information:	
5.1	None
6.0 Implications:	
6.1 Service Users, Patients and Communities:	In order to reduce the demand for off island placements so that more young people can remain in Shetland, and maintain community connections, we need to reconfigure accommodation for Looked After Children on Shetland

	Secure accommodation will not be provided in Shetland, and if required, we will need to continue using these highly specialist services off island for service users with particular needs.	
6.2 Human Resources and Organisational Development:	There are no HR issues at this stage, although the report acknowledges that there will be staffing implications in the future. These would be taken forward following existing HR policies.	
6.3 Equality, Diversity and Human Rights:	This project relates to the Council's statutory duties as a Corporate Parent to promote the rights and interests of looked after children and young people.	
6.4 Legal:	<p>The Council has a statutory duty to provide suitable accommodation for children who cannot stay at home, as outlined in the Children (Scotland) Act 1995</p> <p>The Children and Young People (Scotland) Act 2014 gives looked after and accommodated children the right to remain in their residential placement until the age of 21 (Continuing Care), and ongoing support until the age of 26 (Throughcare and Aftercare), resulting in increased demand on residential child care services.</p>	
6.5 Finance:	Detailed costing of the projected will be undertaken and presented in the Business Justification Case once final plans are developed.	
6.6 Assets and Property:	This project is likely to result in an increase to the Council's occupied estate in the short to medium term.	
6.7 ICT and new technologies:	There will be implications for ICT in connecting any new facility to the council's computer network.	
6.8 Environmental:	None	
6.9 Risk Management:	The risks associated with the various options will be described at each stage of the gateway process.	
6.10 Policy and Delegated Authority:	In accordance with Section 2.3.1 of Shetland Islands Council's Scheme of Administration and Delegations, the Education and Families Committee has responsibility and delegated authority for functional areas relating to children and families, schools, pre-school and lifelong learning.	
6.11 Previously considered by:	None	N/A

Contact Details:

Jordan Sutherland
Executive Manager, Children's Resources
jordan.sutherland@shetland.gov.uk
01595 74 4476

Report finalised: 5 June 2018

Appendices:
NONE

Background Documents:

END



Meeting(s):	Education and Families Committee	12 June 2018
Report Title:	Expansion of Early Learning and Childcare – Service Delivery Plan – Update 2018/19	
Reference Number:	CS-25-18-F	
Author / Job Title:	Executive Manager, Quality Improvement	

1.0 Decisions / Action required:

1.1 The Education and Families Committee is asked to:

- Consider and comment on the Children's Service's Strategic Delivery Plan Update for the expansion of Early Learning and Childcare (Appendix A);
- Note that the Strategic Delivery Plan for the Expansion of Early Learning and Childcare will be subject to further revision as implementation progresses. Any further proposed changes to the Strategic Delivery Plan will be report to the Committee for a decision.

2.0 High Level Summary:

2.1 The full plan for the further expansion of Early Learning and Childcare in Shetland. was presented to Education and Families Committee on 5 February 2018 (Minute Reference: 06/18). At that meeting Committee noted that the Strategic Delivery Plan for the Expansion of Early Learning and Childcare would be subject to further revision, following confirmation of funding allocations for 2018/19.

2.2 On the 1 May 2018, the Scottish Government confirmed its multi-year funding package for the expansion, and announced the revenue and capital funding allocations for all 32 local authorities. The Scottish Government further announced that all revenue and capital allocations were being allocated based on the Strategic Delivery Plans, which were submitted by each local authority, and the financial information which had accompanied each Plan.

2.3 For Shetland Islands Council this means that we will receive, by 2021/22 a total of £3.14 million in additional revenue, and £3.49 million in additional capital to fund the expansion locally. These allocations will be provided by way of a specific grant in each financial year.

2.4 In 2018/19, however, our previously announced one year allocation of revenue funding of £388,134 will remain as it is, requiring us to re-programme the Strategic Delivery Plan accordingly. We had over £1.0 million, of additional revenue expenditure planned for 2018/19 in the Strategic Delivery Plan.

- 2.5 The agreed Strategic Delivery Plan described that all of our settings would be expanded to 1140 hours by 2020. This now has to be re-programmed as the final additional allocation of revenue grant is allocated in 2021/22, and the final additional capital grant is allocated in 2020/21.

3.0 Corporate Priorities and Joint Working:

- 3.1 Shetland Islands Council's Corporate Plan 2016-2020 makes support for Young People a priority for the work of the Council. The area most relevant to the expansion of Early Learning and Childcare is:
- Children and young people, particularly those from vulnerable backgrounds and in care, will be getting the learning and development opportunities that allow them to fulfil their potential.
 - The expansion of Early Learning and Childcare in Shetland will require the support of our Partner Provider provision, and it will give the Quality Improvement Service important opportunities to further develop joint working with childminders and with private childcare providers.

4.0 Key Issues:

- 4.1 Our Strategic Delivery Plan for the Expansion of Early Learning and Childcare was submitted to the Scottish Government on 29 September 2017. The Quality Improvement Service received feedback on the Plan from the Scottish Government on 25 October 2017, which resulted in minor amendments.
- 4.2 It was anticipated that the Scottish Government would announce multi-year funding packages for all local authorities based on the information provided in their Strategic Delivery Plans. However on the 14 December 2017, the Scottish Government wrote to all local authorities advising that further work was required to determine this funding package, and therefore, for 2018/19 each local authority again, would receive a further one year capital grant and a one year revenue grant.
- 4.3 On the 1 May 2018, the Scottish Government then confirmed its multi-year funding package for the expansion, and announced the revenue and capital funding allocations for all 32 local authorities. The Scottish Government further announced that all revenue and capital allocations were being allocated based on the Strategic Delivery Plans which were submitted by each local authority, and the financial information which had accompanied each Plan. This means that our Strategic Delivery Plan will be fully funded, both in revenue and in capital.
- 4.4 All planned capital projects in the Strategic Delivery Plan will go forward as currently prioritised.
- 4.5 However as, the previously announced one year revenue allocation for 2018/19 of £388, 134 will remain as it stands, all of the expansion work in the Plan has had to be re-programmed. We had over £1.0 million, of additional revenue expenditure planned for 2018/19 in our Strategic Delivery Plan.

- 4.6 The details of the this re-programming are contained in the Strategic Delivery Plan Update for the expansion of Early Learning and Childcare (Appendix A); A summary of the current key issues is presented here.
- 4.7 Work already commenced in 2017/18 will continue as per the Strategic Delivery Plan, namely:
- The trial of 1140 hours in Urafirth Primary School, Early Learning and Childcare, which started in April 2017, and which was previously funded by way of ring-fenced grant, will continue
 - The three further Early Learning and Childcare settings which began expanded opening to 1140 hours in 2017 will carry on with this offer. These are Whiteness Primary School, Early Learning and Childcare, Dunrossness Primary School, Early Learning and Childcare and Burra Playgroup, Partner Provider. As local authority settings, Whiteness and Dunrossness both have in place a revised staffing structure.
 - Our modern apprentices recruited to the sector in August 2017 will continue with Year Two of their programme.
 - Brae High School Early Years will open with expanded hours from 22 August 2018, as our fourth planned Test of Change setting.
 - Staff undertaking qualifications commenced in 2017/18 will continue towards completion. This is both SVQ3 in Early Learning and Childcare, and the BA in Childhood Practice.
 - We will recruit to our allocated 1.0 FTE additional graduate from August 2018, as per our agreement with the Scottish Government; we will be seeking to appoint a teacher to this role.
 - We will continue with our Organisational Restructure work, to reshape the new required workforce, including formal consultation with staff and relevant unions;
 - We will continue with our work to develop pathways to enable us to gain a suitably qualified workforce, but our funding to support qualifications will be reduced;
 - We will progress with our work to develop a management time formula for registered managers in settings where we have teaching head teacher.
- 4.8 The key areas of work which were due to be implemented in 2018/19 but now need to be re-programmed into 2019/20 are as follows:
- The creation of a central team to support the expansion – this is a combination of Education Support, and Business Support. We will prioritise recruitment to the planned Business Support Team from April 2019;
 - Appointment to some Early Years posts in January 2019 for settings due to expand from August 2019. This will be delayed until April 2019;
 - The number of additional modern apprentices we recruit to in 2018/19 will be reduced, but the numbers in 2019/20 will be increased correspondingly;
 - We will be unable to take any more teachers off the floor in our settings until at least April 2019.

5.0 Exempt and/or confidential information:	
5.1	None
6.0 Implications:	
6.1 Service Users, Patients and Communities:	The expansion of Early Learning and Childcare provides parents with an opportunity to access education, training or employment, and therefore benefit the future sustainability of the Shetland economy. This will in turn have an impact on reducing household poverty and also the poverty related attainment gap by ensuring all children have the best start in life.
6.2 Human Resources and Organisational Development:	<p>The expansion of Early Learning and Childcare will result in additional staffing requirements for this sector. This will be as follows:</p> <ul style="list-style-type: none"> • Increased hours for some existing posts; • Some new posts at Early Years Assistant and Early Years Practitioner levels; <p>The introduction of a new post of Senior Early Years Practitioner, providing a career progression in Early Years for the first time in Shetland.</p> <p>Consultation with relevant stakeholders took place to inform the approach taken to developing this career structure. Further workforce implications will be addressed through the Workforce Plan referred to in the Service Delivery Plan.</p> <p>There will be significant levels of training and development required to enable the successful implementation of the new model.</p>
6.3 Equality, Diversity and Human Rights:	Successful expansion of Early Learning and Childcare will lead to improved outcomes for children, young people and their families. There will be a positive impact on children, young people and families including those with protected characteristics, and those who are experiencing disadvantage. An equalities impact statement has not been carried out yet.
6.4 Legal:	Implementation of the Early Learning and Childcare Strategic Delivery Plan will ensure all our statutory obligations with respect to the provision of Early Learning and Childcare are met.
6.5 Finance:	The Scottish Government are fully funding the expansion of Early Learning and Childcare and as such there will be no additional financial implications for Shetland Islands Council.

6.6 Assets and Property:	The likely implications for our buildings identified at this stage are set out in the Expansion of Early Learning and Childcare Strategic Delivery Plan and are summarised in the Update to the Strategic Delivery Plan (Appendix A). The detail of these projects will develop over time and will be reported appropriately.	
6.7 ICT and new technologies:	There are no implications for ICT or ICT systems arising from this report.	
6.8 Environmental:	The expansion of Early Learning and Childcare is unlikely to present any environmental risks.	
6.9 Risk Management:	This is a significant and high profile development, taking place in a very short timescale, and therefore involving significant risk. The Delivery Plan will need to help address that risk. The Project Board maintains a risk register for the Expansion of Early Learning and Childcare.	
6.10 Policy and Delegated Authority:	In accordance with Section 2.3.1 of the Council's Scheme of Administration and Delegations, the Education and Families Committee has responsibility for decision making on matters delegated to it within its remit, which includes children and families, pre-school and school education. This report relates to the functions of an Education Authority.	
6.11 Previously considered by:	Education and Families Committee Education and Families Committee	27 August 2017 5 February 2018

Contact Details:

Audrey Edwards, Executive Manager, Quality Improvement
audrey.edwards@shetland.gov.uk

Report Finalised: 4 June 2018

Appendices:

Appendix A – Early Learning and Childcare, Update to the Strategic Delivery Plan

Background Documents:

A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland – 2017/18 - <http://www.gov.scot/Publications/2017/03/8937/0>

A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland – Quality Action Plan 2017/18 - <http://www.gov.scot/Publications/2017/10/9506/0>

A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland – Planning Guidance - <http://www.gov.scot/Publications/2017/03/3681/0>

A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland – Early Learning and Childcare Service Model for 2020: Consultation Paper - <http://www.gov.scot/Publications/2018/03/1918/downloads>

END

Early Learning and Childcare

Updated Implementation Plan Following the Announcement of Multi-Year Revenue and Funding Allocations on 1 May 2018 Implementation Elements

1. Quality Plan

Aspect	Detail in Original Service Delivery Plan	By Whom / By when / Cost	Outcome	Revised Position for 2018/19 Onwards
Tests of Change Feedback Group	A group of professionals involved in these tests has been established to provide feedback in relation to key learning and to identify key aspects requiring attention.	QIO – ELC / HTs Tests of Change Settings – October 2017	Learning from tests of change settings supports the maintenance and improvement in quality.	This Group has continued to meet and will continue to meet throughout 2018/19. It is key to planning for the expansion of other settings.
Quality Improvement Framework	Identify a clear quality improvement framework, in line with the School Improvement Framework, for all ELC settings delivering entitled provision.	QIO – ELC - August 2018	All settings have regular, appropriate support and challenge to help maintain and improve quality of provision.	Work will start on preparing a proposal in August 2018. Progress here is impacted on, as we will be unable to recruit Education Support Officers in 2018/19.
Central Support	Employ three established Education Support Officers for ELC to provide quality support across all sectors.	QIO – ELC – August 2018 - £155k p/a	Improve quality of provision throughout the period of expansion and beyond.	We will recruit two in 2019/20, and one in 2020/21. We would plan for staff to be in post for April 2019.
Shetland PreSchool Play	Review the needs for the support currently provided by Shetland PreSchool Play.	QIO – ELC / SPP - By March 2018 £49,568	Best use is made of existing resources.	This review will now be carried out in 2018/19.

Aspect	Detail in Original Service Delivery Plan	By Whom / By when / Cost	Outcome	Revised Position for 2018/19 Onwards
Support for Registered Managers	<p>Create a proposal for increased management time for head teachers and consult appropriately.</p> <p>Develop clear guidance around the role of registered managers in implementing 1140 hours and provide dedicated QIO support.</p>	<p>QIO – ELC / Head Teachers - March 2018</p> <p>QIO – ELC / Head Teachers - October 2018</p>	<p>Increased capacity to support implementation and improve quality.</p> <p>Registered managers are clear about their role during the period of expansion and are provided with appropriate support. Improves quality of implementation.</p>	<p>The Financial Template information reflects a proposal as to how management time for registered manager who teach will be increased. The concept has been discussed informally with the EIS local secretary.</p> <p>Formal consultation is required on this in 2018/19.</p>
Improve the quality of teacher input in ELC.	<p>Backfill all ELC teaching staff in all settings with support workers.</p> <p>Explore the feasibility of allocating teacher input to existing member of staff.</p> <p>Implement reviewed teacher remit within all settings and share widely across all staff.</p> <p>Establish ELC teacher network, to provide on-going peer support and help to identify training and development needs.</p>	<p>QIO – ELC / Registered Managers - April 2018 - £191k</p> <p>Registered Manager - As need arises</p> <p>QIO – ELC / Registered Managers - April 2018</p> <p>QIO – ELC - August 2018</p> <p>QIO – ELC - August 2018</p>	<p>Improved quality of teacher inputs. Improved non-teaching contributions including family support, early intervention, working with other agencies and professionals.</p> <p>Reduces recruitment difficulties associated with very small number of teacher input hours.</p> <p>Clearly defined remit will support effective working arrangements across a larger staff team. Better understanding of teacher role improves quality.</p> <p>Better support for ELC teachers improves the quality of teacher input.</p> <p>Equity of provision across all sectors.</p>	<p>We are unable to backfill any more teacher input in school nursery settings in 2018/19. We will progress this again in 2019/20, from April.</p> <p>This will be done as planned.</p> <p>This will be explored as planned.</p>

Aspect	Detail in Original Service Delivery Plan	By Whom / By when / Cost	Outcome	Revised Position for 2018/19 Onwards
	Identify how children in partner provider settings can benefit from teacher input.			
Additional Graduate	Allocate an additional graduate (1 FTE) to support children in ELC facing the greatest disadvantages. See separate Action Plan.	QIO – ELC / QIO – ASN – 2018 - £49k p/a top of scale	Targeted support and appropriate interventions in place for most vulnerable children.	We have commenced recruitment to our additional graduate post. This will be a teacher for us.
ELC Training and Development Group	Establish a group to consult on training and development needs across all sectors and ensure adequate provision of training and development opportunities.	Quality Improvement / Workforce Development / Family Centre Services / SPP / Shetland College UHI - January 2018	Training and development opportunities are well co-ordinated and meet the needs of the workforce from all sectors.	We have established a Group to link our workforce requirements directly to Human Resources adviser support, and to Training and Development support within the Council. We are working with Shetland College on course provision for 2018/19 onwards. We are also assessing the needs of our existing workforce, and our future requirements.
Leadership Training and Development	Frontline Management Training (First steps into leadership) provided to practitioners who would like to progress into senior / manager roles or who have recently been recruited. Establish mentoring/coaching support for senior practitioners and managers.	ELC Training and Development Group £150 per person QIO – ELC – As required	Numbers being supported: 2017/18 – 2 2018/19 – 6 2019/20 – 3 2020/21 – 3 Improved leadership and management inspection grades.	We will progress this in 2019/20.
Practitioner Training and Development	Implement an annual programme of practitioner training and development, based on needs arising from settings.	ELC Training and Development Group	A co-ordinated approach to the delivery of needs based training and development opportunities improves quality and makes best use of resources.	We have established a Group to link our workforce requirements directly to Human Resources adviser support, and to Training and Development support within the Council. We are working

Aspect	Detail in Original Service Delivery Plan	By Whom / By when / Cost	Outcome	Revised Position for 2018/19 Onwards
				with Shetland College on course provision for 2018/19 onwards. We are assessing the needs of our existing workforce.
ASN / Health Care Training	Implement an annual programme of practitioner training and development.	QIO – ELC / QIO – ASN – Annually - £5k	Staff in all settings are able to effectively meet the needs of all children and their families.	We have established a Group to link our workforce requirements directly to Human Resources adviser support, and to Training and Development support within the Council. We are working with Shetland College on course provision for 2018/19 onwards.
Staff Networks	Establish staff networks to improve professional dialogue and sharing of best practice.	QIO – ELC – As required - £5k	Improved professional dialogue and sharing of best practice will lead to improvements in practice and therefore quality.	This will be progressed in August 2018.
Peer Supporters	Link staff to enable individuals to benefit from peer support across settings.	ESO – ELC – As required	Individual staff members benefit from the support of a peer working in a different setting.	This will be progressed in August 2018.
Online Sharing Platform	Create an online sharing platform for ELC staff to support best practice.	ELC Business Support Team – August 2018	Sharing of best practice will lead to improvements in the quality of provision.	This will be progressed in August 2018.
Overview of quality grades	Develop a system to collate up to date information from Care Inspectorate and Education Scotland Inspections.	QIO – ELC / ELC Business Support Team – August 2018	Monitoring of quality grades will help identify areas requiring attention and relevant interventions are put in place to maintain or improve quality.	This will be progressed in August 2018, but will not be able to be supported by a Business Support Team until April 2019. With our 2019/20 revenue funding, we hope we will be make recruitment to business support a priority.

2. Phasing Plan

Aspect	Detail in Original Service Delivery Plan	By Whom / By when / Cost	Outcome	Revised Position for 2018/19 Onwards
Phase 2 (2018/19) Workforce	<p>Recruit Year 2 Modern Apprentices.</p> <p>Implement new management time arrangements for Phase 3 Head Teachers.</p> <p>Recruit Senior Practitioner posts for Phase 3 implementation settings.</p> <p>Recruit Practitioner and Support Worker posts for Phase 3 implementation.</p> <p>Recruit business support team: 1 x Business Manager 2.5 x Business Support</p>	<p>QIO – ELC - Beginning April 2018</p> <p>QIO – ELC - August 2018</p> <p>QIO-ELC / Registered Managers - Begin recruitment August 2018</p> <p>QIO – ELC / Registered Managers - Begin recruitment January 2019</p> <p>QIO – ELC - April 2018</p>	<p>Modern Apprentices in post August 2018.</p> <p>Additional time provided for Head Teachers as registered managers to support lead in to implementation.</p> <p>Senior practitioners will be in post. Appropriate training will take place. Will support lead in to implementation.</p> <p>Practitioners and support workers in post before implementation.</p> <p>Business support team will help to set up the necessary processes and systems are in place.</p>	<p>The ELC Expansion Project Board agreed on 14 May 2018 that we would progress with two new Modern Apprentices in 2018/19 and not five. We will correspondingly increase the future years numbers to compensate.</p> <p>We will be unable to increase management time for Head Teachers who are registered managers in 2018/19. Work will be done in 2018/19 to agree a proposal for this increased time.</p> <p>We will not appoint any more senior practitioners in 2018/19, other than to Brae High School nursery which will open with expanded hours in August 2018. We will still be able to recruit from April 2019 which gives some lead in time ahead of additional settings offering expanded hours from August 2019.</p> <p>We will not be able to appoint any dedicated Business Support in 2018/19. It will be priority to recruit to this</p>

				support for the expansion from April 2019.
Phase 2 (2018/19) Infrastructure	Progress Infrastructure plan for Phase 3 settings: - Aith Junior High School - Baltasound Junior High School - Cunningsburgh Primary School - Mossbank Primary School - Sound Primary School	Project Board / Assets and Properties – Capital Programmes Service – works completed by March 2019	Infrastructure in place to support the implementation of 1140 hours.	Infrastructure proposals will go ahead as planned, as we have been allocated £1.1 million in 2018/19. This list of projects will be taken forward, along with the completion of the agreed works at Happyhansel Primary School.
Phase 2 (2018/19) Implementation	Northmavine to move from Scottish Government ELC Trial Funding to core revenue funding 2018/19. Northmavine staff contracts made permanent. Implementation of 1140 hours for identified children.	Management Accountant - April 2018 QIO – ELC / Registered manager - April 2018 QIO – ELC - April 2018	Northmavine provision becomes core funded and continues. Continuity of staffing achieved. Most vulnerable children benefit from expanded provision first.	The Urafirth trial has been mainstreamed from April 2018, and its costs will come from the additional revenue funding we have been allocated from 2018/19 onwards. We have retained some flexibility in the staffing for Urafirth at present to consider a senior practitioner post there in the future, depending on numbers. We continue to consider this on a case by case basis.
Phase 3 (2019/20) Workforce	Recruit Year 3 Modern Apprentices. Implement new management time arrangements for Phase 4 Head Teachers. Recruit Senior Practitioner posts for Phase 4 implementation settings.	QIO – ELC - Beginning April 2019 QIO – ELC - August 2018 QIO-ELC /	Modern Apprentices in post August 2019. Additional time provided for Head Teachers as registered managers to support lead in to implementation. Senior practitioners will be in post.	We hope to recruit five modern apprentices starting in August 2019. A proposal for management time for expanded settings which currently have a teaching head teacher as their registered manager, will be developed in 2018/19 and formally agreed with relevant unions.

	Recruit Practitioner and Support Worker posts for Phase 4 implementation.	Registered Managers - Begin recruitment August 2019 QIO – ELC / Registered Managers – Begin recruitment January 2020	Appropriate training will take place. Will support lead in to implementation. Practitioners and support workers in post before implementation.	From April 2019 onwards we consider it will be feasible and affordable to recruit to Early Years posts in advance of the setting offering increased hours.
Phase 3 (2020/21) Infrastructure	Progress Infrastructure plan for Phase 4 settings: - Little Tikes - Lunnasting - Mid Yell - Sandwick - Whalsay	Project Board / Assets and Properties – Capital Programmes Service – works completed by March 2020	Infrastructure in place to support the implementation of 1140 hours.	
Phase 3 (2019/20) Implementation	New arrangements ready for registration week. Settings work through allocation of places/timings, in line with Admissions Policy. Split placements and blended provision co-ordinated. Placements confirmed with parents. Implementation of 1140 hours in: - Aith	QIO – ELC / Central Clerical - February 2019 Registered Managers - March 2019 Central clerical team - March 2019 Central clerical team - April 2019 August 2019	Parents/carers understand the options available to them and the application process. Equitable allocation of places. Appropriate arrangements can be made between providers. Parents know in good time their ELC arrangements. Children receive the increased hours.	With the level of additional revenue funding now confirmed, at this time, we think that from August 2019 we can progress with increased hours in: <ul style="list-style-type: none"> • Lerwick • Mossbank • Walls The other settings originally in this Phase for increased hours in 2019/20 will move back to 2020/21. That is: <ul style="list-style-type: none"> • Aith • Cunningsburgh • Scalloway • Unst This proposal still requires discussion with the ELC Project Board.

	<ul style="list-style-type: none"> - Cunningsburgh - Lerwick - Mossbank - Scalloway - Unst - Walls 			
Phase 4 (2020/21) Workforce	<p>Recruit Year 4 Modern Apprentices.</p> <p>Implement new management time arrangements for Phase 4 Head Teachers.</p> <p>Recruit Senior Practitioner posts for Phase 4 implementation settings.</p> <p>Recruit Practitioner and Support Worker posts for Phase 4 implementation.</p>	<p>QIO – ELC - Beginning April 2018</p> <p>QIO – ELC - August 2018</p> <p>QIO-ELC / Registered Managers - Begin recruitment August 2019</p> <p>QIO – ELC / Registered Managers - Begin recruitment January 2020</p>	<p>Modern Apprentices in post August 2020.</p> <p>Additional time provided for Head Teachers as registered managers to support lead in to implementation.</p> <p>Senior practitioners will be in post. Appropriate training will take place. Will support lead in to implementation.</p> <p>Practitioners and support workers in post before implementation.</p>	<p>At this stage we hope this would go forward as planned.</p> <p>A proposal for management time for expanded settings which currently have a teaching head teacher as their registered manager, will be developed in 2018/19 and formally agreed with relevant unions.</p> <p>From April 2019 onwards, we consider it will be feasible and affordable to recruit to Early Years posts in advance of the setting offering increased hours.</p>
Phase 4 (2020/21) Implementation	<p>New arrangements ready for registration week.</p> <p>Settings work through allocation of places/timings, in line with Admissions Policy.</p>	<p>QIO – ELC / Central Clerical Team - February 2020</p> <p>Registered Managers - March 2020</p>	<p>Parents/carers understand the options available to them and the application process.</p> <p>Equitable allocation of places.</p>	<p>With the level of additional revenue funding now confirmed, at this time, we think that from August 2020 we can progress with increased hours in:</p> <ul style="list-style-type: none"> • Aith • Cunningsburgh • Scalloway • Unst

	Split placements and blended provision co-ordinated. Placements confirmed with parents.	Central clerical team - March 2020 Central clerical team - April 2020	Appropriate arrangements can made between providers. Parents know in good time their ELC arrangements.	<p>The settings originally in this Phase for increased hours in 2020/21 will move back to 2021/22. That is:</p> <ul style="list-style-type: none"> • Mid Yell • Sandwick • Skeld • Tingwall • Vidlin • Whalsay <p>This proposal still requires discussion with the ELC Project Board.</p>
	<p>Implementation of 1140 hours in:</p> <ul style="list-style-type: none"> - Mid Yell - Sandwick - Skeld - Tingwall - Vidlin Whalsay 	August 2020	Children receive the increased hours.	<p>The settings originally in this Phase for increased hours in 2020/21 will move back to 2021/22. That is:</p> <ul style="list-style-type: none"> • Mid Yell • Sandwick • Skeld • Tingwall • Vidlin • Whalsay <p>This proposal still requires discussion with the ELC Project Board.</p>

3. Community Engagement and Communication Plan

Aspect	Detail in Original Service Delivery Plan	By Whom / By when / Cost	Outcome	Revised Position for 2018/19 onwards
Parent Councils / Parent Forums	Consultation with Parent Councils and the wider Parent Forum will take place during the lead in time to implementation.	ESO – ELC / Registered Manager – As phasing plan	Parents understand the changing provision and can help shape provision to best suit their needs.	We will continue to engage with Parent Councils on specific plans for their area. The Executive Manager, Quality Improvement attended the Parent Council Chairs Meeting on 17 May 2018 to discuss the expansion of ELC.
Under 5s Groups	Consultation take place with Under 5s groups.	ESO – ELC – As phasing plan	Future parents understand the entitlement. Specific needs within communities are understood and provision shaped where possible.	This will happen, as required, in time for new settings to expand from 2019/20, so work will be done on this in 2018/19.
Community Councils	Engagement with Community Councils will take place during the lead in time to implementation.	ESO – ELC – As phasing plan	Specific needs within communities are understood and provision shaped where possible.	This will happen, as required, in time for new settings to expand from 2019/20, so work will be done on this in 2018/19.
Elected members	Six monthly updates on progress on the delivery of the Strategic Plan will be provided to the Education and Families Committee with regular informal updates to the Chair and Vice Chair.	QIO – ELC – 6 monthly	Members are kept fully informed of progress.	We will continue to update Education and Families Committee regularly.
Statutory ELC consultation	Carry out the statutory authority wide consultation on ELC.	QIO – ELC – every 2 years – June 2018	Outcomes of consultation are used to further shape future provision.	We will progress consultation from August 2018.
Shetland Place Standard survey	Explore the feasibility of ELC being included in the next Shetland Place Standard survey.	QIO – ELC / Community Planning and Development – June 2018	Views about future improvements to ELC are gathered by locality.	We have put forward the expansion of ELC for consideration as a possible priority to be included in the Shetland Partnership Plan.

Childcare Partnership	Work with colleagues from Children's Services and Community Planning and Development to consider the long term future of the Childcare Partnership.	Children's Services / Community Planning and Development – December 2017	Relationship between statutory ELC provision and non-statutory childcare provision across Shetland is explored to ensure the continuity of progression in terms of the child's journey.	This has not yet been progressed. We will consider this again once the Shetland Partnership Plan has been finalised.
Communication Plan	Ensure coverage of expansion progress and good news stories through: - Press releases - Media briefings - Advertising - Web links - Social media	QIO – ELC / SIC Communications Team – on-going	Effective communication across the wider community is achieved.	There will be a feature on ELC expansion in the next Council In Touch magazine, due for publication in June 2018.
ELC Website	Provide up to date information on the expansion through the SIC website.	ELC Business Support – On-going	The community has access to up to date information regarding the expansion as required.	This section of the website has been updated. It will be difficult to progress this further until we have dedicated Business Support in place from April 2019.

4. Workforce Plan

Aspect	Detail in Original Service Delivery Plan	By whom / By when / Cost	Outcome	Revised Position for 2018/19 onwards
Workforce Development Working Group	Establish a workforce development working group to oversee workforce implementation.	QIO – ELC / Children’s Resources / HR / Workforce Development / SPP / Shetland College UHI – January 2018	Working group will ensure effective co-ordination of all workforce developments.	We have established a Group to link our workforce requirements directly to Human Resources adviser support, and to Training and Development support within the Council. We are working with Shetland College on course provision for 2018/19 onwards.
Consultation with existing workforce	<p>Consultations have taken place with the existing local authority workforce to evaluate the impact of recent staff changes and to ascertain future capacity within the existing workforce.</p> <p>Negotiations will need to take place with existing staff regarding the uptake of additional hours. Appropriate approval will be required for this.</p> <p>Consult with Head Teachers on proposed increase to management time.</p>	<p>QIO – ELC 2016/17</p> <p>HR / QIO-ELC As phasing plan</p> <p>HR / QIO-ELC As phasing plan</p>	<p>Revised local authority ELC staffing structure.</p> <p>Capacity within current workforce is understood and being used for service delivery planning purposes.</p> <p>Existing staff within settings are able to take on some of the additional hours created by the expansion. Lower number of new workforce will be needed.</p> <p>Head teachers are satisfied with the proposed increase in management time to support expansion plans.</p>	<p>Extensive consultation will take place in 2018/19 with relevant unions, affected staff and registered managers, on the staffing implications of the expansion, and approaches to creating the new required workforce. This is the subject of another report to Education and Families Committee on 11 June 2018.</p> <p>A set of meetings with registered managers will take place in May and June 2018, as the beginning of this work.</p>

<p>Consultation with relevant Unions</p> <p>Implementation of revised workforce restructure</p>	<p>Use existing formal consultation and communication mechanisms to ensure effective consultation and communication takes place regarding expansion plans.</p> <p>Undertake consultation with employees regarding the updated job profiles.</p> <p>Create an organisational structure report seeking formal approval will be prepared for Corporate Management Team, the EJCC, and other relevant Committees. This will include information on any required contract variations, such as the desire to contract to locality.</p>	<p>HRPG / NCT / EJCC - ongoing</p> <p>HR / QIO – ELC – April 2018</p> <p>HR / QIO – ELC – April 2018</p>	<p>Unions are kept fully up to date on developments.</p> <p>Revised workforce structure in place to support the expansion. Creation of new entry routes into ELC and a clear career pathway within the sector.</p> <p>Workforce flexibility improved to support operational manageability of the new model.</p>	<p>Extensive consultation will take place from August 2018 with relevant unions, affected staff and registered managers, on the staffing implications of the expansion, and approaches to creating the new required workforce. Formal reports will be presented to EJCC, LNCT, Education and Families Committee and Policy Resources as required.</p>
---	--	--	---	---

Entry Routes in to ELC – New Practitioners	<p>Modern Apprentice recruitment. 2017/18 – 5 posts (Complete) 2018/19 – 5 posts 2019/20 – 2 posts 2020/21 – 2 posts</p> <p>Induction programme created and on-site supporter role being developed.</p> <p>Career Graded Support Worker profiles in use. Comprehensive induction programme and an allocated on-site supporter role developed.</p> <p>Explore how to attract other groups into a career in ELC. Improve links with students undertaking courses through Shetland College UHI and Skills for Work Course.</p>	<p>QIO – ELC / HR / Workforce Development / Shetland College UHI / SDS - As phasing plan</p> <p>QIO – ELC / Registered Managers - 2017/18</p> <p>QIO – ELC HR / Workforce Development / Shetland College UHI / SDS - 2018</p>	<p>Increased number of newly qualified staff coming into the workforce. Appropriate support in place.</p> <p>New entry point for suitable candidates without a qualification. Training and support provided to achieve SVQ3 qualification.</p> <p>Increased number in, and diversity of, ELC workforce.</p>	<p>The ELC Expansion Project Board agreed on 14 May 2018 that we would progress with two new Modern Apprentices in 2018/19 and not five. We will correspondingly increase the future years numbers to compensate.</p> <p>This will be progressed from August 2018.</p> <p>New career graded job profiles have been developed for Early Years Support Worker (Early Years Assistant) and for the new role of Senior Practitioner. These posts are in place in our Tests of Change settings.</p> <p>We will examine how we can introduce a Foundation Apprenticeship for ELC.</p>
Phased practitioner recruitment	Phased recruitment of practitioner and support worker posts. Includes negotiations within existing staff.	QIO – ELC / Registered Managers - In line with phasing plan	Practitioners and support workers are in post prior to the implementation of 1140 hours in settings.	We will not be able to do this until April 2019 when funding becomes available.

Career Pathways	<p>New senior practitioner posts created and recruited to, in line with phasing plan are: 2017/18 – 2 posts 2018/19 – 6 posts 2019/20 – 2 posts</p> <p>Increase graduate input in settings: 3 x ELC ESOs 1 x Centre Manager 1 x Additional Graduate</p>	<p>QIO – ELC / Registered Managers</p> <p>QIO – ELC August 2018 January 2018 August 2018</p>	<p>Senior practitioners are in place to support with implementation lead in.</p> <p>Improved quality within settings.</p>	<p>We will recruit a Senior Practitioner post to Brae High School nursery for its expansion from August 2018. We will not recruit any further Senior Practitioners until April 2019. This still gives lead in time for additional settings opening to offer expanded hours.</p> <p>We will not recruit to any of these posts until at April 2019. In April 2019 we will prioritise our Business Support posts for the expansion.</p>
Qualifications	<p>Support for existing practitioners and support workers to gain an SCQF Level 7 qualification (included career graded posts).</p> <p>Support for practitioners to gain an SCQF Level 8 qualification, e.g. PDA, in order to progress into senior roles.</p> <p>Support for practitioners to gain an SCQF Level 9 qualification, e.g. BA in Childhood Practice, in order to progress into manager roles or ELC support roles.</p>	<p>QIO – ELC / Registered Managers / Workforce Development / Shetland College UHI</p> <p>2017/18 - £10k 2018/19 - £37k 2019/20 - £28k 2020/21 - £28k</p>	<p>Numbers gaining qualification: 2017/18 – 7 2018/19 – 7 2019/20 – 7 2020/21 – 7</p> <p>Numbers gaining qualification: 2018/19 – 6 2019/20 – 3 2020/21 – 3</p> <p>Numbers gaining qualification: 2017/18 – 2 2018/19 – 2 2019/20 – 2 2020/21 – 2</p>	<p>We have committed to fund a number of our existing staff through relevant qualifications including SVQ 3 in Early Learning and Childcare, and the BA in Childhood Practice. We cannot fund any additional staff to start qualifications in 2018/19, unless it is a SSSC requirement. We are looking at to other sources of funding for SVQs.</p>
Learning Support Workers	<p>Increase the number Learning Support Workers available to support ELC settings.</p>	<p>QIO – ELC / QIO - ASN</p>	<p>LSW available to support individuals within settings.</p>	<p>This work will be ongoing from 2019/20 as we expand more settings.</p>

Working arrangements	Support settings to implement new working arrangements including reduced staff to child ratios (1:8) and planning and preparation / collegiate time.	QIO – ELC / Registered Managers - As phasing plan	New arrangements support quality within setting.	This is a key task of the QIO for ELC, as settings prepare for expansion. This work is ongoing.
----------------------	--	---	--	---

5. Funded Providers

Aspect	Detail in Original Service Delivery Plan	By whom / By when / Cost	Outcome	Revised Position for 2018/19 onwards
Commissioning Working group	<p>A working group has been established to review current commissioning arrangements. Areas include:</p> <ul style="list-style-type: none"> - Procurement - Contracts - Quality Standards - Use of Council property/rent - Payments/Living Wage - Volume 	Children's Services, Legal, Capital Programmes – October 2017	SDP aspirations will be met through review of commissioning arrangements.	This Group has met once, and will be re-established following the outcomes of the Scottish Government Service Models Consultation. This consultation runs until 29 June 2018. Children's Services will be submitting a response.
Support for Infrastructure Developments	Consider how best to provide support to partner providers in relation to infrastructure developments that will be required to deliver 1140 hours.	Project Board – January 2018	Existing partners will be able to fulfil the aspirations of the new model.	This work is ongoing. The Executive Manager meets weekly with Team Leader, Capital Programme Service.
Northern Alliance	Collaborate with colleagues from the other Northern Alliance authorities in relation to commissioning arrangements.	Northern Alliance EY Leads – January 2018	Support and consistency is achieved.	<p>The Northern Alliance Early Years leads continue to meet approximately once every two months.</p> <p>In addition the Northern Alliance have provided an additional officer resource to support with Infrastructure developments. There are three workshops in May and June 2018 being offered to support Northern Alliance local authorities. They will be attended by an education officer and a someone from Capital Programme Service.</p>

6. Infrastructure (Physical Estate) Plan

Aspect	Detail in Original Service Delivery Plan	By Whom / By When	Cost	Outcome	Revised Position for 2018/19 onwards
Refurbishment Projects – 2017/18	- Brae High School - Dunrossness Primary School - Happyhansel Primary School - Whiteness Primary School	Children's Services / Capital Programmes – 2019/20	£89,000 £25,000 £50,000 £22,000	Upgraded care facilities. Rationalisation of existing space to reduce revenue spend. Improve outdoor space.	The works on Whiteness Primary School are complete. The works on Dunrossness Primary School and Brae High School are largely complete. Phase 2 works on Happyhansel are waiting for a Building Warrant.
Refurbishment Projects – 2018/19	- Baltasound Junior High School - Mossbank Primary School - Cunningsburgh Primary School	Children's Services / Capital Programmes – 2019/20	£36,400 £38,500 £38,500	Upgraded care facilities. Rationalisation of existing space to reduce revenue spend. Improve outdoor space.	These refurbishment proposals will go ahead as programmed, as we have been allocated £1.1 million in 2018/19.
Refurbishment Projects – 2019/20	- Lunnasting Primary School - Mid Yell Junior High School	Children's Services / Capital Programmes – 2019/20	£27,500 £29,000	Upgraded care facilities. Improve outdoor space.	These refurbishment proposals will go ahead as programmed, as we have been allocated £1.3 million in 2019/20 and a further £0.9 million in 2020/21.
Extension Projects – 2018/19	- Sound Primary School - Aith Junior High School	Children's Services / Capital Programmes – 2018/19	£629,750 £402,875	Increased capacity in settings. Improve outdoor space.	Infrastructure proposals will go ahead as programmed, as we have been allocated £1.1 million in 2018/19.
Extension Projects – 2019/20	- Whalsay School - Sandwich Junior High School	Children's Services / Capital Programmes – 2019/20	£457,500 £261,937	Increased capacity in settings. Improve outdoor space.	Infrastructure proposals will go ahead as programmed, as we have been allocated £1.3 million in 2019/20 and a further £0.9 million in 2020/21. .
New Build Projects – 2019/20	- Little Tikes	Children's Services / Capital Programmes – 2019/20	£850,000	Increased capacity in setting. Improve outdoor space.	Infrastructure proposals will go ahead as programmed, as we have been allocated £1.3 million in 2019/20 and a further £0.9 million in 2020/21. .

7. Project Management, Change Support and Stakeholder Engagement Plans Project Management

Aspect	Detail in Original Service Delivery Plan	By Whom / By When / Cost	Outcome	Revised Position for 2018/19 onwards
Project Board	<p>Project Board established. Membership detailed below.</p> <p><u>Chair</u> - Director of Children's Services</p> <p><u>Project Manager</u> - Quality Improvement Officer for Early Learning and Childcare</p> <p><u>Board Members</u> - Executive Manager, Quality Improvement; Executive Manager, Schools; Solicitor, Legal Services; Management Accountant, Finance; HR Advisor, Human Resources; Team Leader, Assets and Properties; Architectural and Surveying, Assets and Properties; Estate Operations, Building Services; Executive Manager, Community Planning and Development.</p>	Children's Services – October 2016	The management of the expansion project is lead by the Project Board. The Board uses the PRINCE2 Project Management Approach. This includes Quality Register, Risk Management Procedure and Register, Issues Management, Communications Management Strategy and Benefits Review Plan.	The Project Board continues to meet on a regular basis.
Workforce Development Working Group	<p>Establish a Workforce Development Working Group.</p> <p>Membership:</p> <ul style="list-style-type: none"> - Quality Improvement - Children's Resources - Human Resources - Workforce Development - Shetland Pre-School Play - Shetland College UHI 	QIO – ELC – January 2018	Workforce Development Working Group will oversee the required Workforce Developments.	We have established a Group to link our workforce requirements directly to Human Resources adviser support, and to Training and Development support within the Council. We are working with Shetland College on course provision for 2018/19 onwards.

Infrastructure Working Group	Infrastructure Working Group has been established. Membership: - Children's Services - Capital Programmes - Building Services	QIO – ELC – September 2017	Infrastructure Working Group will oversee the required Infrastructure Developments.	The Executive Manager Quality Improvement and the relevant Team Leader from Capital Programme Service meet weekly.
Commissioning Working Group	Commissioning Working Group has been established. Membership: - Children's Services - Legal Services - Capital Programmes	QIO – ELC – September 2017	Commissioning Working Group will oversee the required commissioning work around funded providers.	This Group has met once, and will be re-established following the outcomes of the Scottish Government Service Models Consultation. This consultation runs until 29 June 2018. Children's Services will be submitting a response.
Risk Management	The Project Board has a Risk Management Strategy which sets out the process for managing risks pertaining to the expansion project. A risk register is in place for recording risks identified.	Project Board	All risks are recorded on the risk register and the 5x5 matrix used to assess them. Mitigation is planned, implemented and recorded on the risk register which is a standing item for Project Board meetings.	The Project Board continues to meet on a regular basis.



Meeting(s):	Employees Joint Consultative Committee Local Negotiating Committee for Teachers Education and Families Committee Policy and Resources Committee	30 May 2018 4 June 2018 11 June 2018 18 June 2018
Report Title:	Expansion of Early Learning and Childcare – Strategic Delivery Plan – Staffing Implications	
Reference Number:	CS-21-18-F	
Author / Job Title:	Executive Manager, Quality Improvement	

1.0 Decisions / Action required:

- 1.1 That the Employees Joint Consultative Committee, consider and comment on the staffing implications within Children's Services, Strategic Delivery Plan Update (Appendix A) for the Expansion of Early Learning and Childcare, and note that these will be implemented in accordance with Shetland Islands Council's Policy on Organisational Restructure.
- 1.2 That the Local Negotiating Committee for Teachers consider and comment on the staffing implications within Children's Services, Strategic Delivery Plan Update (Appendix A) for the Expansion of Early Learning and Childcare, note that these will be implemented in accordance with Shetland Islands Council's Policy on Organisational Restructure, and where relevant, any local or national agreement for teaching staff.
- 1.3 That Education and Families Committee RECOMMENDS that Policy and Resources Committee RESOLVE to approve the staffing implications in the Strategic Delivery Plan Update for the Expansion of Early Learning and Childcare (Appendix A).
- 1.4 That Policy and Resources Committee AGREES that delegated authority be given to the Director of Children's Services or nominee to implement the Strategic Delivery Plan Update (Appendix A) as this project evolves, in accordance with Shetland Islands Council's Policy for Organisational Restructure.

2.0 High Level Summary:

- 2.1 This report presents an overview of the staffing implications resulting from the further expansion of Early Learning and Childcare in Shetland. The Strategic Delivery Plan was initially approved by Education and Families Committee on 5 February 2018. Education and Families Committee also noted that the Strategic Delivery Plan for the Expansion of Early Learning and Childcare would be subject to further revision, when funding allocations for 2018/19 were confirmed (Minute Reference: 06/18). Appendix A to this report provides an update to the Strategic Delivery Plan.

- 2.2 The Scottish Government is committed to expanding the provision of funded Early Learning and Childcare (ELC) from 600 hours to 1140 hours by 2020, and ensuring that the expansion prioritises a high quality experience for the child, recognising the significant contribution that universally accessible ELC can make to a child's development and to closing the attainment gap. In addition they are committed to this provision being flexible and accessible for parents to support work patterns and access to training and study.
- 2.3 To achieve this, each local authority was required to submit a Strategic Delivery Plan to the Scottish Government by 29 September 2017, describing how the expansion would be implemented, in their area. Alongside the Plan, detailed financial projections had to be prepared, matching the proposals in the plan for both revenue and capital expenditure. Following a resubmission of these financial projections in March 2018, a multi-year funding package for the expansion up to 2021/2022, was confirmed by the Scottish Government on 1 May 2018. The funding package announced fully funds the Strategic Delivery Plan proposals which were submitted. By 2021/2022 Shetland Islands Council will receive an additional £3.1 million ring-fenced revenue funding to meet the cost of this expansion.
- 2.4 The estimated workforce requirements for the expanded provision are set out in the table below:

Post	2016/17 ELC staffing	Estimated ELC workforce required for Service Delivery	Additional workforce required – current to future	Estimated additional FTE covered by existing workforce	Estimated workforce to be recruited
Teacher / Graduate	7.13 FTE	8.13 FTE	1.00 FTE	-	1.00 FTE
Centre Manager	1.00 FTE	2.00 FTE	1.00 FTE	-	1.00 FTE
Practitioner (inc. senior posts)	16.10 FTE	27.51 FTE	11.41 FTE	3.50 FTE	7.91 FTE
Support Worker	15.04 FTE	45.61 FTE	30.57 FTE	18.65 FTE	11.92 FTE

- 2.5 In response, the Scottish Government is preparing a workforce delivery plan and the First Minister launched a national recruitment marketing campaign in October 2017.
- 2.6 Changes are necessary in order to grow and invest in Children's Services workforce, ensuring that we have available a suitably skilled staff to deliver the Scottish Government's commitment of expanding free ELC for all three and four year olds, and some two year olds, to 1140 hours per year by 2020.

3.0 Corporate Priorities and Joint Working:

- 3.1 Shetland Islands Council's Corporate Plan 2016-2020 makes support for Young People a priority for the work of the Council. The area most relevant to the expansion of Early Learning and Childcare is:
- Children and young people, particularly those from vulnerable backgrounds and in care, will be getting the learning and development opportunities that allow them to fulfil their potential.

- The expansion of Early Learning and Childcare in Shetland will require the support of our Partner Provider provision, and it will give the Quality Improvement Service important opportunities to further develop joint working with childminders and with private childcare providers.

3.2 Shetland Islands Council's Corporate Plan 2016-2020, in Our 20 by 20, states:

- We will have found ways of filling our 'hard to fill' posts and increased the number of ways that young people can join our workforce.

4.0 Key Issues:

4.1 The Scottish Government published 'A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland – 2017/18 Action Plan', in March 2017.

4.2 Local Authorities have been tasked to deliver on this programme, which is complex in its development and far reaching in its delivery. The Government required that all Local Authorities prepare their initial Delivery Plan by 29 September 2017 and submit it to the Scottish Government. Our Strategic Delivery Plan was submitted on 29 September 2017. On 1 May 2018 the Scottish Government fulfilled its commitment to fully fund the expansion. The expansion has considerable implications for staffing.

A summary of the key issues and proposals are set out below.

4.3 To resolve these concerns, and in anticipation of the impact of the expansion on the current workforce, the Strategic Delivery Plan Update (Appendix A) sets out the following:

- a commitment throughout the duration of the project to the recruitment of Modern Apprentices within the local authority settings;
- a Career Grade at Support Worker level (currently Early Years Assistant) to enable suitable candidates who are unqualified to be appointed to a vacant post with a condition that they complete the relevant qualification within a given timescale;
- a review of all non-teaching Shetland Islands Council ELC job profiles by a working group made up of current staff members to ensure consistency across the local authority ELC provision. Updated profiles have been through the Consistency Checking Panel. They now better reflect the duties being undertaken and provide staff with clear roles and areas of responsibility. Post titles have been aligned with Scottish Social Services Council (SSSC) registration categories; these profiles now require to be consulted on;
- the creation of a senior practitioner post to oversee the day to day running of larger settings within the new delivery model and to provide supervision to an increased ELC staff team, including new recruits, Modern Apprentices and work placements. The aim is to implement these posts in relevant settings as they move to deliver 1140 hours. A larger setting is defined as a setting where a 35 hour per week practitioner is employed, but that this post is insufficient to cover all of the opening hours of the setting (practitioners are expected to be present in the setting for their non contact time);

- removing the teacher input allocation to each setting from the adult child ratios;
- increasing the overall workforce within the ELC sector, including providing more posts which have a larger number of hours;
- Increasing the non contact time, to contact time ratio for ELC staff.
- recruiting a teacher to the 1.0 FTE fully-funded additional graduate post across a number of settings to support early intervention where children are in need of additional support. The Scottish Government made a commitment to provide graduates to all ELC settings located in SIMD Decile 1 and 2 areas across Scotland from August 2018. Based on this criteria none of the island groups would have benefitted from this resource. The Scottish Government then agreed to allocate one post to each of the three island groups. The agreement with the Scottish Government, through an action plan is that this post will work on an itinerant basis, supporting early intervention in a number of settings; this will be a role similar to the Pre-School Home Visiting Service.

4.4 Now that the multi-year funding package is in place, the next steps with respect to implementing the changes to staffing structures will be:

- Meetings with registered managers/head teachers to discuss the updated and new job profiles, and the proposed staffing arrangements for their expanded setting;
- Consultation with staff and their relevant Union Representatives on the updated and new job profiles, and the proposed staffing arrangements for expanded settings.

5.0 Exempt and/or confidential information:

5.1 None

6.0 Implications:

6.1 Service Users, Patients and Communities:	The expansion of Early Learning and Childcare provides parents with an opportunity to access education, training or employment, and therefore benefit the future sustainability of the Shetland economy. This will in turn have an impact on reducing household poverty and also the poverty related attainment gap by ensuring all children have the best start in life.
6.2 Human Resources and Organisational Development:	<p>The expansion of Early Learning and Childcare will result in significant additional staffing requirements for this sector. This will be as follows:</p> <ul style="list-style-type: none"> • Increased hours for some existing posts; • Some additional posts at Support Worker and Practitioner levels; • Revised job profiles for Support Worker and Practitioner;

	<ul style="list-style-type: none"> • The introduction of a Senior Practitioner post for larger settings <p>The expansion of Early Learning and Childcare will also result in additional work for Payroll, Pension and Human Resources – Recruitment teams.</p> <p>All of this work will be taken forward within the requirements of Shetland Islands Council’s policy for Organisational Restructure. There will be on-going communication with staff and Trade Unions as these plans evolve. This communication can be delivered through the HRPG as well as directly with affected staff.</p> <p>Workforce development implications were also estimated and costed in the original Early Learning and Childcare Strategic Delivery Plan, and these are included in the updated financial projections.</p> <p>The Early Learning and Childcare Service Model Consultation Paper also outlines proposed local authority obligations to support the qualification and continuing professional development requirements of staff in Partner Providers, and for childminders.</p>
6.3 Equality, Diversity and Human Rights:	Successful expansion of Early Learning and Childcare will lead to improved outcomes for children, young people and their families. There will be a positive impact on children, young people and families including those with protected characteristics, and those who are experiencing disadvantage. An equalities impact statement has not been carried out yet.
6.4 Legal:	Implementation of the Early Learning and Childcare Strategic Delivery Plan Update (Appendix A) will ensure all our statutory obligations with respect to the provision of Early Learning and Childcare are met.
6.5 Finance:	The Scottish Government have committed to fully fund the expansion of Early Learning and Childcare and as such there will be no additional financial implications for Shetland Islands Council. The Strategic Delivery Plan Update (Appendix A) describes how the expansion will now move forward following the Scottish Government’s confirmation of funding allocations in revenue and in capital on 1 May 2018.
6.6 Assets and Property:	The likely implications for our buildings identified at this stage are set out in the Early Learning and Childcare Strategic Delivery Plan Update (Appendix A). The detail of these will develop over time and will be reported appropriately.

6.7 ICT and new technologies:	There are no implications for ICT or ICT systems arising from this report.	
6.8 Environmental:	The expansion of Early Learning and Childcare is unlikely to present any environmental risks.	
6.9 Risk Management:	This is a significant and high profile development, taking place in a very short timescale, and therefore involving significant risk. The Strategic Delivery Plan will need to help address that risk. The Project Board maintains a risk register (Appendix B) for the Expansion of Early Learning and Childcare.	
6.10 Policy and Delegated Authority:	<p>All matters which relate to staffing are referred to the Employee's Joint Consultative Committee, and Local Negotiating Committee for Teachers, prior to final decision by Policy and Resources Committee.</p> <p>In accordance with Section 2.3.1 of the Council's Scheme of Administration and Delegations, the Education and Families Committee has responsibility for decision making on matters delegated to it within its remit, which includes children and families, pre-school and school education.</p> <p>Policy and Resources Committee has delegated authority for the development and operation of the Council as an organisation and all matters relating to organisational development and staffing.</p>	
6.11 Previously considered by:	None	N/A

Contact Details:

Audrey Edwards, Executive Manager, Quality Improvement

audrey.edwards@shetland.gov.uk

Report Finalised: 23 May 2018

Appendices:

Appendix A – Early Learning and Childcare, Strategic Delivery Plan Update

Appendix B – The Expansion of Early Learning and Childcare, Risk Register

Background Documents:

A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland – 2017/18 - <http://www.gov.scot/Publications/2017/03/8937/0>

A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland – Quality Action Plan 2017/18 - <http://www.gov.scot/Publications/2017/10/9506/0>

A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland – Planning Guidance - <http://www.gov.scot/Publications/2017/03/3681/0>

A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland – Early Learning and Childcare Service Model for 2020: Consultation Paper - <http://www.gov.scot/Publications/2018/03/1918/downloads>

END

Early Learning and Childcare

Updated Implementation Plan Following the Announcement of Multi-Year Revenue and Funding Allocations on 1 May 2018

Implementation Elements

1. Quality Plan

Aspect	Detail in Original Service Delivery Plan	By Whom / By when / Cost	Outcome	Revised Position for 2018/19 Onwards
Tests of Change Feedback Group	A group of professionals involved in these tests has been established to provide feedback in relation to key learning and to identify key aspects requiring attention.	QIO – ELC / HTs Tests of Change Settings – October 2017	Learning from tests of change settings supports the maintenance and improvement in quality.	This Group has continued to meet and will continue to meet throughout 2018/19. It is key to planning for the expansion of other settings.
Quality Improvement Framework	Identify a clear quality improvement framework, in line with the School Improvement Framework, for all ELC settings delivering entitled provision.	QIO – ELC - August 2018	All settings have regular, appropriate support and challenge to help maintain and improve quality of provision.	Work will start on preparing a proposal in August 2018. Progress here is impacted on, as we will be unable to recruit Education Support Officers in 2018/19.
Central Support	Employ three Education Support Officers for ELC to provide quality support across all sectors.	QIO – ELC – August 2018 - £155k p/a	Improve quality of provision throughout the period of expansion and beyond.	We will recruit two in 2019/20, and one in 2020/21. We would plan for staff to be in post for April 2019.
Shetland PreSchool Play	Review the needs for the support currently provided by Shetland PreSchool Play.	QIO – ELC / SPP - By March 2018 £49,568	Best use is made of existing resources.	This review will now be carried out in 2018/19.

Support for Registered Managers	<p>Create a proposal for increased management time for head teachers and consult appropriately.</p> <p>Develop clear guidance around the role of registered managers in implementing 1140 hours and provide dedicated QIO support.</p>	<p>QIO – ELC / Head Teachers - March 2018</p> <p>QIO – ELC / Head Teachers - October 2018</p>	<p>Increased capacity to support implementation and improve quality.</p> <p>Registered managers are clear about their role during the period of expansion and are provided with appropriate support. Improves quality of implementation.</p>	<p>The Financial Template information reflects a proposal as to how management time for registered manager who teach will be increased. The concept has been discussed informally with the EIS local secretary.</p> <p>Formal consultation is required on this in 2018/19.</p>
Improve the quality of teacher input in ELC.	<p>Backfill all ELC teaching staff in all settings with support workers.</p> <p>Explore the feasibility of allocating teacher input to existing member of staff.</p> <p>Implement reviewed teacher remit within all settings and share widely across all staff.</p> <p>Establish ELC teacher network, to provide on-going peer support and help to identify training and development needs.</p> <p>Identify how children in partner provider settings can benefit from teacher input.</p>	<p>QIO – ELC / Registered Managers - April 2018 - £191k</p> <p>Registered Manager - As need arises</p> <p>QIO – ELC / Registered Managers - April 2018</p> <p>QIO – ELC - August 2018</p> <p>QIO – ELC - August 2018</p>	<p>Improved quality of teacher inputs. Improved non-teaching contributions including family support, early intervention, working with other agencies and professionals.</p> <p>Reduces recruitment difficulties associated with very small number of teacher input hours.</p> <p>Clearly defined remit will support effective working arrangements across a larger staff team. Better understanding of teacher role improves quality.</p> <p>Better support for ELC teachers improves the quality of teacher input.</p> <p>Equity of provision across all sectors.</p>	<p>We are unable to backfill any more teacher input in school nursery settings in 2018/19. We will progress this again in 2019/20, from April.</p> <p>This will be done as planned.</p> <p>This will be explored as planned.</p>

Additional Graduate	Allocate an additional graduate (1 FTE) to support children in ELC facing the greatest disadvantages. See separate Action Plan.	QIO – ELC / QIO – ASN – 2018 - £49k p/a top of scale	Targeted support and appropriate interventions in place for most vulnerable children.	We have commenced recruitment to our additional graduate post. This will be a teacher for us.
ELC Training and Development Group	Establish a group to consult on training and development needs across all sectors and ensure adequate provision of training and development opportunities.	Quality Improvement / Workforce Development / Family Centre Services / SPP / Shetland College UHI - January 2018	Training and development opportunities are well co-ordinated and meet the needs of the workforce from all sectors.	We have established a Group to link our workforce requirements directly to Human Resources adviser support, and to Training and Development support within the Council. We are working with Shetland College on course provision for 2018/19 onwards, including looking at alternative sources of funding for SVQs. We are also assessing the needs of our existing workforce, and our future requirements.
Leadership Training and Development	Frontline Management Training (First steps into leadership) provided to practitioners who would like to progress into senior / manager roles or who have recently been recruited. Establish mentoring/coaching support for senior practitioners and managers.	ELC Training and Development Group £150 per person QIO – ELC – As required	Numbers being supported: 2017/18 – 2 2018/19 – 6 2019/20 – 3 2020/21 – 3 Improved leadership and management inspection grades.	We will progress this in 2019/20.
Practitioner Training and Development	Implement an annual programme of practitioner training and development, based on needs arising from settings.	ELC Training and Development Group	A co-ordinated approach to the delivery of needs based training and development opportunities improves quality and makes best use of resources.	We have established a Group to link our workforce requirements directly to Human Resources adviser support, and to Training and Development support within the Council. We are working with Shetland College on course provision for 2018/19 onwards,

				including looking at alternative sources of funding for SVQs. We are assessing the needs of our existing workforce.
ASN / Health Care Training	Implement an annual programme of practitioner training and development.	QIO – ELC / QIO – ASN – Annually - £5k	Staff in all settings are able to effectively meet the needs of all children and their families.	We have established a Group to link our workforce requirements directly to Human Resources adviser support, and to Training and Development support within the Council. We are working with Shetland College on course provision for 2018/19 onwards, including looking at alternative sources of funding for SVQs.
Staff Networks	Establish staff networks to improve professional dialogue and sharing of best practice.	QIO – ELC – As required - £5k	Improved professional dialogue and sharing of best practice will lead to improvements in practice and therefore quality.	This will be progressed in August 2018.
Peer Supporters	Link staff to enable individuals to benefit from peer support across settings.	ESO – ELC – As required	Individual staff members benefit from the support of a peer working in a different setting.	This will be progressed in August 2018.
Online Sharing Platform	Create an online sharing platform for ELC staff to support best practice.	ELC Business Support Team – August 2018	Sharing of best practice will lead to improvements in the quality of provision.	This will be progressed in August 2018.
Overview of quality grades	Develop a system to collate up to date information from Care Inspectorate and Education Scotland Inspections.	QIO – ELC / ELC Business Support Team – August 2018	Monitoring of quality grades will help identify areas requiring attention and relevant interventions are put in place to maintain or improve quality.	This will be progressed in August 2018, but will not be able to be supported by a Business Support Team until April 2019. With our 2019/20 revenue funding, we hope we will be make recruitment to business support a priority.

2. Phasing Plan

Aspect	Detail in Original Service Delivery Plan	By Whom / By when / Cost	Outcome	Revised Position for 2018/19 Onwards
Phase 2 (2018/19) Workforce	<p>Recruit Year 2 Modern Apprentices.</p> <p>Implement new management time arrangements for Phase 3 Head Teachers.</p> <p>Recruit Senior Practitioner posts for Phase 3 implementation settings.</p> <p>Recruit Practitioner and Support Worker posts for Phase 3 implementation.</p> <p>Recruit business support team: 1 x Business Manager 2.5 x Business Support</p>	<p>QIO – ELC - Beginning April 2018</p> <p>QIO – ELC - August 2018</p> <p>QIO-ELC / Registered Managers - Begin recruitment August 2018</p> <p>QIO – ELC / Registered Managers - Begin recruitment January 2019</p> <p>QIO – ELC - April 2018</p>	<p>Modern Apprentices in post August 2018.</p> <p>Additional time provided for Head Teachers as registered managers to support lead in to implementation.</p> <p>Senior practitioners will be in post. Appropriate training will take place. Will support lead in to implementation.</p> <p>Practitioners and support workers in post before implementation.</p> <p>Business support team will help to set up the necessary processes and systems are in place.</p>	<p>The ELC Expansion Project Board agreed on 14 May 2018 that we would progress with two new Modern Apprentices in 2018/19 and not five. We will correspondingly increase the future years numbers to compensate.</p> <p>We will be unable to increase management time for Head Teachers who are registered managers in 2018/19. Work will be done in 2018/19 to agree a proposal for this increased time.</p> <p>We will not appoint any more senior practitioners in 2018/19, other than to Brae High School nursery which will open with expanded hours in August 2018. We will still be able to recruit from April 2019 which gives some lead in time ahead of additional settings offering expanded hours from August 2019.</p> <p>We will not be able to appoint any dedicated Business Support in 2018/19. It will be priority to recruit to this support for the expansion from April 2019.</p>

Phase 2 (2018/19) Infrastructure	Progress Infrastructure plan for Phase 3 settings: - Aith Junior High School - Baltasound Junior High School - Cunningsburgh Primary School - Mossbank Primary School - Sound Primary School	Project Board / Assets and Properties – Capital Programmes Service – works completed by March 2019	Infrastructure in place to support the implementation of 1140 hours.	Infrastructure proposals will go ahead as planned, as we have been allocated £1.1 million in 2018/19. This list of projects will be taken forward, along with the completion of the agreed works at Happyhansel Primary School.
Phase 2 (2018/19) Implementation	Northmavine to move from Scottish Government ELC Trial Funding to core revenue funding 2018/19. Northmavine staff contracts made permanent. Implementation of 1140 hours for identified children.	Management Accountant - April 2018 QIO – ELC / Registered manager - April 2018 QIO – ELC - April 2018	Northmavine provision becomes core funded and continues. Continuity of staffing achieved. Most vulnerable children benefit from expanded provision first.	The Urafirth trial has been mainstreamed from April 2018, and its costs will come from the additional revenue funding we have been allocated from 2018/19 onwards. We have retained some flexibility in the staffing for Urafirth at present to consider a senior practitioner post there in the future, depending on numbers. We continue to consider this on a case by case basis.
Phase 3 (2019/20) Workforce	Recruit Year 3 Modern Apprentices. Implement new management time arrangements for Phase 4 Head Teachers. Recruit Senior Practitioner posts for Phase 4 implementation settings.	QIO – ELC - Beginning April 2019 QIO – ELC - August 2018 QIO-ELC / Registered Managers - Begin recruitment August 2019	Modern Apprentices in post August 2019. Additional time provided for Head Teachers as registered managers to support lead in to implementation. Senior practitioners will be in post. Appropriate training will take place. Will support lead in to implementation.	We hope to recruit five modern apprentices starting in August 2019. A proposal for management time for expanded settings which currently have a teaching head teacher as their registered manager, will be developed in 2018/19 and formally agreed with relevant unions. From April 2019 onwards we consider it will be feasible and affordable to

	Recruit Practitioner and Support Worker posts for Phase 4 implementation.	QIO – ELC / Registered Managers – Begin recruitment January 2020	Practitioners and support workers in post before implementation.	recruit to Early Years posts in advance of the setting offering increased hours.
Phase 3 (2020/21) Infrastructure	Progress Infrastructure plan for Phase 4 settings: - Little Tikes - Lunnasting - Mid Yell - Sandwick - Whalsay	Project Board / Assets and Properties – Capital Programmes Service – works completed by March 2020	Infrastructure in place to support the implementation of 1140 hours.	
Phase 3 (2019/20) Implementation	<p>New arrangements ready for registration week.</p> <p>Settings work through allocation of places/timings, in line with Admissions Policy.</p> <p>Split placements and blended provision co-ordinated.</p> <p>Placements confirmed with parents.</p> <p>Implementation of 1140 hours in: - Aith - Cunningsburgh - Lerwick - Mossbank - Scalloway - Unst</p>	<p>QIO – ELC / Central Clerical - February 2019</p> <p>Registered Managers - March 2019</p> <p>Central clerical team - March 2019</p> <p>Central clerical team - April 2019</p> <p>August 2019</p>	<p>Parents/carers understand the options available to them and the application process.</p> <p>Equitable allocation of places.</p> <p>Appropriate arrangements can made between providers.</p> <p>Parents know in good time their ELC arrangements.</p> <p>Children receive the increased hours.</p>	<p>With the level of additional revenue funding now confirmed, at this time, we think that from August 2019 we can progress with increased hours in:</p> <ul style="list-style-type: none"> • Lerwick • Mossbank • Walls <p>The other settings originally in this Phase for increased hours in 2019/20 will move back to 2020/21. That is:</p> <ul style="list-style-type: none"> • Aith • Cunningsburgh • Scalloway • Unst <p>This proposal still requires discussion with the ELC Project Board.</p>

	- Walls			
Phase 4 (2020/21) Workforce	<p>Recruit Year 4 Modern Apprentices.</p> <p>Implement new management time arrangements for Phase 4 Head Teachers.</p> <p>Recruit Senior Practitioner posts for Phase 4 implementation settings.</p> <p>Recruit Practitioner and Support Worker posts for Phase 4 implementation.</p>	<p>QIO – ELC - Beginning April 2018</p> <p>QIO – ELC - August 2018</p> <p>QIO-ELC / Registered Managers - Begin recruitment August 2019</p> <p>QIO – ELC / Registered Managers - Begin recruitment January 2020</p>	<p>Modern Apprentices in post August 2020.</p> <p>Additional time provided for Head Teachers as registered managers to support lead in to implementation.</p> <p>Senior practitioners will be in post. Appropriate training will take place. Will support lead in to implementation.</p> <p>Practitioners and support workers in post before implementation.</p>	<p>At this stage we hope this would go forward as planned.</p> <p>A proposal for management time for expanded settings which currently have a teaching head teacher as their registered manager, will be developed in 2018/19 and formally agreed with relevant unions.</p> <p>From April 2019 onwards, we consider it will be feasible and affordable to recruit to Early Years posts in advance of the setting offering increased hours.</p>
Phase 4 (2020/21) Implementation	<p>New arrangements ready for registration week.</p> <p>Settings work through allocation of places/timings, in line with Admissions Policy.</p> <p>Split placements and blended provision co-ordinated. Placements confirmed with parents.</p>	<p>QIO – ELC / Central Clerical Team - February 2020</p> <p>Registered Managers - March 2020</p> <p>Central clerical team - March 2020 Central clerical team - April 2020</p>	<p>Parents/carers understand the options available to them and the application process.</p> <p>Equitable allocation of places.</p> <p>Appropriate arrangements can be made between providers. Parents know in good time their ELC arrangements.</p>	<p>With the level of additional revenue funding now confirmed, at this time, we think that from August 2020 we can progress with increased hours in:</p> <ul style="list-style-type: none"> • Aith • Cunningsburgh • Scalloway • Unst <p>The settings originally in this Phase for increased hours in 2020/21 will move back to 2021/22. That is:</p> <ul style="list-style-type: none"> • Mid Yell • Sandwick

				<ul style="list-style-type: none"> • Skeld • Tingwall • Vidlin • Whalsay <p>This proposal still requires discussion with the ELC Project Board.</p>
	<p>Implementation of 1140 hours in:</p> <ul style="list-style-type: none"> - Mid Yell - Sandwick - Skeld - Tingwall - Vidlin <p>Whalsay</p>	August 2020	Children receive the increased hours.	<p>The settings originally in this Phase for increased hours in 2020/21 will move back to 2021/22. That is:</p> <ul style="list-style-type: none"> • Mid Yell • Sandwick • Skeld • Tingwall • Vidlin • Whalsay <p>This proposal still requires discussion with the ELC Project Board.</p>

3. Community Engagement and Communication Plan

Aspect	Detail in Original Service Delivery Plan	By Whom / By when / Cost	Outcome	Revised Position for 2018/19 onwards
Parent Councils / Parent Forums	Consultation with Parent Councils and the wider Parent Forum will take place during the lead in time to implementation.	ESO – ELC / Registered Manager – As phasing plan	Parents understand the changing provision and can help shape provision to best suit their needs.	We will continue to engage with Parent Councils on specific plans for their area. The Executive Manager, Quality Improvement attended the Parent Council Chairs Meeting on 17 May 2018 to discuss the expansion of ELC.

Under 5s Groups	Consultation take place with Under 5s groups.	ESO – ELC – As phasing plan	Future parents understand the entitlement. Specific needs within communities are understood and provision shaped where possible.	This will happen, as required, in time for new settings to expand from 2019/20, so work will be done on this in 2018/19.
Community Councils	Engagement with Community Councils will take place during the lead in time to implementation.	ESO – ELC – As phasing plan	Specific needs within communities are understood and provision shaped where possible.	This will happen, as required, in time for new settings to expand from 2019/20, so work will be done on this in 2018/19.
Elected members	Six monthly updates on progress on the delivery of the Strategic Plan will be provided to the Education and Families Committee with regular informal updates to the Chair and Vice Chair.	QIO – ELC – 6 monthly	Members are kept fully informed of progress.	We will continue to update Education and Families Committee regularly.
Statutory ELC consultation	Carry out the statutory authority wide consultation on ELC.	QIO – ELC – every 2 years – June 2018	Outcomes of consultation are used to further shape future provision.	We will progress consultation from August 2018.
Shetland Place Standard survey	Explore the feasibility of ELC being included in the next Shetland Place Standard survey.	QIO – ELC / Community Planning and Development – June 2018	Views about future improvements to ELC are gathered by locality.	We have put forward the expansion of ELC for consideration as a possible priority to be included in the Shetland Partnership Plan.
Childcare Partnership	Work with colleagues from Children's Services and Community Planning and Development to consider the long term future of the Childcare Partnership.	Children's Services / Community Planning and Development – December 2017	Relationship between statutory ELC provision and non-statutory childcare provision across Shetland is explored to ensure the continuity of progression in terms of the child's journey.	This has not yet been progressed. We will consider this again once the Shetland Partnership Plan has been finalised.
Communication Plan	Ensure coverage of expansion progress and good news stories through: - Press releases - Media briefings - Advertising - Web links - Social media	QIO – ELC / SIC Communications Team – on-going	Effective communication across the wider community is achieved.	There will be a feature on ELC expansion in the next Council In Touch magazine, due for publication in June 2018.

ELC Website	Provide up to date information on the expansion through the SIC website.	ELC Business Support – On-going	The community has access to up to date information regarding the expansion as required.	This section of the website has been updated. It will be difficult to progress this further until we have dedicated Business Support in place from April 2019.
-------------	--	---------------------------------	---	--

4. Workforce Plan

Aspect	Detail in Original Service Delivery Plan	By whom / By when / Cost	Outcome	Revised Position for 2018/19 onwards
Workforce Development Working Group	Establish a workforce development working group to oversee workforce implementation.	QIO – ELC / Children's Resources / HR / Workforce Development / SPP / Shetland College UHI – January 2018	Working group will ensure effective co-ordination of all workforce developments.	We have established a Group to link our workforce requirements directly to Human Resources adviser support, and to Training and Development support within the Council. We are working with Shetland College on course provision for 2018/19 onwards, including looking at alternative sources of funding for SVQs.

Consultation with existing workforce	<p>Consultations have taken place with the existing local authority workforce to evaluate the impact of recent staff changes and to ascertain future capacity within the existing workforce.</p> <p>Negotiations will need to take place with existing staff regarding the uptake of additional hours. Appropriate approval will be required for this.</p> <p>Consult with Head Teachers on proposed increase to management time.</p>	<p>QIO – ELC 2016/17</p> <p>HR / QIO-ELC As phasing plan</p> <p>HR / QIO-ELC As phasing plan</p>	<p>Revised local authority ELC staffing structure. Capacity within current workforce is understood and being used for service delivery planning purposes.</p> <p>Existing staff within settings are able to take on some of the additional hours created by the expansion. Lower number of new workforce will be needed.</p> <p>Head teachers are satisfied with the proposed increase in management time to support expansion plans.</p>	<p>Extensive consultation will take place in 2018/19 with relevant unions, affected staff and registered managers, on the staffing implications of the expansion, and approaches to creating the new required workforce. This is the subject of another report to Education and Families Committee on 11 June 2018.</p> <p>A set of meetings with registered managers will take place in May and June 2018, as the beginning of this work.</p>
Consultation with relevant Unions	Use existing formal consultation and communication mechanisms to ensure effective consultation and communication takes place regarding expansion plans.	HRPG / NCT / EJCC - ongoing	Unions are kept fully up to date on developments.	Extensive consultation will take place from August 2018 with relevant unions, affected staff and registered managers, on the staffing implications of the expansion, and approaches to creating the new required workforce. Formal reports will be presented to EJCC, LNCT, Education and Families Committee and Policy Resources as required.

Implementation of revised workforce restructure	<p>Undertake consultation with employees regarding the updated job profiles.</p> <p>Create an organisational structure report seeking formal approval will be prepared for Corporate Management Team, the EJCC, and other relevant Committees. This will include information on any required contract variations, such as the desire to contract to locality.</p>	<p>HR / QIO – ELC – April 2018</p> <p>HR / QIO – ELC – April 2018</p>	<p>Revised workforce structure in place to support the expansion. Creation of new entry routes into ELC and a clear career pathway within the sector.</p> <p>Workforce flexibility improved to support operational manageability of the new model.</p>	
Entry Routes in to ELC – New Practitioners	<p>Modern Apprentice recruitment. 2017/18 – 5 posts (Complete) 2018/19 – 5 posts 2019/20 – 2 posts 2020/21 – 2 posts</p> <p>Induction programme created and on-site supporter role being developed.</p> <p>Career Graded Support Worker profiles in use. Comprehensive induction programme and an allocated on-site supporter role developed.</p> <p>Explore how to attract other groups into a career in ELC. Improve links</p>	<p>QIO – ELC / HR / Workforce Development / Shetland College UHI / SDS - As phasing plan</p> <p>QIO – ELC / Registered Managers - 2017/18</p> <p>QIO – ELC</p>	<p>Increased number of newly qualified staff coming into the workforce. Appropriate support in place.</p> <p>New entry point for suitable candidates without a qualification. Training and support provided to achieve SVQ3 qualification.</p> <p>Increased number in, and diversity of, ELC workforce.</p>	<p>The ELC Expansion Project Board agreed on 14 May 2018 that we would progress with two new Modern Apprentices in 2018/19 and not five. We will correspondingly increase the future years numbers to compensate.</p> <p>This will be progressed from August 2018.</p> <p>New career graded job profiles have been developed for Early Years Support Worker (Early Years Assistant) and for the new role of Senior Practitioner. These posts are in place in our Tests of Change settings.</p> <p>We will examine how we can introduce a Foundation Apprenticeship for ELC.</p>

	with students undertaking courses through Shetland College UHI and Skills for Work course.	HR / Workforce Development / Shetland College UHI / SDS - 2018		
Phased practitioner recruitment	Phased recruitment of practitioner and support worker posts. Includes negotiations within existing staff.	QIO – ELC / Registered Managers - In line with phasing plan	Practitioners and support workers are in post prior to the implementation of 1140 hours in settings.	We will not be able to do this until April 2019 when funding becomes available.
Career Pathways	<p>New senior practitioner posts created and recruited to, in line with phasing plan are: 2017/18 – 2 posts 2018/19 – 6 posts 2019/20 – 2 posts</p> <p>Increase graduate input in settings: 3 x ELC ESOs 1 x Centre Manager 1 x Additional Graduate</p>	<p>QIO – ELC / Registered Managers</p> <p>QIO – ELC August 2018 January 2018 August 2018</p>	<p>Senior practitioners are in place to support with implementation lead in.</p> <p>Improved quality within settings.</p>	<p>We will recruit a Senior Practitioner post to Brae High School nursery for its expansion from August 2018. We will not recruit any further Senior Practitioners until April 2019. This still gives lead in time for additional settings opening to offer expanded hours.</p> <p>We will not recruit to any of these posts until at April 2019. In April 2019 we will prioritise our Business Support posts for the expansion.</p>

Qualifications	<p>Support for existing practitioners and support workers to gain an SCQF Level 7 qualification (included career graded posts).</p> <p>Support for practitioners to gain an SCQF Level 8 qualification, e.g. PDA, in order to progress into senior roles.</p> <p>Support for practitioners to gain an SCQF Level 9 qualification, e.g. BA in Childhood Practice, in order to progress into manager roles or ELC support roles.</p>	<p>QIO – ELC / Registered Managers / Workforce Development / Shetland College UHI</p> <p>2017/18 - £10k 2018/19 - £37k 2019/20 - £28k 2020/21 - £28k</p>	<p>Numbers gaining qualification: 2017/18 – 7 2018/19 – 7 2019/20 – 7 2020/21 – 7</p> <p>Numbers gaining qualification: 2018/19 – 6 2019/20 – 3 2020/21 – 3</p> <p>Numbers gaining qualification: 2017/18 – 2 2018/19 – 2 2019/20 – 2 2020/21 – 2</p>	<p>We have committed to fund a number of our existing staff through relevant qualifications including SVQ 3 in Early Learning and Childcare, and the BA in Childhood Practice. We cannot fund any additional staff to start qualifications in 2018/19, unless it is a SSSC requirement. We are looking at to other sources of funding for SVQs.</p>
Learning Support Workers	Increase the number Learning Support Workers available to support ELC settings.	QIO – ELC / QIO - ASN	LSW available to support individuals within settings.	This work will be ongoing from 2019/20 as we expand more settings.
Working arrangements	Support settings to implement new working arrangements including reduced staff to child ratios (1:8) and planning and preparation / collegiate time.	QIO – ELC / Registered Managers - As phasing plan	New arrangements support quality within setting.	This is a key task of the QIO for ELC, as settings prepare for expansion. This work is ongoing.

5. Funded Providers

Aspect	Detail in Original Service Delivery Plan	By whom / By when / Cost	Outcome	Revised Position for 2018/19 onwards
Commissioning Working group	<p>A working group has been established to review current commissioning arrangements. Areas include:</p> <ul style="list-style-type: none"> - Procurement - Contracts - Quality Standards - Use of Council property/rent - Payments/Living Wage - Volume 	Children's Services, Legal, Capital Programmes – October 2017	SDP aspirations will be met through review of commissioning arrangements.	This Group has met once, and will be re-established following the outcomes of the Scottish Government Service Models Consultation. This consultation runs until 29 June 2018. Children's Services will be submitting a response.
Support for Infrastructure Developments	Consider how best to provide support to partner providers in relation to infrastructure developments that will be required to deliver 1140 hours.	Project Board – January 2018	Existing partners will be able to fulfil the aspirations of the new model.	This work is ongoing. The Executive Manager meets weekly with Team Leader, Capital Programme Service.
Northern Alliance	Collaborate with colleagues from the other Northern Alliance authorities in relation to commissioning arrangements.	Northern Alliance EY Leads – January 2018	Support and consistency is achieved.	<p>The Northern Alliance Early Years leads continue to meet approximately once every two months.</p> <p>In addition the Northern Alliance have provided an additional officer resource to support with Infrastructure developments. There are three workshops in May and June 2018 being offered to support Northern Alliance local authorities. They will be attended by an education officer and a someone from Capital Programme Service.</p>

6. Infrastructure (Physical Estate) Plan

Aspect	Detail in Original Service Delivery Plan	By Whom / By When	Cost	Outcome	Revised Position for 2018/19 onwards
Refurbishment Projects – 2017/18	- Brae High School - Dunrossness Primary School - Happyhansel Primary School - Whiteness Primary School	Children's Services / Capital Programmes – 2019/20	£89,000 £25,000 £50,000 £22,000	Upgraded care facilities. Rationalisation of existing space to reduce revenue spend. Improve outdoor space.	The works on Whiteness Primary School are complete. The works on Dunrossness Primary School and Brae High School are largely complete. Phase 2 works on Happyhansel are waiting for a Building Warrant.
Refurbishment Projects – 2018/19	- Baltasound Junior High School - Mossbank Primary School - Cunningsburgh Primary School	Children's Services / Capital Programmes – 2019/20	£36,400 £38,500 £38,500	Upgraded care facilities. Rationalisation of existing space to reduce revenue spend. Improve outdoor space.	These refurbishment proposals will go ahead as programmed, as we have been allocated £1.1 million in 2018/19.
Refurbishment Projects – 2019/20	- Lunnasting Primary School - Mid Yell Junior High School	Children's Services / Capital Programmes – 2019/20	£27,500 £29,000	Upgraded care facilities. Improve outdoor space.	These refurbishment proposals will go ahead as programmed, as we have been allocated £1.3 million in 2019/20 and a further £0.9 million in 2020/21.
Extension Projects – 2018/19	- Sound Primary School - Aith Junior High School	Children's Services / Capital Programmes – 2018/19	£629,750 £402,875	Increased capacity in settings. Improve outdoor space.	Infrastructure proposals will go ahead as programmed, as we have been allocated £1.1 million in 2018/19.
Extension Projects – 2019/20	- Whalsay School - Sandwich Junior High School	Children's Services / Capital Programmes – 2019/20	£457,500 £261,937	Increased capacity in settings. Improve outdoor space.	Infrastructure proposals will go ahead as programmed, as we have been allocated £1.3 million in 2019/20 and a further £0.9 million in 2020/21. .
New Build Projects – 2019/20	- Little Tikes	Children's Services / Capital Programmes – 2019/20	£850,000	Increased capacity in setting. Improve outdoor space.	Infrastructure proposals will go ahead as programmed, as we have been allocated £1.3 million in 2019/20 and a further £0.9 million in 2020/21. .

7. Project Management, Change Support and Stakeholder Engagement Plans Project Management

Aspect	Detail in Original Service Delivery Plan	By Whom / By When / Cost	Outcome	Revised Position for 2018/19 onwards
Project Board	<p>Project Board established. Membership detailed below.</p> <p><u>Chair</u> - Director of Children's Services</p> <p><u>Project Manager</u> - Quality Improvement Officer for Early Learning and Childcare</p> <p><u>Board Members</u> - Executive Manager, Quality Improvement; Executive Manager, Schools; Solicitor, Legal Services; Management Accountant, Finance; HR Advisor, Human Resources; Team Leader, Assets and Properties; Architectural and Surveying, Assets and Properties; Estate Operations, Building Services; Executive Manager, Community Planning and Development.</p>	Children's Services – October 2016	The management of the expansion project is lead by the Project Board. The Board uses the PRINCE2 Project Management Approach. This includes Quality Register, Risk Management Procedure and Register, Issues Management, Communications Management Strategy and Benefits Review Plan.	The Project Board continues to meet on a regular basis.

Workforce Development Working Group	<p>Establish a Workforce Development Working Group.</p> <p>Membership:</p> <ul style="list-style-type: none"> - Quality Improvement - Children's Resources - Human Resources - Workforce Development - Shetland Pre-School Play - Shetland College UHI 	QIO – ELC – January 2018	Workforce Development Working Group will oversee the required Workforce Developments.	We have established a Group to link our workforce requirements directly to Human Resources adviser support, and to Training and Development support within the Council. We are working with Shetland College on course provision for 2018/19 onwards, including looking at alternative sources of funding for SVQs.
Infrastructure Working Group	<p>Infrastructure Working Group has been established. Membership:</p> <ul style="list-style-type: none"> - Children's Services - Capital Programmes - Building Services 	QIO – ELC – September 2017	Infrastructure Working Group will oversee the required Infrastructure Developments.	The Executive Manager Quality Improvement and the relevant Team Leader from Capital Programme Service meet weekly.
Commissioning Working Group	<p>Commissioning Working Group has been established. Membership:</p> <ul style="list-style-type: none"> - Children's Services - Legal Services - Capital Programmes 	QIO – ELC – September 2017	Commissioning Working Group will oversee the required commissioning work around funded providers.	This Group has met once, and will be re-established following the outcomes of the Scottish Government Service Models Consultation. This consultation runs until 29 June 2018. Children's Services will be submitting a response.
Risk Management	<p>The Project Board has a Risk Management Strategy which sets out the process for managing risks pertaining to the expansion project. A risk register is in place for recording risks identified.</p>	Project Board	All risks are recorded on the risk register and the 5x5 matrix used to assess them. Mitigation is planned, implemented and recorded on the risk register which is a standing item for Project Board meetings.	The Project Board continues to meet on a regular basis.

PROJECT DOCUMENTATION



RISK REGISTER

Project: Expansion of Early Learning and Childcare

Release:

Date: 22 May 2018

Period Covered: May - July 2018

PRINCE2

Author: Project Support – Responsible for identifying, analyzing, reviewing, updating, monitoring and managing risks and their control measures, and recording that information on JCAD RiskWEB by logging onto <http://luke/risk/>
Contact Joanne Jamieson at Safety & Risk for a username and password.
Project Support – Producer – responsible for products production.
Project Assurance – Reviewer – Ideally independent of production.
Samantha Flaws, Quality Improvement Officer for Early Learning and Childcare

Owner: Children's Services

Client: Shetland Islands Council

Document Ref: RRMAY18

Version No: V1.0

EXPANSION OF EARLY LEARNING AND CHILDCARE - RISK REGISTER

DATE	RISK DESCRIPTION	RISK RATING	ACTIONS TO MITIGATE RISK	RESIDUAL RISK	RISK OWNER	REVIEW DATE
Updated 22/05/18	Quality of provision is reduced.	Probability: 3 Impact: 4 Total: 12	<ul style="list-style-type: none"> QIO to implement QA processes in line with the School Improvement Framework. Work closely with Care Inspectorate and Education Scotland and follow up inspection recommendations. 	Probability: 2 Impact: 3 Total: 6	PM	Next Project Board
Updated 22/05/18	The expanded provision may not be achieved by the 2020 timescale.	Probability: 4 Impact: 4 Total: 16	<ul style="list-style-type: none"> Clear phasing plan created for the expansion that considers how it will be rolled out. Continue to review phasing plan to reflect Scottish Government funding allocations. 2020 timescale unlikely – nationally. 	Probability: 3 Impact: 3 Total: 9	PB	Next Project Board
Updated 22/05/18	Workforce might not be able to support the expanded provision.	Probability: 4 Impact: 4 Total: 16	<ul style="list-style-type: none"> Workforce Action Plan details key aspects of workforce development. Feed into the national Skills Improvement Plan and the Workforce Action Plan. On-going consultation with existing staff. Continue discussions with Shetland College/UHI to ensure adequate access to training and qualifications for the expanding workforce. Establish new contracts with private providers and childminders for outsourced services. 	Probability: 3 Impact: 3 Total: 9	PB	Next Project Board

Updated 22/05/18	Infrastructure might not support the expanded provision.	Probability: 4 Impact: 4 Total: 16	<ul style="list-style-type: none"> • Infrastructure plan implemented in line with Capital Funding allocation. • Review at each Project Board meeting. • Consider access to outdoor spaces and create outdoor plan. 	Probability: 3 Impact: 3 Total: 9	PB	Next Project Board
Updated 22/05/18	Needs of families may not be met through the different delivery models.	Probability: 4 Impact: 4 Total: 16	<ul style="list-style-type: none"> • Consult / engage with families throughout the design / implementation process within each local community. 	Probability:3 Impact:3 Total:9	PM	Next Project Board
Updated 22/05/18	Capacity to manage the expansion may be insufficient – school / ELC managers / LA support.	Probability: 4 Impact: 4 Total: 16	<ul style="list-style-type: none"> • PM to alert PB of capacity issues so additional support can be made available. 	Probability: 3 Impact:3 Total: 12	PB	Next Project Board

Risk Management

Risk analysis / evaluation = likelihood of Occurrence (probability) x impact if it occurs

1
Insignificant
2
Minor
3
Moderate
4
Major
5
Extreme



Meeting(s):	Education and Families Committee	12 June 2018
Report Title:	Early Learning and Childcare Service Model for 2020: Draft Consultation Response	
Reference Number:	CS-26-18-F	
Author / Job Title:	Executive Manager, Quality Improvement	

1.0 Decisions / Action required:

1.1 That the Education and Families Committee:

- NOTES the draft consultation response to the Early Learning and Childcare Service Model for 2020 Consultation Paper;
- PROVIDES additional comments to be incorporated into the draft response;
- AGREES that delegated authority be
- given to the Director of Children's Services, in consultation with the Chair and Vice-Chair of the Education and Families Committee to finalise the consultation response.

2.0 High Level Summary:

- 2.1 The Strategic Delivery Plan for the expansion of Early Learning and Childcare in Shetland. was presented to Education and Families Committee on 5 February 2018 (Minute Reference: 06/18). Following confirmation of additional revenue and capital funding, an update to the Strategic Plan is being presented to Education and Families Committee at this meeting.
- 2.2 In order to ensure that the funded expanded Early Learning and Childcare entitlement is delivered in high quality settings, the Scottish Government propose to introduce a more progressive service model by 2020. The proposals are built on the idea of a 'funding following the child' approach, within which there is a National Standard that all providers wishing to deliver the entitlement will have to meet. The consultation paper sets out the Funding Follows the Child Approach, and seeks views on the proposed National Standard.

3.0 Corporate Priorities and Joint Working:

3.1 Shetland Islands Council's Corporate Plan 2016-2020 makes support for Young People a priority for the work of the Council. The area most relevant to the expansion of Early Learning and Childcare is:

- Children and young people, particularly those from vulnerable backgrounds and in care, will be getting the learning and development opportunities that allow them to fulfil their potential.
- The expansion of Early Learning and Childcare in Shetland will require the support of our Partner Provider provision, and it will give the Quality Improvement Service important opportunities to further develop joint working with childminders and with private childcare providers.

4.0 Key Issues:

4.1 The key issues for consideration in the consultation paper are:

- The process for becoming a funded provider;
- The principles which need to underpin a positive partnership between local authorities and funded providers;
- A National Standard which includes a qualification requirement for childminders;
- The aspiration of the Scottish Government that outdoor learning and play becoming a defining feature of funded Early Learning and Childcare in Scotland;
- The other elements of the proposed National Standard:
 - Quality
 - Accessibility
 - Business Sustainability
 - Fair Work Practices
 - Payment Processes
 - Food

4.2 Our key concerns outlined in the draft consultation response are:

- Island proofing of all of the proposals in the consultation
- The impact of the proposals that all settings in a local authority can apply to become funded providers if they meet the Quality Standard, and the impact this might have on our costs and the risk of oversupply as we have so much of our ELC provision within schools
- The potential impact of a qualification requirement on the childminding sector
- The genuine limitations in the Winter of access to outdoor play in our settings, given the Shetland climate
- The proposed requirements for quality assurance, where once registered the quality assurance responsibility for all providers in a local authority rests with the local authority; Care Inspectorate inspections will be fewer;
- Challenges in some settings, particularly our Partner Providers for the provision of meals.

4.3 These concerns and others are outlined in more detail in the draft consultation response (Appendix A)

5.0 Exempt and/or confidential information:

5.1	None
6.0 Implications:	
6.1 Service Users, Patients and Communities:	The expansion of Early Learning and Childcare provides parents with an opportunity to access education, training or employment, and therefore benefit the future sustainability of the Shetland economy. This will in turn have an impact on reducing household poverty and also the poverty related attainment gap by ensuring all children have the best start in life.
6.2 Human Resources and Organisational Development:	Whilst there are no direct HR/OD implications arising from this report, there are potential HR implications arising from the proposals set out in the consultation document.
6.3 Equality, Diversity and Human Rights:	There are no Equality, Diversity and Human Rights implications arising from this report.
6.4 Legal:	There are no direct legal implications arising from this report.
6.5 Finance:	There are no direct financial implications arising from this report. This report presents a draft consultation response to the Scottish Government's Early Learning and Childcare Service Models Consultation. However, there are financial implications arising from the proposals set out in the consultation document. The Early Learning and Childcare Strategic Delivery Plan Update 2018/19 has taken account of the potential implications of proposals to support qualifications and continuing professional development for staff in Partner Providers, and for childminders.
6.6 Assets and Property:	There are no direct Asset and Property implications arising from this report.
6.7 ICT and new technologies:	There are no implications for ICT or ICT systems arising from this report.
6.8 Environmental:	The draft consultation response to the Service Model consultation is unlikely to present any environmental risks.
6.9 Risk Management:	The overall expansion of Early Learning and Childcare is a significant and high profile development, taking place in a very short timescale, and therefore involving significant risk. The Delivery Plan will need to help address that risk. The Project Board maintains a risk register for the Expansion of Early Learning and Childcare.

6.10 Policy and Delegated Authority:	In accordance with Section 2.3.1 of the Council's Scheme of Administration and Delegations, the Education and Families Committee has responsibility for decision making on matters delegated to it within its remit, which includes children and families, pre-school and school education. This report is related to the function of an Education Authority.	
6.11 Previously considered by:	None	N/A

Contact Details:

Audrey Edwards, Executive Manager, Quality Improvement
audrey.edwards@shetland.gov.uk

Report Finalised: 31 May 2018

Appendices:

Appendix A – Draft Consultation Response

Background Documents:

A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland – 2017/18 - <http://www.gov.scot/Publications/2017/03/8937/0>

A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland – Quality Action Plan 2017/18 - <http://www.gov.scot/Publications/2017/10/9506/0>

A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland – Planning Guidance - <http://www.gov.scot/Publications/2017/03/3681/0>

A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland – Early Learning and Childcare Service Model for 2020: Consultation Paper - <http://www.gov.scot/Publications/2018/03/1918/downloads>

END

Early Learning and Childcare Service Model for 2020: Consultation Paper

1. What factors should be considered in developing a simple, standardised yet flexible process for becoming a funded provider?

The creation of a clear and simple approach that is easy for all providers to follow and for the local authority to administer is imperative. It is also important to ensure that there is scope for each authority to be able to tailor any approach to meet local processes and to be able to be effective for use with our existing partner providers.

Consideration needs to be given to the risk of over supply of places, particularly in small rural authorities where almost all current provision is in school settings. These carry a number of fixed costs. If there more private providers become funded, it may be that there is an over supply of places which would end up costing significantly more.

We will ask throughout this response, as to what consideration has been given to island proofing these proposals.

2. What are the key shared principles which should underpin an effective and positive partnership between local authorities and funded providers?

There needs to be a mutual understanding of the agreed standards, how these will be met, and monitored, and how reviews will happen.

There needs to be clarity around the role of each organisation. There also needs to be joined up thinking between Local Authorities, the Care Inspectorate and Education Scotland around what quality looks like. This way, appropriate support can be provided in a way that dovetails the inspection processes.

All providers will need to share the same vision for the high quality service delivery expected. All providers should acknowledge the need for different types of service provision, to ensure children can access the provision that best meets their needs. Providers should not be competing against one another - we all must be working together to deliver the best possible outcomes for our local children.

Investment in staff to support the delivery of high quality ELC must be ongoing and includes opportunities to network and collaborate locally.

3a. We are proposing that the National Standard includes a qualification requirement for childminders delivering the funded entitlement to be qualified to or working towards the same

qualification level as is required for an ELC practitioner (SCQF level 7). What are the advantages of including this criteria?

No

Yes, No, Don't Know options here, don't really fit this question.

There are no advantages as far as we can see. The childminding sector in Shetland is very fragile. We are concerned that requiring childminders to have a qualification will result in some giving up or would be a barrier for them to coming on board with the provision of funded hours. Access to qualifications, and also having the time to complete them are also a concern. They are busy running a business, which for many is not that profitable.

There must be other ways of demonstrating this aspect of the delivery of a quality service. In a small rural community, word of mouth is more important than a qualification.

Again, we would ask how this consideration has been island proofed, as access to qualifications, including things like connectivity for online study, are even more challenging for us. We would ask for an understanding of how the Scottish Government thinks this can work in a remote island.

3b. Are childminders able to access adequate funding to pay for training to SCQF level 7?

Don't know

Are childminders able to access training to SCQF level 7 in a way that is flexible enough to allow them to continue to run their businesses?

Don't know

As this is currently not a requirement for childminders we have thus far not discussed the capacity our local college might have to deliver on this, and the additional cost in time and money of assessors traveling long distances to assess individual candidates.

4. Our aspiration is to see outdoor learning and play becoming a defining feature of funded ELC in Scotland.

Does criteria 3 capture this ambition?

No

We think a further definition of what "access" means in this criteria is required, and also sub-criteria 3.2 'a range of environments' is too vague and open for interpretation so it should include some examples of what environments they mean. ELC providers need to understand and use the environment around them using the resources they have.

What challenges, if any, exist for funded ELC providers to ensure children have access to outdoor play?

The challenges which exist for our community is our climate. There would be days in winter when the strength of the wind would make it unsafe and unattractive for small children to play outside. Again this is another element that is different for remote island communities.

Another element to the provision of outdoor play is the existing infrastructure. Whilst this will be considered as part of the expansion, some providers just may not have access to the range of environments that we would aspire to. This needs to be considered strategically authority wide, as well as individually by providers.

5a. Will the criteria set out in the draft National Standard ensure that high quality, accessible, flexible and affordable Early Learning Childcare is delivered in all funded provider settings?

Don't know

The national standard will help. However, as previously stated, it is important not to ensure that the supply of places does not exceed the demand. It may be that in a small rural community it is just not sustainable to deliver the level of accessibility and flexibility that is desired.

Will the criteria set out in the draft National Standard support increased choice for parents and carers?

Don't know

Having access to a wider range of providers which are able to deliver funded ELC will increase the choice for parents and carers. The criteria will help ensure this is done effectively. However, parents and carers will need to be made aware of the limitations that can be provided within a small rural community and the cost implications of such. For example, if a small rural school setting is operating for up to eight children and only has four registered, the cost of sending a child to the local childminder will be additional when there is still capacity within the setting. Provision must be sustainable and parental expectations around this has to be carefully managed.

5b. Is there any criteria not included in the National Standard that is required to ensure a high quality service is provided to all children?

Don't know

5c. Do the proposed criteria within the National Standard seem fair and proportionate for all?

Don't know

It is important to ensure that the national standards do not become an additional workload for the settings and the authority. They need to dovetail existing processes as effectively as possible.

With regards to criteria 2.2, there needs to be more clarity around the expectations about the framework.

Do the proposed variations for some criteria seem fair and proportionate for childminders?

There needs to be caution in the amount that is placed on childminders. We would want to encourage more childminders to provide entitled ELC but we are aware, locally, the difficulties they face, particularly around funding support, access to training and development and capacity.

6. What areas would you look to be addressed in the technical guidance note for supporting implementation of the ELC Living Wage commitment?

7. Should newly established ELC settings be able to deliver the funded hours on a probationary basis, pending the outcome of their first inspection, provided they meet all other aspects of the National Standard?

Yes

Is the national standard robust enough? The probation plan would need to be clear with timescales and implications clearly explained if do not need the standard. Quality assurance aspect to meet the standard but need to ensure the correct support is in place for them to achieve this. A challenge will be the time involved in managing and supporting those ELC settings on a probationary period.

It is important to ensure that new settings are able to offer provision from the outset and to be given the appropriate support and guidance from both the local authority and Care Inspectorate.

If a provider failed to meet the grading required in a small rural community, and it was unable to continue to operate, it would have significant implications for the children and their families.

8. What support will service providers require to prepare for the introduction of the National Standard and meet the criteria and delivery of the new service model?

Service providers will require guidance, a clear framework and training to meet the criteria and delivery of the new service model.

There will need to be significant training provided across the sector to ensure there is clarity around the National Standard.

About you

What is your name?

Audrey Edwards

What is your email address?

Entering your email address allows you to return to edit your consultation at any time until you submit it. You will also receive an acknowledgement email when you complete the consultation.

audrey.edwards@shetland.gov.uk

Are you responding as an individual or an organisation?

Organisation

What is your organisation?

If responding on behalf of an organisation, please enter the organisation's name here.

Shetland Islands Council

The Scottish Government would like your permission to publish your consultation response. Please indicate your publishing preference:

Publish response only (without name)

Info for organisations:

The option '*Publish response only (without name)*' refers only to your name, not your organisation's name. If this option is selected, the organisation name will still be published.

If you choose the option '*Do not publish response*', your organisation name may still be listed as having responded to the consultation in, for example, the analysis report.

We will share your response internally with other Scottish Government policy teams who may be addressing the issues you discuss. They may wish to contact you again in the future, but we require your permission to do so. Are you content for Scottish Government to contact you again in relation to this consultation exercise?

Yes

How satisfied were you with this consultation?

Slightly satisfied

How would you rate your satisfaction with using this platform (Citizen Space) to respond to this consultation?

Slightly satisfied



Meeting(s):	Education and Families Committee	12 June 2018
Report Title:	Northern Alliance Regional Improvement Plan	
Reference Number:	CS-03-18-F	
Author / Job Title:	Director of Children's Services	

1.0 Decisions / Action required:

- 1.1 Education and Families Committee is asked to **CONSIDER** and **COMMENT** on the draft Northern Alliance Regional Improvement Plan.

2.0 High Level Summary:

- 2.1 The Northern Alliance is a Regional Improvement Collaborative between eight local authorities, across the north of Scotland: Aberdeen City, Aberdeenshire, Argyll and Bute, Eilean Siar [Western Isles], Highland, Moray, Orkney Islands and Shetland Islands. Each Regional Improvement Collaborative (RIC) has been asked by the joint Steering Group, consisting of the Scottish Government, Education Scotland and Local Government to produce its own Regional Improvement Plan. The Northern Alliance developed an initial draft of the Regional Improvement Plan which was submitted to Education Scotland at the end of January 2018, with feedback being received by the end of February 2018.
- 2.2 Feedback from Education Scotland was largely constructive and positive and highlighted the culture of collaborative working which has already been demonstrated across the Northern Alliance in recent times. Work has been ongoing to address the comments provided in the feedback which has resulted in a further version of the plan being developed.
- 2.3 In terms of the Regional Improvement Plan, the Alliance seeks to deliver on the following high level improvement priorities:
- Priority 1: Improvement in attainment, particularly literacy and numeracy
 - Priority 2: Closing the outcome gap between the most and least disadvantaged children
 - Priority 3: Improvement in children and young people's health and wellbeing
 - Priority 4: Improvement in employability skills and sustained, positive school leaver destinations for all young people
- 2.4 The aforementioned priorities are aligned to the aims of the Scottish Attainment Challenge and the National Improvement Framework (NIF). However, while the priorities outlined in the Regional Improvement Plan highlight the aims of the NIF, the activities and outlook of the Northern Alliance is far broader. The Alliance champions a child and family-centred approach to address the achievement gap and to drive improvement. This is reflected throughout the plan.

2.5 The table below outlines of the key milestones in the development of the Northern Alliance Regional Improvement Plan:

Key Milestone	Timescale
Workstream Leads Meeting	28 March 2018
NA Regional Improvement Lead - 4 days a week	Start of April 2018
Review of Phase 1 Plan	12 April 2018
First Draft of Phase 2 Plan	May-18
Consultation and engagement with all stakeholders: partners, head teachers, teachers, children and young people	May, June, 2018
Review of Phase 2 Plan following consultation	June /July 2018
Continue to develop next version of phase 2	Jul-18
Consultation with Chief Executives and Directors (as per eight partners in the Northern Alliance)	July/ August 2018
Further version of phase 2 following Chief Executive feedback	Aug-18
Northern Alliance Regional Plan (Phase 2) to be reported to each LA committee - across Autumn period according to each committee cycle	Autumn 2018 [August/September/October 2018]
Northern Alliance Regional Improvement Plan (Phase2) submitted to Education Scotland.	03-Sep-18

3.0 Corporate Priorities and Joint Working:

3.1 Shetland Islands Council's Corporate Plan 2016 – 2020 highlights young people as a priority, in particular:

“Children and young people from vulnerable backgrounds and in care, will be getting the learning and development opportunities that allow them to fulfil their full potential” and,

“Vulnerable children and young people in need of our care and support will continue to be protected from harm”

3.2 Shetland Islands Council’s Corporate Plan 2016 – 2020 states:

“There will be opportunities for people with all levels of skills, and there will be a close match between the skills that businesses need and those that the trained workforce have”

3.3 The Regional Improvement Plan evidences the strengths of the Northern Alliance’s collaboration and provides a meaningful starting point to further enhance and enrich the work of the Alliance.

3.4 Shetland Islands Council’s Workforce Strategy highlights:

“In order to deliver excellent services employees must have the skills, competencies and experience required to meet current and future requirements. This must be a suitable and flexible skill mix including attracting a supply of professional or highly skilled people from the market.”

4.0 Key Issues:

4.1 There will now be consultation across the Northern Alliance with key stakeholders, including Head Teachers, staff, parents and young people. The consultation period will end on Friday 15th June and thereafter feedback will be used to prepare the final version of the plan which must be submitted to the Scottish Government by 3rd September 2018.

5.0 Exempt and/or confidential information:

5.1 None

6.0 Implications:

6.1 Service Users, Patients and Communities:	Successful implementation of the Northern Alliance Regional Improvement Plan will lead to improve outcomes for children, young people and their families. There will be a positive impact on children, young people and families particularly those experiencing poverty.
6.2 Human Resources and Organisational Development:	There are several work streams with outcomes on knowledge and skills for teaching staff including leadership.
6.3 Equality, Diversity and Human Rights:	There will be a positive impact on children, young people and families including those with protected characteristics.

6.4 Legal:	There are no legal implications arising from this report.	
6.5 Finance:	There is some Scottish Government funding to support the Northern Alliance which is held Moray Council on behalf of the Northern Alliance. Information on further funding for collaboratives will be announced in June.	
6.6 Assets and Property:	There are no asset or property implications arising from this report.	
6.7 ICT and new technologies:	There are no ICT implications arising from this report.	
6.8 Environmental:	There are no environmental implications arising from this report.	
6.9 Risk Management:	If we do not participate in this collaboration then the targets of the Scottish Government will not be met as they expect all local authorities to collaborate within the allocated groupings as agreed by COSLA.	
6.10 Policy and Delegated Authority:	In accordance with Section 2.3.1 of Shetland Islands Council's Scheme of Administration and Delegations, the Education and Families Committee has responsibility and delegated authority for functional areas relating to children and families, schools, pre-school and lifelong learning. This report is related to the function of an education authority.	
6.11 Previously considered by:	None	N/A

Contact Details:

Helen Budge, Director of Children's Services

helen.budge@shetland.gov.uk

Report Finalised: 4 June 2018

Appendices:

Appendix 1 – Northern Alliance Draft Regional Improvement Plan

Background Documents:

END



The Northern Alliance

Draft Regional Improvement Framework Plan 2018



Contents	Page
1. Introduction	3
2. Northern Alliance Workstreams	5
3. Northern Alliance Priorities	6
4. How This Will Be Achieved	7
5. Reporting and Governance.....	27

1. Introduction

The Northern Alliance is a collaboration between eight local authorities, across the North and West of Scotland: Aberdeen City, Aberdeenshire, Argyll and Bute, Eilean Siar [Western Isles], Highland, Moray, Orkney Islands and Shetland Islands. Our shared vision is to improve the educational and life chances of our children and young people. To remove the barriers to learning and improve children's outcomes, the collaborative seeks to build on the strengths of shared service development, create professional networks and deliver continuous professional development. The Northern Alliance exists to make a difference to the lives of children and young people by ensuring that the professionals who work with them collaborate for improvement and impact.

The reach of the Northern Alliance is vast, covering 58.4% of the landmass of Scotland, yet it represents a small percentage of the Scottish population. This area has amongst the highest levels of rurality and the lowest levels of population density within a context of economic fragility and poverty. It also includes two of Scotland's cities. The geography and common challenges experienced across the region moved the Alliance to identify new ways of working and adopt a shared approach to the communities it represents in the north of Scotland and in the islands.

In response to the Governance Review of Scottish Education, the Alliance has sought to further develop its culture of collaboration. This has resulted in the sharing of expertise in a range of areas: curriculum development, school estates, early years and Integrated Children's Services development, as well as establishment of local and regional networks. Partnership working has enabled the Northern Alliance to deliver programmes such as Emerging Literacy and Leadership Development, which are already benefiting schools and teachers across the region. The Raising Attainment in Literacy, Language and Communication workstream is currently providing direct support to practitioners in 47% of primary schools across the Northern Alliance.

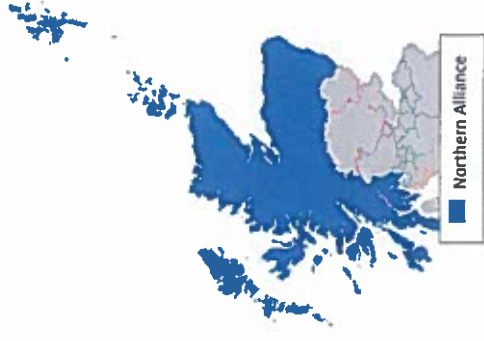
A key strength of the Northern Alliance is found in its commitment to distributed leadership at all levels. This approach allows flexible and organic partnerships to emerge, which cross professional and geographic boundaries. This 'bottom up' approach is reflected in the origins of a number of the Alliance's workstreams such as the Equalities group and more generally, in the practitioner informed approach that shapes all our activities.

By building on our collective experiences as a regional improvement collaborative we are confident we can make a meaningful difference to the lives of children and young people. To measure our impact the Alliance is committed to evaluating performance data through the use of pupil data. Alongside the use of quantitative data we draw on qualitative data to capture information from teachers and practitioners, which is collated into the formal evaluation of programmes. Our commitment to ongoing evaluation across all of the programmes allows the Alliance to measure impact and target improvement. We aim to grow and develop this approach with other partners – such as NHS, universities and national agencies.

Central to the work of the Alliance is the Scottish Attainment Challenge and the shared aim to achieve equity in educational outcomes, with a focus on closing the poverty related attainment gap. This is of particular interest to the Northern Alliance given the aforementioned challenges experienced by the region. To this end, the high level priorities outlined in the Northern Alliance Regional Improvement Plan are aligned to the aims of the Scottish Attainment Challenge and the National Improvement Framework [NIF hereafter]. This initial plan covers the period up until the end of the school year in 2019 although this may be subject to change following the outcome of the Scottish Government's consultation on the Education Bill.

The Northern Alliances seeks to deliver on the following priorities:

- Priority 1: Improvement in attainment, particularly literacy and numeracy
- Priority 2: Closing the outcome gap between the most and least disadvantaged children
- Priority 3: Improvement in children and young people's health and wellbeing
- Priority 4: Improvement in employability skills and sustained, positive school leaver destinations for all young people.





As a group of eight local authorities we are committed to improving outcomes and closing the gap, which exists across our wide and varied communities and crucially, keeping the child and family at the centre of all that we do. Schools, teachers and headteachers have a clear role to play, but for too many young people and families, this is not enough. Some of our young people and their families require family support workers, social workers, school nurses and many others besides. While the priorities outlined in the Regional Improvement Plan highlight the aim of the NIF, the activities and outlook of the Northern Alliance is far broader. The Alliance champions a child and family-centred approach to address the achievement gap and to drive improvement.

To realise our vision, we work in a multi-layered way. Some programmes are directed, such as those which support the above mentioned priorities. The Emerging Literacy, Numeracy, Maths Attainment and Modern Foreign Languages programmes contribute to directly improving attainment. A significant number of our workstreams cut across all the priorities and are reflective of the leadership ethos which we have promoted over the last three years. These workstreams not only reflect the wider imperative to improve all children's services, but have come about by middle managers and leaders recognising themselves the benefits of collaboration to improve services more quickly and sustainably. However, not all schools will be involved in all improvement activities at any given time.

The development of the plan is an ongoing iterative process and a second phase of the plan will be developed and submitted to Education Scotland in August 2018. The Regional Improvement leads and Scottish Government are due to meet ahead of the next iteration of the plan to discuss evidence of impact and the application of improvement methodology. Resource allocation for the workstreams will be mapped out in the next iteration of the plan (phase 2) but initial workforce planning considerations and factors are outlined in a separate document.

The Northern Alliance is a committed learning collaborative and as such will continue to develop and learn as programmes embed and develop, we are committed to working in partnership nationally, regionally and locally and welcome wider collaborations and learning which develop impact and drive improvement across the country. We will add to and amend the Regional Improvement Plan as we learn from what works well, where change is needed and importantly to react to feedback and requests from schools and teachers to aid their work with children and young people.

2. Northern Alliance Work streams

Regional Improvement Lead

Reporting

Communications

Website development

School to School Networking

Emergency Literacy programme	Programme Sponsor: Laurence Findlay Programme Lead: James Cook	Maths Attainment & Numeracy Programme	Programme Sponsor: Laurence Findlay Programme Lead: David Clark	Leadership Development / NIF Programme	Programme Sponsor: Laurence Findlay Programme Lead: Vincent Doherty	Early Years and Child Care Programme	Programme Sponsor: Bill Alexander Programme Lead: Craig Clement	Performance / Data Sharing Programme	Programme Sponsor: Laurence Findlay Programme Lead: Reyna Stewart	Children's Services Planning Group	Programme Sponsor: Bill Alexander Programme Lead: Ian Kyle	MFL Development Group	Programme Sponsor: Laurence Findlay Programme Lead: Laurence Findlay	Poverty / Closing the Gap Development	Programme Sponsor: Helen Budge Programme Lead: Shetland QIO	Future Delivery Models / Estates	Programme Sponsor: Wilf Weir Programme Lead: Peter Diamond	IT transformation [E-Learning]	Programme Sponsor: Bernard Chisholm Programme Lead: Bernard Chisholm	Equalities	Programme Sponsor: Laurence Findlay Programme Lead: Caroline Hastings	Systems Improvement	Programme Sponsor: Laurence Findlay Programme Lead: L Findlay (interim)	Community Learning & Development	Programme Sponsor: TBC Programme Lead: Avril Nicol
Focus: Raising Attainment in literacy	Outcome: Impact on closing the gaps, teacher subject knowledge and attainment	Focus: Review of attainment in mathematics, T&L approaches	Outcome: TBC – Identify key areas for development, strengthen T&L, create curriculum pathway for BGE	Focus: Developing high quality leadership at all levels	Outcome: the quality of leadership in schools and then across all services	Focus: Delivering 1140 hours EYCC policy	Outcome: Improving access, quality and closing economic / attainment gap	Focus: Create shared data set for NA work	Outcome: Shared agreement re data to help drive performance of NA programmes	Focus: To ensure alignment and coherence across NA ICSS plans and workstreams	Outcome: Work towards shared improvements across the NA, sharing of best practice, innovation in approach	Focus: To develop 1+2 languages, embed teacher subject knowledge	Outcome: Increase teacher knowledge, extend qualified teacher numbers, raise attainment	Focus: To explore rural poverty and its impact on attainment	Outcome: Identify key indicators of rural poverty: reduce impact on attainment	Focus: To develop innovative approaches to future of children's estate	Outcome: reduce costs: share best practice, create innovative plans for future services	Focus: To explore development and impact of Esqoil model across the region	Outcome: Wider access to full curriculum, cost reduction, transformation of T&L	Focus: champion equalities and children's rights across the NA	Outcome: improve the health & wellbeing of children & young people	Focus: To develop shared approaches to system leadership and improvement across the NA	Outcome: innovation & improvement, leading to more systemic approaches to improving outcomes & meeting LAs statutory obligations in an integrated manner	Focus: To develop shared approaches to community learning & development	Outcome: improving employability skills for young people, improve family learning & parental engagement
Number of Schools: 486 Year groups: P1, EY		Number of Schools: 81 Year groups: S1-4		Number of Schools/Settings: 250 Year groups: All P/S		Number of Schools/Settings: All Year groups: EYCC		Number of Schools: All Year groups: N/A		Number of Schools: N/A - all partners Year groups: N/A	Number of Schools: 30 Year group: P1-7	Number of Schools: 150 Year groups: All	Number of Schools: All/partners Year groups: N/A	Number of Schools: 150 Year groups: All	Number of Schools: All/partners Year groups: N/A	Number of Schools: tbc Year groups: tbc	Number of Schools: tbc Year groups: tbc	Number of Schools: tbc Year groups: tbc	Number of Schools: tbc Year groups: tbc	Number of Schools: all Year groups: N/A	Number of Schools: tbc Year groups: tbc	Number of Schools: all Year groups: N/A	Number of Schools: tbc Year groups: tbc	Number of Schools: tbc Year groups: tbc	



3. Northern Alliance Priorities

High Level Priorities

Priority 1 Improvement in attainment, particularly literacy and numeracy	Priority 2 Closing the outcome gap between most and least disadvantaged children	Priority 3 Improvement in children and young people's health and wellbeing	Priority 4 Improvement in employability skills and sustained, positive school leaver destinations for all young people
<ul style="list-style-type: none"> ❖ Empower leaders to confidently lead the raising attainment agenda at school, ASG, authority and across the Northern Alliance via implementation of impactful professional learning ❖ Develop shared approaches to assessment and moderation ❖ Work across the Northern Alliance to shape a literacy and numeracy strategy to improve attainment 	<ul style="list-style-type: none"> ❖ Work in collaboration to develop programmes to support the implementation of the Pupil Equity Fund ❖ Use PEF data across the Northern Alliance to analyse common focus to frame future improvement priorities ❖ Establish consistent criteria in how we all measure / baseline gaps 	<ul style="list-style-type: none"> ❖ Work across the Northern Alliance to reduce the impact of adverse childhood experiences and chronic neglect 	<ul style="list-style-type: none"> ❖ Establish and implement a strategy on Developing the Young Workforce to increase the number of young people reaching a positive and sustained destination ❖ Curriculum re-design and learner journey

Workstreams Cutting Across All Priorities

Leadership Development	Performance and Data Sharing	Systems Improvement
Equalities	Community Learning and Development	IT Transformation (E-learning)
Children's Services Planning Group	Early Learning and Childcare	Future Delivery Models/Estates

<p>Empower leaders and teachers to confidently lead the raising attainment agenda at school, ASG and across the Northern Alliance via implementation of impactful professional learning</p> <p>Key Drivers: SL PI</p>	<p>In 2018/2019, continue to scale the support of the number of schools across the Northern Alliance taking a developmental approach to Emerging Literacy through:</p> <ul style="list-style-type: none"> • developing the skills of lead practitioners in each local authority to support practitioners at local level • enhancing buddy networks which build capacity at school and cluster level to enable a whole-school approach to emerging literacy • expanding on the resources to support the five key areas of concepts of print, executive functions, oral language, phonological awareness and pre-handwriting • sharing practice examples which have had an impact on practice and bettered outcomes for children 	<p>June 2018</p> <p>Nov 2017; March 2018</p> <p>Ongoing</p> <p>Support 2018/19</p> <p>2018/19</p>	<p>Lead: James Cook</p>	<p>Measured through the local networks to demonstrate the impact on practice which is leading to better outcomes for children</p> <p>CPD evaluations will identify the following:-</p> <p>Which areas have made the biggest impact to practice;</p> <p>How, qualitatively, is a developmental approach bettering outcomes for children</p>	<p>Increased Confidence / Impact of practice reflections</p>
<p>Numeracy</p> <p>Develop teacher confidence and leadership in relation to numeracy</p> <p>Key Drivers: SL PI TP</p>	<p>Between 2018-2021, the numeracy programmes will improve attainment across the Northern Alliance by:</p> <ul style="list-style-type: none"> • undertaking a literature review / research of educational projects and best practice • improving the learning and teaching of 'hard to teach' areas in numeracy • observing one pupil throughout the year to develop an understanding of hard to teach areas • developing networks of educational practitioners, including EPs, and allied health professionals to co-design professional learning, which will be delivered across the Northern Alliance • establish networks of practice (school cluster level) • Track one class throughout the year. • Practitioner enquiry (participation) 	<p>Nov 2017</p> <p>Ongoing</p> <p>November 2018 - onwards</p>	<p>Lead: Dave Clark (TBC)</p>	<p>Northern Alliance Numeracy Data - longitudinal surveys in increasing pupil confidence / less maths anxiety</p> <p>Attitude surveys (numeracy)- Increase in teacher confidence</p> <p>Gloss assessment (NZ)</p> <p>SNSA Data (Dec '18)</p> <p>Numeracy - CIE level of judgement (primary 4)</p>	<p>By 2021 in the 60 identified schools, the poverty related attainment gap (including aspects of rural poverty) will close by 10%</p>

	<ul style="list-style-type: none"> Develop baseline data sets to include aspects of rural poverty Qualitative survey on 'hard to teach' areas Undertake literature review Produce exemplar support based on initial views of 'hard to teach' areas Organise professional development clusters to develop professional learning 	Jan 2018 - August 2018			
<p>Develop teacher-confidence, professional understanding and leadership in relation to secondary maths attainment</p> <p>Key Drivers: TP SL P</p>	<ul style="list-style-type: none"> Provide professional networking opportunities Utilise digital platforms (glow and website) to enhance and develop networking Create virtual communities/communities of practice Ensure leadership development programme in place for head teachers, senior leaders, subject and curriculum leaders Review of presentation policies Review of maths attainment in Northern Alliance Twinning of Schools Transition for primary to secondary 	From Feb 2018 - onwards	<p>Leads: Head teachers, SCEL and Dave Clark</p> <p>Education Scotland support</p> <p>Lead: Dave Clark</p>	<ul style="list-style-type: none"> <u>Qualitative</u> <ul style="list-style-type: none"> Capture attendance at networking events and follow up survey from events Evaluation reports to assess the development of a culture of learning and impact on practice Longitudinal study of maths teachers Annual Survey <u>Quantitative:</u> <ul style="list-style-type: none"> Assessment of link between attainment data and professional learning to identify impact of leadership development programme (3 year programme S1-S4) SNSA 	<ul style="list-style-type: none"> Feedback from schools indicate improved quality of professional learning for staff Clear, coherent and rigorous learning pathways established from the BGE to Senior Phase A range of interventions created that develop mathematical thinking in "difficult" areas especially for students in SIMD 1-4. Alliance –wide framework for effective maths faculty leadership with change leadership and learning at its core.
<p>To improve the numeracy levels of secondary pupils and improve attainment in S4 maths.</p> <p>Key Drivers: TP SL P</p>	<p>Effective leadership of change and of learning within maths faculties.</p> <p>Effective planning of learning, teaching and assessment.</p>	June 2018	Lead: Dave Clark	Insight	<ul style="list-style-type: none"> Increase the number of maths faculties across the Alliance meeting or exceeding their VC. Levels of numeracy at L4 and L5 Improve for pupils in SIMD 1-4. SNSA scores show incremental improvement year on year. NS attainment in maths rises across the Alliance by ____ % by 20__.
<p>Ensure all primary teachers across the Northern Alliance see themselves as</p>	<p>Develop moderation work in and across primary and secondary</p> <p>Focus on tracking and monitoring of languages across the BGE</p>	June 2018	Lead: Laurence Findlay	Insight data set Annual 1+2 survey of primary languages	<ul style="list-style-type: none"> XX% increase in uptake in Modern Languages in the Senior Phase by 2021 XX% increase in passes at A to C at National 5






teachers of language		Level in Modern Languages by 2021	
Key Drivers: PE TP ACP SL PI			
Develop strong connections and synergy between emerging literacy and language learning ensuring a connected curriculum and a more integrated approach to raising attainment in literacy	Align progression frameworks for languages across the Northern Alliance Develop links between emerging literacy approaches to phonics with 1+2	Jun-19	CfE and insight data School inspection data showing positive progress with implementation of 1+2 by 2021
Key Drivers: TP ACP SL PI PE	Focus on improvement literacy through languages	Feb 2018 onwards	Insight data set
Key Drivers: TP ACP SL PI PE	Develop teacher confidence and leadership in relation to literacy and languages	Feb 2018 onwards	Draw on case studies to measure parental engagement;
Key Drivers: TP ACP SL PI PE	Develop shared approaches to assessment and moderation	Throughout school session 2018/19	Teacher confidence survey: sampling across the Northern Alliance Use of web analytics to track use of online communities and resources QAMSOs to assess teacher judgement collectively tracking teacher judgement across the Northern Alliance

across the Northern Alliance region)				Review of embedding standardisation in assessment and moderation	
Increase and improve parental engagement Key Drivers: PE	Audit current engagement activity; Identify common issues; identify areas for improvement and agree where collaboration can support effective programme development e.g.	From Feb 2018 onwards	Lead: Avril Nicol Education Scotland support	Introduce and embed Adult Achievement Award – initially in 3 LAs Measure uptake of SQA modules for accreditation of Measure consistent understanding of Family Learning – to support application of agreed measures	Increase in number of parents/carers engaged with children's learning (in and out of school) increase in (number /time) parents engaged in supporting children's learning/attainment increase number of parents who understand the child's curriculum/school teaching programme
	Develop shared approaches to family learning across the Northern Alliance region Key Drivers: PE				Increase in participation of parents/carers in supporting school curriculum
Target wider family e.g. grandparents / carers through Adult and Family learning programmes Key Drivers: PE	Targeted Literacy, numeracies, IT literacy programmes CPD/Workforce development to support Family Learning / Parental Engagement Develop training for schools /staff Bolster training for parents/ grandparents/ carers on project linked activity Develop targeted but inclusive engagement initiative to target least engaged parents	From Feb 2018 onwards		TBC	Increase in number of parents/carers engaging in adult learning activity; Increase in number of parents achieving accreditation through adult learning Increase number of parents reporting positive relationships with schools;



<p>Work across the Northern Alliance partners to deliver financial awareness and measure financial literacy</p> <p>Key Drivers: PE</p>	<ul style="list-style-type: none">• Develop professional understanding of financial literacy - (To be financially literate, individuals must demonstrate knowledge and skills needed to make choices within a financial marketplace that all consumers face regardless of their particular characteristics)• Establish networks of practice between LAs and at locality level (Youthbanks; Credit Unions; links to Welfare Reform – benefits uptake rates)	<ul style="list-style-type: none">• From April 2018	<p>Lead: Avril Nicol</p> <p>Education Scotland support</p>	<ul style="list-style-type: none">• Financial awareness training delivered in all 8 LAs• Development of agreed Financial Literacy Measures	<p>TBC</p>
--	---	---	--	---	------------

Priority 2: Closing the outcome gap between most and least disadvantaged children					
Improvement Activity	This is How We Will Do It	By When	Leads	Improvement Outcomes	
				This is What We Will Measure? (Evidence of Impact)	What is the Difference? the Impact over a period of time) (What is
<p>Review of attainment across the Northern Alliance with a specific focus on our most disadvantaged children in order to identify 'the gap' (linked to Maths project outlined under Priority 1)</p> <p>Key Drivers: SL PI PE TP ACP</p>	<p>Group review attainment in maths across the Northern Alliance (stats review)</p> <p>Establish statistical milestones, which identify effective practice e.g. 54 scores</p> <p>Gap between SIMD levels is analysed and described, and common themes identified</p> <p>Review of Presentation policies</p> <p>Review of Inspection outcomes for best practice/key themes</p> <p>Work with Education Scotland on maths support and development from national thematic programme</p> <p>Effective Pedagogy shared and developed</p> <p>Strategic /operational effective practices</p>	<p>June 2018</p>	<p>Leads: HT, DHT, PT (Maths)</p> <p>Performance workstream</p>	<p>Insight</p>	<ul style="list-style-type: none"> Increased attainment for the lowest 20% of cohort Clear articulation of the attainment gap in different areas
<p>Identification of key development areas through consultations with schools and teachers through a survey</p> <p>Key Drivers: TP SI SL</p>	<p>Feb 2018 - ongoing</p>	<p>Lead: Ed. Psycs. All work stream leads</p> <p>Education Scotland support</p>	<p>L & T impact on engagement</p> <p>Use of 'toolkits' / curriculum frameworks</p> <p>Exclusions and attendance data in specific areas / cohorts e.g. LAC or SIMD</p>	<p>Better of understanding of curriculum pathways</p>	
<p>Ensure all young people receive their entitlement to languages learning given the wider attainment benefits this brings for all learners regardless of background or ability</p> <p>Key Drivers: SL</p>	<p>Provide clear consistent guidance for schools in relation to timetabling and presentation in Modern Languages to ensure a common approach across all our schools</p> <p>Involvement of key practitioners in developing T&L tools to support learning</p>	<p>By 2020 in line with the Government 1+2 strategy</p>	<p>Lead: Laurence Findlay</p>	<p>Insight analytical data set</p> <p>Use of rural deprivation measure (once developed)</p>	<ul style="list-style-type: none"> XX% increase in National 5 passes of A to C in Modern Languages in SIMD 1 —3 and SIMD 9-10 by 2021 Almost all learners receiving their entitlements to L2 and L3 as per national 1+2 policy by 2021

<p>Work across the Northern Alliance to develop programmes to support the implementation of the Pupil Equity Fund</p> <p>Key Drivers:  </p>	<p>Establish systems to share best PEF practice across The Northern Alliance</p> <p>Identify how schools are making innovative use of PEF</p> <p>Use expertise to create CLPL opportunities for other Head Teachers</p>	<p>From March 2018</p>	<p>Lead: Regional Improvement Lead</p>	<p>Evidence best use of PEF</p> <p>CLP opportunities for schools</p> <p>Case studies used on an annual basis using a good practice guide</p>	<p>TBC</p>
<p>Reduce child poverty (including rural poverty) in line with the provisions set out in the Child Poverty Act 2017</p> <p>Key Drivers:  </p>	<p>Develop an overall deprivation measure</p> <p>Work collaboratively to address the unique challenges that rural communities face</p> <p>Enable staff to continue career long professional learning about child poverty regardless of area – utilise eLearning and online communities</p> <p>Utilise eSgoil</p> <p>Continue to work with Scottish Government on tackling rural poverty</p>	<p>Ongoing</p>	<p>Lead: Will Weir</p>	<p>HMle evidence from inspections</p> <p>Development of deprivation measures</p> <p>Use of said measure to evidence impact Work with ADES</p> <p>Work with SG</p>	<p>TBC</p>
<p>Ensure young people have access to wider achievement opportunities and accreditation</p> <p>Key Drivers: </p>	<p>Accredited learning: Menu of accreditation opportunities available across the Northern Alliance – DoFE; Youth Achievement and Dynamic Youth Awards; John Muir Trust; Princes Trust; Saltire; Sports Leader</p>	<p>Feb 2018 -2019</p>	<p>Lead: Avril Nicol</p>	<p>TBC</p> <p>Increase in uptake of DYA and YAA and DoFE – 3% uplift across NA</p> <p>Particular focus on increased uptake from SIMD 1-3 5% uplift across NA</p>	<p></p>
<p>LAC in Education (attainment)</p>	<p>Identify key leads in relation to vulnerable children and want to improve – ASN</p> <p>ASN network sharing best practice</p> <p>Review youth engagement across the Northern Alliance (year of the young person)</p> <p>Adopt a virtual school approach to improving outcomes for Looked After Children</p> <p>Share practice and progress from the established Virtual School in Aberdeen, in particular:</p> <ul style="list-style-type: none"> - partnership working to improve engagement, participation and outcomes for Looked after and care experienced children and young people - Improved understanding of 	<p>March 2018</p> <p>March 2018</p>	<p>Lead: Bill Alexander</p> <p>Lead: Larissa Gordon</p>	<p>Absence, Attendance, Exclusion data</p> <p>Qualitative the views of our Looked After Children e.g. champions board</p>	<p>TBC</p>

<p>Key Drivers: ACP SL TP PI</p> <p>processes / partnerships with SW and other colleagues</p> <ul style="list-style-type: none"> - Information for Foster Carers - the development of support and guidance for designated managers and class practitioners - develop shared policies relating to LAC in education - tracking and monitoring processes for looked after and care experienced children and young people being educated in the local authority and those placed in another local authority - Financial tracking – out of authority placements 		From July 2018	Lead: Avril Nicol		
<p>Agree stages for earlier intervention – Early Years / P7-S1/ S3-4</p> <p>Using intergenerational learning to deliver ESOL</p> <p>Key Drivers: SL PI PE TP</p>	<p>Joint residential programmes e.g. health and wellbeing bespoke summer schools – residential.</p> <p>Share best practice in relation to interventions to support young people and families at all ages and stages</p>	From July 2018	Lead: Avril Nicol	<p>Share best practice</p> <p>Develop agreed impactful programmes to be delivered in all 8 LAs in holiday periods</p> <p>Improved learner outcomes – Literacy/ Numeracy/ Health & Wellbeing - feedback from teachers</p> <p>Evaluation surveys – increased confidence, participation measures</p> <p>Increased participation</p>	<p>Increase in numbers of families engaged in ESOL family learning</p> <p>Improved (assessed) levels of ESOL for parents/carers and children</p> <p>Increased uptake of further adult learning by parents/carers</p> <p>Impact: improved pupil attainment, increased integration/employability of parents/carers</p>
<p>Appropriate learning pathways and early interventions which target whole families</p> <p>Key Drivers: PE ACP PI</p>	<p>Individualised / flexible learning pathways – including element of family learning</p> <p>Youth work in schools</p> <p>Increased collaborative working with further and higher education to support curriculum delivery</p> <p>Sharing curricular models across the NA</p> <p>Mechanisms for school leaders to share best practice in use of PEF funding</p>	From June 2018	Lead: Avril Nicol	TBC	<p>Reduction of Out of Authority Placements</p> <p>Increased attainment in your lowest 20% of cohort placements</p>

Priority 3: Improvement in children and young people's health and wellbeing					
Improvement Activity	This Is How We Will Do It	By When	Leads	Improvement Outcomes	
				This Is What We Will Measure? (Evidence of Impact)	What Is the Difference? (what is the Impact over a period of time)
Work across the Northern Alliance to reduce the impact of adverse childhood experiences and chronic neglect Key Drivers: PI PE TP	Promoting understanding of ACEs and their impact	From March 2018	Lead: Bill Alexander	Pooling of staff resource across LA teams	TBC
	Earlier identification and assessment of chronic neglect				
	Responding to chronic neglect				
	Strategies to promote resilience				
Develop an effective partnership across the different NHS boards and the Northern Alliance focused on improvement of young people's health and wellbeing Key Drivers: PI ACP	Mapping exercise of current health related services for children and young people across the Northern Alliance	Dec-18	Lead: Laurence Findlay	Audit exercise Individual Children's Services Plans	TBC
	Consider collective arrangements for the commission and decommissioning of health related services				
Promoting health and wellbeing, resilience for children and young people across the Northern Alliance	Family learning <ul style="list-style-type: none"> • Consistent application of tried and tested Programmes such as: <ul style="list-style-type: none"> • No Knives Better Lives • Reduce substance abuse (to be developed) • Under Pressure to be Sexy - healthy attitudes towards sex and relationships 	Ongoing from November 2017	Lead: Avril Nicol	Audit current use of programmes across NA – establish baseline Further develop assessment tools for wellbeing Identify schools delivering the MVP programme and review impact (check what assessment	Lowest 20% ; Increased attendance in lower SMID areas and reduced exclusion

<p>Key Drivers: SL PI PE TP</p> <p>ACP</p>	Essential Skills	<ul style="list-style-type: none"> • Mentoring Violence Prevention • Skills building – confidence, leadership, self-esteem, personal development, anger management • Adult learning – recognising need to support parents to support children • Skills development • Improve neuro linguistic programming, emotional intelligence [NLP] • Share practice e.g. language skills – bilingual settings, Gaelic/Doric – build on programmes • Progression from PEEP and other parenting programmes to support families and parenting skills • We will achieve this by focusing on parents specifically within the lower SMID areas • Empowering parents to allow them to support their children to attend and achieve at school 			tools are in place) – expectation for lower rates of bullying or violent behaviour and increased levels of respect among all within the school community.
	ESOL				Data on weapons
	Progression from PEEP & Bookbug				CLD data in relation to adult learning Children's Services Plans reports
Champion Equalities and Rights Respecting Schools across the Northern Alliance (children's rights)	Increase the number of LAs that have a service level agreement with Unicef UK	Identify the number of schools across the NA who have an SLA with Unicef UK.	From June 2018 onwards	Leads: Caroline Hastings, Laurence Findlay, Education Scotland support	Quantitative data on the number of schools registered and progressing towards RRSA Awards
	Retain UNICEF Rights Respecting status across the Northern Alliance	Identify 'champions' across the Northern Alliance partners / LAs to support the delivery of RRSA.			Quantitative data on the number of schools who have already achieved Silver or Gold Awards
					Across the Northern Alliance at least 30% of schools will be registered and progressing towards RRSA by 2020 In Las where there is already a SLA in place, there will be a 5% increase in the number of school achieving silver and gold of the award June 2019

Key Drivers: SL PI PE TP Enabling Youth Voice (Youth Democracy)	CLD staff across the Northern Alliance to promote youth led participatory groups and volunteering opportunities for CYP	From June 2018 onwards	Leads: Caroline Hastings, Equalities Group / Avril Nicol, CLD Group	Qualitative assessments from a random selection of participating schools at different levels to measure impact of participation at set intervals	RRSA assessments and base line data will evidence a 20% increase of CYP who feel included and listened to (children's voice) by June 2020
Key Drivers: SL PI PE TP Increase the number of LGBT+ Children and Young People in school who feel safe, supported and included	Development of LGBT+/Alliance (or Gender and Sexual Orientation Alliance, GSA) groups in secondary schools to support children and young people who identify as LGBT+ and their allies.	Awareness training in schools Sharing of National Guidance (GSA) Sharing of best practice - what works locally	Leads: Caroline Hastings : Schools	Qualitative and quantitative data on the number of youth led groups and their function Quantitative data on the number of Children and Young People attaining wider achievement awards	5% increase in the number of LGBT+/Alliance groups by May 2019 10% increase in the number of LGBT+ Children and Young People in school who feel safe, supported and included by May 2019
Key Drivers: SL PI PE TP Working collaboratively across the Northern Alliance to ensure all staff are enabled to support young people's health and wellbeing/becoming resilient	Joint CPD in emotion coaching Protecting children and adults against abuse through effective professional learning	Ongoing	Leads: Avril Nicol	TBC	Improvement in ability to measure levels of resilience in young people Better understanding of impact of emotion coaching
Key Drivers: TP Capture current picture of relevant available CPD - across Northern Alliance members	Work collaboratively to agree measures - e.g. linked back to Bounce Back programmes	End of Feb 2018			

<p>Support the development of effective equality and diversity policies to contribute to a reduction of prejudice-based bullying across the Northern Alliance</p> <p>Key Drivers: TP</p>	<p>Gathering examples from existing Equality and Diversity Policy in Schools</p>	<p>Ongoing</p>	<p>Leads: Caroline Hastings</p>	<p>Quantitative data on the number of schools with equality and diversity policies</p> <p>Qualitative and quantitative data gathered on the levels of prejudice-based bullying comparing schools with and without an equality and diversity policy (GREC and SEEMIS data). GREC data</p>	<p>5% increase in the number of schools with an equality and diversity policy by May 2019</p> <p>Schools that have an effective equality and diversity policy will see a 5% reduction of prejudice-based bullying</p>
<p>Work across the Northern Alliance to ensure we are celebrating diversity and global citizenship through learning</p> <p>Key Drivers: SL PI PE TP</p>	<p>Actively facilitate parental engagement in languages learning in line with approaches used to engage parents with literacy and numeracy</p> <p>Ensure all languages courses develop an awareness of global citizenship and cultural diversity</p>	<p>Ongoing</p>	<p>Leads: Laurence Findlay</p>	<p>TBC</p>	<p>In each local authority, XX% of schools will have active parental engagement with regards language learning by 2021</p>

Priority 4. Improvement in employability skills and sustained, positive school leaver destinations for all young people								
Improvement Activity	This is How We Will Do It		By When	Leads	Improvement Outcomes			
					This is What We Will Measure? (Evidence of Impact)	What is the Difference? (What is the Impact over a period of time).		
Add value to DYW agenda by ensuring languages are within DYW agenda across the Northern Alliance	Link languages experiences in schools to the wider DYW agenda and skills agenda/provide an employment context for learners	Agree common expectations and principles for a languages approach to DYW in the Northern Alliance Provide CLPL for teachers linked to languages and DYW and further ensure DYW CLPL has an integrated languages component as required	Dec-18	Lead: Laurence Findlay	TBC	<ul style="list-style-type: none">Every secondary school Modern Languages department to have at least one business/employer link by 2021XX% increase in update of SQA Language in Work units from S3 onwards by 2021		
	Embed languages across the curriculum (5 – 15) with a clear focus on skills development	Develop contexts for learning linked to DYW/languages Further develop partnerships with SCILT with regards Business Champions and Business Branches						
	Wider achievement	Review plans Arrange for DYW leads to meet to identify skills pathways Share best practices Engage key stakeholder e.g. better linking with colleges and Adult Learning staff Increase engagement of primary schools with DYW, and develop improvement plans to raise aspirations in CYP from primary stage Youth Aspiration Survey: - roll out across a small cohort (primary and secondary)					Phase one data gathering by end March 2018 Phase two reporting end June 2018	Participation measures in place across the Northern Alliance – SDS extract Improved data available – e.g. Northern Alliance data sets Youth Aspiration Surveyroll out across a small cohort (primary and secondary) Link with CfE and Insight data (primary and secondary)
Collaborate across the Northern Alliance to review all Northern Alliance employability strategies /plans and consider areas of common interest were we could add greatest value	Employability – senior phase, essential skills	Support pupils into the 'Career Ready' programme Linking curriculum areas of CfE to employment opportunities and skills 16-18 named person role implementation/improvement Pre-16 activity agreements						

<p>Key Drivers: SL PI</p>	<p>Internship opportunities and skills for work development</p>	<p>Have flexible arrangements for Activity Agreements to take place across LAs 'Named person' role 16+key worker role Retaining contact with those who were known now not known, embed in each targeted school with consistent approach managing a gap</p>	<p>June 2019</p>	<p>Lead: Regional Improvement Lead</p>	<p>Measures to be added from existing data sets</p>	<p>TBC</p>
<p>Improve participation of 16-19 years of school leavers Key Drivers: SL PI</p>	<p>Targeted work Sharing areas of best practice across the Northern Alliance Establishing good partnership arrangements with further and higher education to support pupil pathway planning Opportunities for wider accreditation through volunteering and experience of work</p>					

Cross Cutting Themes: activities which support the delivery of the Regional Improvement Plan

Process Measures that support the <u>Regional Improvement Plan</u>				
Improvement Activity	This Is How We Will Do It	By When	Leads	This Is What We Will Measure? (Evidence of Impact)
				What is The Impact Over Time?
<p>Improve performance and data sharing across the Northern Alliance by seeking consistency in data collection, the use of methodologies and the quality data</p> <p>Key Driver : PI</p>	<p>Data sharing agreement</p> <p>Data review</p> <p>Establish a national protocol for data sharing within and outwith the collaborative</p>	<p>Jun-18</p>	<p>Leads: Reyna Stewart, Education Scotland and Regional Improvement Lead</p>	<p>SEEMIS</p> <p>Establishment of Data Sharing Agreement Across the Northern Alliance 2018</p> <p>Identification of baseline data for individual workload</p>
<p>Ensure school improvement teams are working collaboratively and effectively across the Northern Alliance</p> <p>Key Drivers: ACP IP PI</p>	<p>Review internal working arrangements in light of the Three Pillars (CfE, GIRFEC and Developing the Young Workforce)</p> <p>Review reporting arrangements - once plan approved and enacted and report to the improvement advisory forum (quarterly)</p> <p>Identify as an alliance schools with greater need of targeted support e.g. cluster work / buddying activities</p> <p>Focus on self-evaluation for improvement</p>	<p>From March 2018</p>	<p>Leads: Laurence Findlay and Andrew Griffiths</p>	<p>NIF return</p> <p>External inspections</p> <p>Increased confidence in self-evaluation over 18-21 month period as move forward greater alignment.</p>
<p>Sharing best practice in quality assurance in Children's Services</p> <p>Key Drivers: ACP IP PI</p>	<p>Shared approach to QA across the Northern Alliance</p> <p>Peer review</p> <p>Linking across self-evaluation activities</p> <p>Preparing for Children's Services Inspection 3</p> <p>Supporting an outward looking and a coordinated approach across the 8 authorities</p>	<p>From March 2018</p>	<p>Leads: Susan MacLaren and subgroup</p>	<p>Children's Services Reports from individual LAs</p> <p>TBC</p>

<p>Sharing best practice approach quality improvement across ELC</p> <p>Key Drivers: ACP TP</p>	<p>Consider the best improvement methodologies for supporting improvement across the Northern Alliance</p>	<p>From March 2018</p>	<p>Leads: Regional Improvement Lead and 8 LAs Leads: Bob Driscoll, Heads of Service across eight local authorities</p>	<p>TBC</p>	<p>TBC</p>
<p>Supporting activity across social work and children's services</p> <p>Key Driver : PI</p>	<p>Consolidating and coordinating the Children's Services Network Consolidate and build the network Co-ordinate the workstreams Supporting and developing Social Work leadership Ensuring peer support networks for practitioners across the Northern Alliance Identifying, sharing and responding to new challenges Being a collective voice</p>	<p>From December 2017 - ongoing</p>	<p>ACORN</p>	<p>TBC</p>	
<p>Workforce Development - developing staffing and curriculum to provide an agile qualified and responsive Workforce (further elaborated in workforce plan).</p>	<p>Review of existing curriculum offered in Island/rural schools Explore the staffing requirements of Island/Rural Schools Develop an agile, appropriately qualified and responsive workforce to provide the services required</p>	<p>Ongoing</p>	<p>Leads: Regional Improvement Lead and 8 LAs</p>	<p>TBC</p>	<p>TBC</p>
	<p>Supporting the social care workforce in skills development Dealing with challenge and the changing social care environment Supporting recruitment Building resilience (and staff retention) Range of activities, including: Practice papers, joint (and virtual events), networking, job shadowing and exchange Promote wellbeing of the workforce</p>	<p>From March 2018 - ongoing</p>	<p>Leads: Sandra Campbell, with sub group.</p>	<p>TBC</p>	<p>TBC</p>

<p>Key Drivers: SL PJ TP SI</p>	<p>A co-ordinated approach across the 8 authorities, and with partners: colleges, universities, chamber of commerce.</p> <p>Include skills development for Gaelic medium provision.</p> <p>TIES STEM Development of DLITE OU pilot 1+2 languages (professional)</p>	<p>From March 2018</p>	<p>Leads: Regional Improvement Lead and 8 LAs</p>	<p>TIES – end of next academic year 2018</p>	<p>TBC</p>
<p>Leadership Development in Schools across the Northern Alliance led by sector leading Head teachers / teachers</p> <p>Key Drivers: SL TP SI</p>	<p>Identifying sector HT and teachers to champion educational improvement across the Northern Alliance to a school led system.</p> <p>Establishment of a NA strategic group to lead this initiative</p> <p>Representation from all LA's expected and when appropriate teachers and middle leaders will be invited to engage in the group's work</p> <p>A draft template for a leadership development framework to be created</p> <p>A scoping exercise to be carried out to ascertain what existing effective practice and approaches to leadership development are currently in place. Liaison with SCEL will support this</p> <p>A rationalisation of the current position and commissioning of work to address potential gaps will lead to the creation of a NA Leadership Development Framework for Schools. This framework to be endorsed and validated by SCEL</p> <p>A co-ordinated professional learning plan will be confirmed to support leadership development at all levels</p>	<p>January 2018 and onwards</p> <p>January 2018</p> <p>March 2018</p> <p>June 2018</p> <p>October 2018</p>	<p>Leads: Vincent Docherty supported by focus group; Headteachers leadership group – SCEL fellows</p> <p>NA group</p> <p>NA group</p> <p>CPL leads to be consulted. Sub-group to pursue.</p> <p>NA group assisted by Yvonne McCracken and SCEL</p> <p>NA group in liaison with PCL leads</p>	<p>TBC</p>	<p>Increased self-identification as leaders by staff at all levels in schools</p> <p>Access by all staff in schools to a clear leadership development programme supported by high quality professional learning</p> <p>50% of staff in schools will be engaged in some aspect of formal leadership training</p> <p>Leadership positions in schools filled with appropriately prepared leaders</p> <p>As a result of the leadership development programme and other influences all HMI inspections will see the QI 1.3 evaluated as Good or better</p>

Share best practice in management School Estates and considering future education delivery model Key Drivers: SI TP	Develop digital culture for training staff Utilise IT infrastructure that is available to deliver a virtual learning environment ~ Esgoil Explore and develop commissioned provision opportunities Build a conversation with island/rural communities around sustainability and learning futures Map community assets and barriers to sustainable community participation	Ongoing	Leads: Wilf Weir / Bernard Chisholm	Qualitative - teachers views if they are confident using it	% children across the NA meet the DD standard Evidence community facilities are better used IT infrastructure - Esgoil
Partnership provision providing improved outcomes (for example e-learning and virtual classroom development) Key Drivers: SI TP	Explore existing solutions used in rural/island areas and build on/adapt these to other rural/island settings	Ongoing		TBC	TBC
Survival and sustainability in island and rural settings Key Drivers: SI TP			Leads: Wilf Weir / Craig Clements	TBC	TBC
Develop a digital culture to improve learning provision Key Drivers: SI TP	Identify existing infrastructure and identify future options	Ongoing		TBC	TBC



<p>Work across the Northern Alliance Early Years Programme for the promotion of preventative and early intervention to support families</p> <p>Key Drivers: SI ACP PI TP</p>	<p>A shared strategy, building on best practice linking with literacy and numeracy developments</p> <p>Promote and increase understanding of importance of attachment and supportive approaches</p> <p>Co-ordination of Early Years Workstreams</p>	Ongoing	Early Years Network across all 8 LAs	TBC	TBC
<p>Develop quality improvement across early learning and childcare</p> <p>Key Drivers: S</p>	<p>A co-ordinated approach across the 8 local authorities</p> <p>Consider the most appropriate Improvement methodologies to audit quality of provision</p>	Ongoing	Leads: Regional Improvement Lead and 8 LAs	TBC	TBC

5. Governance and Reporting

It is important to be clear about the Northern Alliance's approach to governance. The Alliance does not adopt a 'hard' governance model but one that is nonetheless robust, transparent and accountable. It is appropriate to be clear about how we anticipate accountability for improvement in attainment sitting within each of the eight local authority's internal governance framework and structures. The governance arrangements within the Northern Alliance will be subject to constant review for all those involved. The collaborative is also aware that further changes may be required to be made to governance framework subject to the outcome of the Scottish Government's wider consultation on the Education Bill. The following roles and responsibilities are outlined below underpin the current governance model:

Regional Improvement Forum

The Regional Improvement Forum is a key leadership group which will be made up of the eight Directors from each partner authority and the Regional Improvement Lead. It provides for strong collaborative leadership across the Northern Alliance to drive forward strategic developments in relation to curriculum, learning and teaching and other outcomes-focussed areas of agreed collaborative practice. This group will regularly monitor and scrutinise collaborative projects being undertaken across the Northern Alliance and will have strategic oversight of the deployment of shared resources as appropriate to ensure these are focussed on agreed improvement priorities and outcomes. It will focus on the regional delivery of the SAC/NIF key drivers and focus on developing impactful evidence based improvement programmes, which can then be scaled up to close the attainment gap and accelerate attainment across all sectors.

We anticipate the Improvement Forum will support each of the constituent local authorities with its improvement journey but the body itself will not be accountable for the improvement. Given it is an alliance of the willing partners rather than a formal decision making structure, it will not be a part of the formal governance structures of each of the eight authorities.

Where the forum does offer advice and recommendations for significant change in professional practice, policy or resource allocation, it will be the responsibility of each authorities representative on the forum to seek the necessary approvals from his/her own governance structures rather than being able to accept an instruction from the forum without the approval of council.

This model has now been operating for a short period and the additionalality it offers as a challenge group, best practice model and shared expert forum can be seen in the variety of projects and programmes now underway across the region.

Regional Improvement Advisory Forum

The Regional Improvement Advisory Forum will include the eight Directors together with wider governance partners including Education Scotland, Care Inspectorate, universities and training providers and Scottish Government. This Forum will add a quasi-external perspective as well as challenge to the improvement endeavours and the thinking of the Northern Alliance, focussing on enhancing our collaborative work and practice through focussing on the latest research and innovation from across Scotland, the UK and indeed from a global perspective. There is an opportunity also to enlist input from national and international expertise.

The Improvement Advisory Forum would also be central to the evaluation of impact of the Northern Alliance. The review of improvement data from programmes, progress data and scrutiny of evaluation is central to effective governance. Learning and research from across Scotland and beyond will also feed into this forum so that we can learn and react quickly to new evidence based impactful practice. The formal publication of evaluation of impact and an annual report on the activity and outcomes will be presented to this forum for scrutiny, as well as to each of the Local Authority governance structures.

Local Authority

Local authorities maintain their key strategic role in leading forward educational services at a local level to ensure local needs are best met within existing resources. Each of the eight authorities will retain their own governance and scrutiny arrangements, through committees and other means on to govern education and children's services and will remain the accountable body for school performance and all other aspects of the day to day leadership and management of schools as enshrined in legislation.

Convention of Convenors

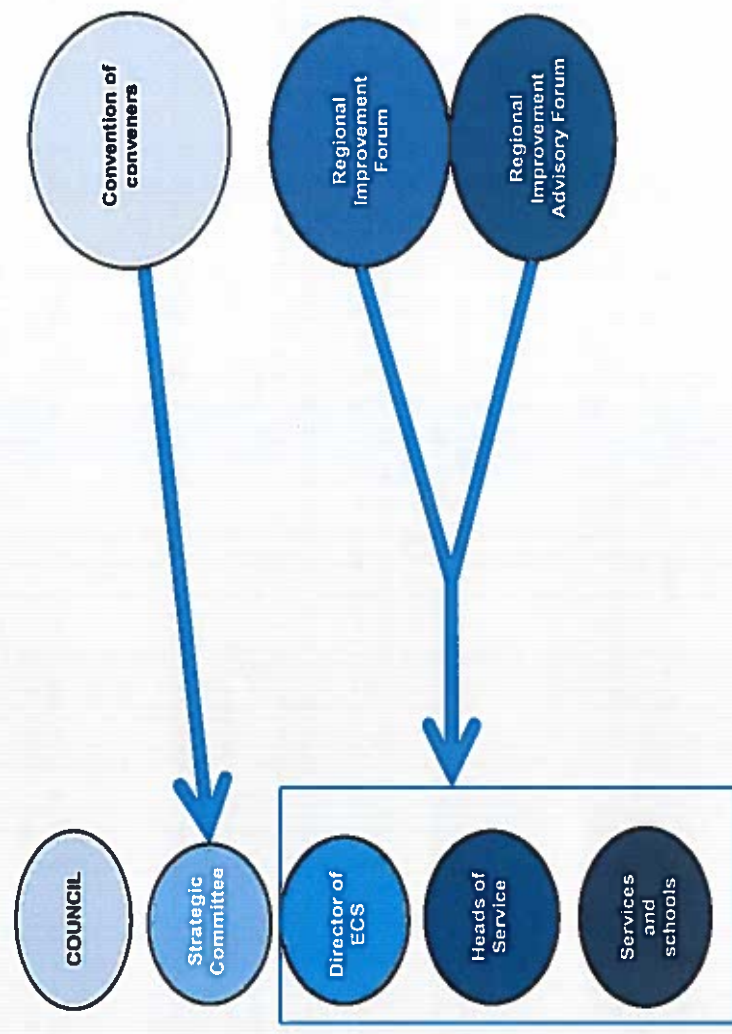
We have created a Convention of Convenors (of Education/Children's Services) bringing together the lead elected members from each of the eight authorities with the Directors and Regional Improvement Lead. On a six monthly basis this will provide them with the essential opportunity to monitor the progress being made across the Northern Alliance in terms of meeting shared objectives and improving outcomes for young people. This Convention will be modelled on the successful Convention of Highlands and Islands. Whilst each authority area is unique, many of the

same challenges are shared and this forum will provide a powerful opportunity to ensure political appraisal of the key work being led forward at a regional level. Evaluation of impact on children and young people's outcomes, scalability, shared approaches and new developments will be shared and reviewed by this important group. They will also have an important role in disseminating approaches and ways of working to their relevant Councils and the wider political networks/groups.

Scottish Government

The Scottish Government sets national policy and direction with regards to education and children's services and also sets the inspection framework. The Northern Alliance is committed to working closely in partnership with the Scottish Government to achieve the aims and objectives as outlined in the National Improvement Framework. We clearly share the same aims and welcome their involvement and scrutiny. By working in partnership we believe that the additionality of the regional approach can be shared with national partners and help shape and develop practice across Scotland. As previously discussed the Northern Alliance is aware that the outcome of the Scottish Government's consultation on the Education Bill will inform how the collaborative develops in the future.

Northern Alliance Governance Framework Diagram





Meeting(s):	Education and Families Committee Environment and Transport Committee Policy and Resources Committee Shetland Islands Council	12 June 2018 14 June 2018 18 June 2018 27 June 2018
Report Title:	Review of School Transport Policy 2018	
Reference Number:	CS-17-18-F	
Author / Job Title:	Shona Thompson, Executive Manager - Schools	

1.0 Decisions / Action required:

- 1.1 That the Education and Families Committee and the Environment and Transport Committee RECOMMENDS that the Policy and Resources Committee RECOMMENDS that the Council approve the proposed updated School Transport Policy.
- 1.2 That the Education and Families Committee and Environment and Transport Committee RECOMMENDS that the Policy and Resources Committee RESOLVES to approve the request to consider charging for vacant seats, and that this be presented as part of the budget setting process for 2019/2020.
- 1.3 That the Education and Families Committee, and Environment and Transport Committee RECOMMENDS that the Policy and Resources Committee RESOLVES to approve the request to phase out the provision of free school transport for pupils attending a school other than their designated school through, a Placing Request, as per Section 6.3 of this report.

2.0 High Level Summary:

- 2.1 The purpose of this report is to present a reviewed and updated School Transport Policy.

3.0 Corporate Priorities and Joint Working:

- 3.1 The updated School Transport Policy will assist in delivering the priorities set out in the updated Corporate Plan - Our Plan 2016-2020 – by making Shetland the best place for children and young people to grow up in and, by having transport arrangements in place that meet people's needs and which we can afford to maintain in the medium term.

4.0 Key Issues:

- 4.1 The Shetland School Transport Policy was last reviewed in 2016.
- 4.2 **Entitlement**

- 4.2.1 The Education (Scotland) Act 1980 places a legal responsibility on Local Education Authorities to enable the attendance at school of children living beyond specified maximum walking distance from their school. Shetland Islands Council's Children's Services Department facilitates this by using these limits to determine the provision of school transport. Walking distance is specified as two miles for pupils who have not reached their eighth birthday and three miles for pupils aged eight years and over
- 4.2.2 In Shetland, this is amended during the winter months (October break to Easter break) to provide transport for all pupils who live more than a mile-and-a-half from their school.
- 4.2.3 The new Policy clarifies that where a pupil's home is accessed via a private way, school transport will only be considered from a suitable location on the public road network accessible beyond the point where the private way joins the public road network. Pupils will be required to travel to the public road in order to access the school transport. Where this results in the pupil having to travel in excess of the specified walking distance(s), the Council will consider other methods of providing school transport as outlined in section 5.1 of the attached Policy document.
- 4.3 Placing Requests**
- 4.3.1 Since the last Policy review the new Anderson High School has opened, and there has been a steady increase in the number of placing requests from parents who wish their children to attend that new school, thus removing them from the school in their catchment area. We received the following placing requests into Anderson High School over the last three academic years:
- 2017-2018 – 28 placing requests
2016-2017 – 21 placing requests
2015-2016 – 20 placing requests
- 4.3.2 As well as the significant increase in placing requests for pupils to attend the Anderson High School, there have also been a number of successful placing requests granted for pupils to attend other secondary departments, namely Aith Junior High School and Brae High School.
- 4.3.3 The School Transport Policy, which was approved in February 2016, included the policy decision taken by Shetland Islands Council, in February 2015, which meant that all pupils from Secondary 4 and above could submit a Placing Request to any secondary school of their choice, and receive free school transport, and a free place in the Halls of Residence for those pupils from the outer isles. In all other circumstances, the legal position in relation to successful Placing Requests remained the same, namely that it becomes the responsibility of the parent to transport their child(ren) to the school nominated in their Placing Request.
- 4.3.4 As a result of this decision, transport costs have increased by some £83,000 per annum; and has resulted in the unintended consequence of the Council being obliged to provide school transport on demand for those pupils in Secondary 4 and above, particularly where they have chosen to attend another secondary setting which does not fit in with existing public transport or existing school transport arrangements and bespoke travel arrangements have had to be put in place. It is for these reasons that the updated Policy has reverted to the position whereby the

granting of any Placing Request requires parents of those pupils to provide the necessary transport.

4.4 Vacant Seats on Dedicated School Transport

- 4.4.1 Education Authorities are required to offer any vacant seats on dedicated school transport to pupils who live on a route but within walking distance of their school. The Authority can charge for the use of that vacant seat or they have the discretion for that vacant seat to be used without charge. The Shetland Islands Council does not currently levy a charge; however this is something that the Children's Services and Development Departments would like to explore, with a view to any proposals being presented to the various committees as part of the budget setting process.

4.5 Route Safety

- 4.5.1 The updated School Transport Policy clarifies the process to be followed where a Road Safety Audit may be required on any given route, or part of a route, or where a request for a re-assessment for a route, or part of a route, is requested. This issue has been subject of a recent complaint to the Scottish Public Sector Ombudsman (SPSO) and the amendments in the Policy to the procedure for this is as a direct result of that complaint and forms some of the lessons learned.
- 4.6 There is to be one point of contact through which to request a Road Safety Audit, or for a route to be re-assessed, and that is the Executive Manager – Schools. The process which will then be followed is laid out at section 6 of the School Transport Policy.
- 4.7 The Briefing Note which outlines the process for the walking route assessment is attached as Appendix A to the School Transport Policy.

5.0 Exempt and/or confidential information:

- 5.1 None.

6.0 Implications:

6.1 Service Users, Patients and Communities:	The updated Policy clearly states that communities and stakeholders will be consulted in future before any significant change to service. Changes in school transport provision can be triggered by a variety of circumstances, including population changes.
6.2 Human Resources and Organisational Development:	Not applicable as services contracted out.
6.3 Equality, Diversity and Human Rights:	An Integrated Impact Assessment has been done in relation to this policy review. Whilst it reinstates a level playing field for all pupils, it has highlighted a potential impact for those pupils currently in Secondary 4, 5 and 6, attending a school other than the school

	<p>in their catchment area, through a placing request, who are in receipt of school transport under the terms of the current School Transport Policy.</p> <p>It may be appropriate to agree a time for the introduction of this change for those pupils. The options would be:</p> <ul style="list-style-type: none"> • Revert to the position whereby transport is the responsibility of the parent/carer with immediate effect, i.e. academic year 2018/19; • Phase the decision out over the next academic year 2018/19, or • Continue free school transport for those pupils who are already in receipt of it under the terms of the current policy. <p>The preferred position of the Children's Services Department would be to phase it out over the next academic year.</p>
6.4 Legal:	The Education (Scotland) Act 1980 places a legal responsibility on Local Education Authorities to enable the attendance at school of children living beyond specified walking distance(s) from their school. The revised School Transport Policy meets the Council's statutory obligations to provide school transport.
6.5 Finance:	<p>None at this time, unless there is a requirement for changes to the bus network as a result of Road Safety Audits. The Shetland Islands Council approved the Development Services Bus Network Redesign Tender Report on 12 May 2014 (Report No. TP-05-14-F - Min Ref: 24/14).</p> <p>Approval is being sought to explore the possibilities of charging for vacant seats which would generate an income for the Council.</p>
6.6 Assets and Property:	There are no asset and property implications arising from this report.
6.7 ICT and new technologies:	There are no ICT implications arising from this report.
6.8 Environmental:	There are no environmental implications arising from this report.
6.9 Risk Management:	There may be an increase in requests for Road Safety Audits and the involvement of Safety & Risk Services staff. The Road Safety Advisory Panel will be kept informed through periodic reports.
6.10 Policy and Delegated Authority:	<p>In accordance with Section 2.3.1 of Shetland Islands Council's Scheme of Administration and Delegations:</p> <p>the Education and Families Committee has responsibility and delegated authority for functional areas relating to the provision of children and families, schools and pre-school services, including school transport; and</p>

	<p>the Environment and Transport Committee has responsibility and delegated authority for functional areas relating to the provision of transport services and road safety.</p> <p>Functional Committees also have the responsibility of advising the Policy and Resources Committee in the development of service policies and plans concerned with service delivery.</p> <p>The Policy and Resources Committee has referred authority to advise the Council in the development of its strategic objectives, policies, and priorities. The Committee also has delegated authority to secure the co-ordination, control and proper management of the Council's finances.</p> <p>The Council has reserved authority for the determination of new or variations to existing policy.</p>	
6.11 Previously considered by:	None	N/A

Contact Details:

Shona Thompson, Executive Manager - Schools
01595 743965

Report Finalised: 5 June 2018

Appendices:

Appendix 1 – Draft School Transport Policy

END

Shetland Islands Council



Children's Services

School Transport Policy

2018

School Transport Policy

Contents

Section	Page
1 Introduction	3
2 Aims	3
3 Objectives	3
4 Entitlement	3
5 Options Available	5
6 Route Safety	5
7 Responsibilities	6
8 Review	9

Appendix A: Briefing Note – Assessment of Walking Routes

Appendix B: Home to School Transport Guidance

School Transport Policy

1 Introduction

- 1.1 Local Authorities have certain powers and obligations in respect of transport to school. They generally have an obligation to make such arrangements as they consider necessary, for the provision of transport to schools. Local Authorities must take into account where pupils live further from school than the maximum walking distances when determining when school transport is necessary.
- 1.2 Parents who choose to send their child, through a Placing Request, to a school other than their designated school will be responsible for their child's transport.
- 1.3 This Policy sets out the Shetland Islands Council's approach to fulfilling its responsibilities along with responsibilities and expectations of other parties involved in the safe transportation of pupils from home to school.

2 Aims

- 2.1 In relation to home to school transport, this Policy aims to:
 - Clarify entitlement to home to school transport provision.
 - Describe the options available to Local Authorities to fulfil their responsibilities.
 - Describe the responsibilities of contractors, operators, drivers, parents, pupils and school staff.

3 Objectives

- For Shetland Islands Council to fulfil its responsibilities for home to school transport.
- For Shetland Islands Council to do its utmost in providing safe and reliable transport.
- To provide flexibility for Shetland Islands Council, transport operators, parents, pupils and communities to find the most appropriate, sustainable solutions.
- To encourage active travel to school compatible with the Schools (Health Promotion and Nutrition) (Scotland) Act 2007 and the Health and Wellbeing outcomes in the Curriculum for Excellence.
- Engage in consultation with parents, pupils, transport operators and communities when there is a proposed significant change to transport arrangements.

4 Entitlement

- 4.1 The Education (Scotland) Act 1980 places a legal responsibility on Local Education Authorities to enable the attendance at school of children living beyond specified maximum walking distance from their school. Shetland

Islands Council's Children's Services facilitates this by using these limits to determine the provision of school transport. Walking distance is specified by the Act as two miles for pupils who have not reached their eighth birthday and three miles for pupils aged eight years and over.

- 4.2 In Shetland, this is amended during the winter months (October break to Easter break) to provide transport for all pupils who live more than a mile-and-a-half from their school.
- 4.3 Shetland Islands Council has given a commitment that, as far as possible, the maximum single journey time on school transport will be 40 minutes for a primary pupil and 65 minutes for a secondary pupil.
- 4.4 The Education (Scotland) Act 1996 amended the 1980 Act to require education authorities to have regard to the safety of pupils when considering whether to make arrangements for the provision of school transport. Further detail is outlined in section 6 of this Policy.
- 4.5 Shetland Islands Council has identified catchment areas for all its primary schools and secondary schools. These are clearly laid out in the Council's Admissions Policy.

When enrolling a pupil within a primary or secondary school, only one address can be used to identify the appropriate catchment area and entitlement to school transport. School transport will only be provided from one address and will not be provided from multiple addresses.

Shetland Islands Council requires up to ten working days to organise and arrange transport for a new pupil between home and school, or to implement a change of address, which may also mean a change of bus route.

- 4.6 Education Authorities are also required to offer any vacant seats on dedicated school transport to pupils who live on a route but within walking distance of their school. The Authority can charge for the use of a vacant place or they have the discretion for a vacant place to be used without charge. However, they can only charge for the use of a vacant place if the charges can be met without undue hardship on the parent(s) /carers(s).

If the number of non-entitled pupils exceeds the number of vacant seats available, the Authority must select which of those pupils can travel on the vehicle. If the number of pupils entitled to places increases then those who are not entitled will need to relinquish their place. Placing request pupils will not be taken into account when specifying the number of seats required for any future contracts.

- 4.7 Vacant seats must be re-applied for each school year. In the event that more applications are received than the number of vacant seats on any given route then priority shall be given as follows:
 - To those children referred by Social Work or Health professionals;
 - To those attending their catchment area school over those attending an alternative school by parental choice;

- Amongst those attending their catchment area school, to those who live furthest away;
 - Amongst those attending an alternative school by parental choice, to those who live furthest away.
- 4.8 When pupils enrol at a school and are entitled to school transport they will be allocated a seat on the school transport already provided in their area.
- 4.9 Transport provision will not be diverted from an existing route unless the journey from their house to the main road pick-up point is more than the maximum walking distance specified in paragraph 4.1, or the walking part of the journey is considered unsuitable on safety grounds.
- 4.10 Where a pupil's home is accessed via a private way, school transport will only be considered from a suitable location on the public road network accessible beyond the point where the private way joins the public road network. Pupils will be required to travel to the public road in order to access the school transport. Where this results in the pupil having to travel in excess of the specified maximum walking distance(s) to access vehicular school transport, the Council will consider other methods of providing school transport as outlined in paragraph 5.1.
- 4.11 In cases where alterations to school transport arrangements are necessary, pupils and parents/carers will be given as much notice as possible and unless there are safety reasons, changes will take effect as soon as practicable, or when the contract becomes due for renewal.

If the change is significant pupils, parents, transport operators and communities will be consulted in line with the objectives of this Policy. The Council will try, where practicable, to give a term's notice of any change.

5 Options available

- 5.1 Local authorities are required to make arrangements as necessary for the provision of school transport and have to pay all or part of reasonable travelling expenses for school pupils. This legal responsibility could be fulfilled by providing either a means to get to school, such as a bicycle, an allowance for parents/carers to make their own arrangements, or the use of any form of public transport.
- 5.2 Local Authorities are not required to provide "door-to-door" transport. Children may be expected to walk anything up to the legally specified maximum walking distance to/from the transport pick-up and drop-off (PUDO) point. Parents/carers are responsible for this part of the journey.

6 Route Safety

- 6.1 To assess whether transport should be provided for safety reasons, an assessment of the walking route may be carried out by the Infrastructure Services Department's Roads Service. The method of assessing safety factors was approved by the Council in July 1996; this method was recently revisited and found to continue to be appropriate.

If a parent or carer considers that a walking route is unsuitable for safety reasons, a request for an assessment of the walking route must be made in writing, to the Executive Manager – Schools.

If a route is assigned a pedestrian safety factor of 1 or 2 it is considered that there is no abnormal or exceptional road safety hazard to children walking whilst accompanied as necessary. A pedestrian safety factor of 3 or 4 indicates that the route is not suitable, in terms of road safety, for children accompanied as necessary on foot. Council policy is that school transport provision should be made for pupils who live within the maximum walking distance of the school if the route has been assigned a pedestrian safety factor of 3 or 4. A Briefing Note detailing the audit process for school walking route assessments is attached to this Policy as Appendix A.

There may be circumstances where it would be unreasonable to expect a parent to be able to accompany a child, e.g. permanent or long-term mobility or disability issues. In such cases, a re-evaluation of the route suitability for that specific set of circumstances would be appropriate. Any such cases will be considered on their own merits.

- 6.2 If a parent or carer considers that a route assessment is either out of date or fails to consider a material factor, they can make a written submission to the Executive Manager – Schools, giving reason(s) why they feel the assessment should be reviewed.

The Executive Manager – Schools, along with the Executive Manager-Roads, shall review any request for the re-assessment of a route. A response to the request will be issued within one calendar month, either to confirm the validity of a re-assessment of the route and to agree grounds and outline timescales for so doing, or to explain why there is considered to be insufficient grounds to carry out a re-assessment of the walking route.

If a parent or carer is dissatisfied with a decision not to carry out a re-assessment of the walking route, or is dissatisfied with the outcome of the re-assessment, they can use the Shetland Islands Council's Complaints Handling Procedure.

7 Responsibilities

- 7.1 Contractors, transport operators, school staff, parents/carers and pupils will all be expected to adhere to the guidance set out in Appendix B.

7.2 Local Authority

The Schools (Safety and Supervision of Pupils) (Scotland) Regulations 1990 place a general duty on Local Authorities to secure, as far as is practicable, the safety of pupils under their charge. Pupils travelling on dedicated school transport arranged by the local authority are under the charge of the Authority. Therefore, the Authority will keep school transport provision under review to ensure the safety of pupils when travelling on school transport.

The Local Authority is responsible for undertaking risk assessments on designated Pick Up and Drop Off (PUDO) points. Parents should be aware that any other PUDO points which have been agreed directly with the transport operator are classed as undesignated and as such the responsibility for risk assessment lies with the transport operator, not the Local Authority. The Transport Operator must be able to produce such risk assessments when required.

7.3 Contractors/Transport Operators

Contractors provide home to school transport using cars, mini-buses, buses and/or coaches. It is the responsibility of those who are awarded school transport contracts to take all reasonable steps to ensure the security, safety, dignity and comfort of pupils in their care. The vehicles used must be suitable for the purpose and drivers must be PVG checked, adequately trained and qualified.

Seat Belts on School Transport (Scotland) Act 2017, requires all motor vehicles provided for the dedicated transport of pupils to be fitted with seat belts.

Contractors must ensure that they have contingency plans, acceptable to the authority, to deal with vehicle failures, staff unavailability, emergency closure of schools and other emergencies. Any driver employed by the contractor should be aware of issues involving pupil safety and behaviour and who to contact in an emergency.

As school transport drivers are deemed to have “substantial opportunity for access” to children all drivers must have PVG clearance prior to driving any vehicle used for school transport provision. Contractors must provide the Authority with details of all persons who may drive their vehicles or be employed as attendants or supervisors.

A contractor must not sub-contract to another operator without the written permission of the Local Authority.

The contractor is responsible for identifying suitable turning places. The Authority can specify alternative and/or additional PUDO points at no extra cost unless an additional daily journey in excess of three miles is required. The contractor must ensure that all pupils included in the route are conveyed to school in time for opening and collected at the end of the school day when dismissed.

If at any time a contractor is not in a position to fulfil the requirements of the contract, due to the number of pupils in the area exceeding the number of seats available or due to the unavailability of a suitable vehicle or driver or for any other reason, they must inform the Executive Manager Transport Planning immediately in order that new arrangements can be put in place.

7.4 Vehicle operators

All passengers must be notified that seat belt wearing is compulsory.

The driver is responsible for ensuring that passengers aged 3 to 13 years wear a seat belt.

Passengers aged 14 years or over are responsible for wearing a seat belt where they are fitted.

Drivers of home to school transport bear much of the responsibility for the safety of pupils. However, parents/carers remain responsible for the behaviour of their children and they should encourage their children to follow the instructions of the driver. Failure to act responsibly will compromise pupils' own safety, and the safety of other pupils, and may result in entitlement to school transport being withdrawn.

There is no statutory requirement for the Education Authority to provide supervisors on school transport.

7.5 Additional Support Needs

Parents/carers of pupils with additional support needs are responsible for requesting transport arrangements to and from school. The relevant Policy and ASN Transport Request form are available on the Council website or can be requested from the Council's Children's Services Department.

7.6 Parents

Parents/carers have a legal duty to provide for the education of their children, either by causing them to attend school regularly, or by other means. Parents/carers have a right to expect that suitable arrangements for safe and reliable school transport will be made for their children. However, the ultimate responsibility for the safety and welfare of pupils rests with their parents/carers and it requires parents/carers working along with the Local Authority, schools, and transport operators to ensure that a high level of service is maintained.

Unless the route is considered unsuitable for road safety reasons, pupils will have to make their own way to access school transport, travelling anything up to the maximum walking distance.

Parents/carers are responsible for this part of the journey. Parents/carers are also responsible for the behaviour of their children whilst on the vehicle and when waiting at the pick-up point. Persistent behaviour which is of concern can lead to a pupil being removed from school transport.

7.7 Pupils

Pupils should adhere to the guidance as laid out in Appendix B.

8 Review

- 8.1 The Schools Management Team will arrange for a review of this policy in five years or when required by legislation or local circumstance.

Appendix A: Briefing Note – Assessment of School Walking Routes

Background

The Traffic & Road Safety Section of the Roads Service undertakes assessments of walking routes for school pupils on behalf of the Schools Service. The Roads Service has been carrying out this function since 1996 when a formal policy on route assessments was first approved. This briefing note provides a quick summary of the process and gives some guidance on the framework under which the assessments take place. The audit framework is based on our current understanding of national guidance and best practise amended as appropriate for Shetland.

Route Assessment

The walking route covers the public road and footpath network from the point that a private property accesses the public network to the school or the designated school transport pick-up point (pudo).

The audit process used in the assessment of walking routes to school in Shetland follows a similar pattern to that used across the UK. The factors considered and the level of pedestrian provision required for a suitable walking route in Shetland are either in line with, or at a higher level, than national guidance.

Fundamentally, the assessment is a subjective one based on available traffic and accident data, a consideration of the physical and environmental characteristic of the route, and professional judgement based on experience of and training in road safety matters.

The main parameters considered as part of the process can be summarised as follows:-

- Traffic Flow – typically expressed as average daily flows (aadt) but flows during the walking period are looked at in detail.
- Traffic Speeds – consideration is given to both the average and 85% speeds. If speeds are of a concern then particular attention will be given to them during the walking periods.
- Traffic Composition – this would be looked at if it was thought that HGVs may form a significant percentage of the traffic movements on the route during the walking periods.
- Accident History - any accidents along the route will be looked at to check for significance
- Road Widths – considered where relevant in relation to traffic flows, speeds and composition.
- Verge Widths and Shape – verges, and in particular grass verges, are generally not considered suitable for walking along, but rather are used to provide step-off refuges when meeting oncoming vehicles.

- Footway/ Streetlighting Provision
- Ditch Location, Width and Depth
- Visibility - assessed throughout the route in relation to vehicle speeds, but specifically considered at critical points such as summits and narrow sections, and at locations where step-off are limited.
- Structures along the Route – bridges, cattlegrids, retaining and boundary walls and culverts all pose particular hazards in certain circumstances.
- School Crossing Patrols or Pedestrian Crossings – an important consideration on busy roads.

National guidance identifies that the assessment of a walking route does not determine whether a route is “safe” or “dangerous”. This is because all roads present some element of road safety risk, whether they are heavily-trafficked urban routes, or more lightly-trafficked rural routes.

A walking route is considered suitable if a child, “accompanied as necessary”, could walk the route in *reasonable* safety. The requirement to make assessments on the basis of children accompanied as necessary comes from the statutory guidance on home to school travel. The walking route audit process therefore determines whether school transport should be provided because a particular walking route presents *abnormal* or *exceptional* road safety hazards.

The adopted policy in Shetland provides each walking route a ‘Pedestrian Suitability Factor’ or PSF. This is an arbitrary ranking number in the scale of 1 to 4 and is used to compare pedestrian safety on one route against another - the higher the number, the less suitable the route.

Currently, routes with a PSF of 1 or 2 are suitable; routes with factors of 3 and 4 are not suitable, and will require pupils to be provided with school transport.

Nationally, and locally, it is considered that the most appropriate means of ensuring that children can safely travel to school is through road safety education, and parents are expected to educate children in road safety matters from an early age.

Notes relating to the main parts of the assessment framework are outlined in the following paragraphs:-

Accompanied Children

The audit process does not consider a circumstance where the accompanied child is further accompanied. This is because it may not be the case, and if it is then by what – one other child, a pram or buggy, double buggy and additional children? It is not practical to take into account all of the variable and changing circumstances of each household accessing school walking routes. Therefore, the process considers the standard requirement of an accompanied child.

There may be circumstances where it would be unreasonable to expect a parent to be able to accompany a child, e.g. permanent or long term mobility or disability issues. In such cases a re-evaluation of the route suitability for that specific child would be appropriate.

Poor Weather

Parents are responsible for ensuring that their children have suitable clothing and footwear, reflective clothing or other visibility aids, torches etc as may be appropriate for the walking route and weather conditions.

Poor weather can occur at *any* time of the year and as such the process considers average conditions. However, in Shetland the assessment goes beyond the national guidance in considering the suitability of the route separately for summer (April to October) and winter (October to March). This is in recognition of the significant differences in *daylight* between the different seasons.

Extreme weather conditions *may* be considered as a factor in the *winter months* assessment for particularly exposed sections, but ultimately it is the parent's responsibility to decide whether it is safe or not for their child to travel to school in bad weather, either by transport or on foot.

Traffic Flows

The assessment of traffic flows and speeds is undertaken from count information covering the morning and afternoon travel periods of at least 3 school days. This is accepted nationally as allowing a reasonable approximation of the typical scenario for travel to and from school.

Unless there have been significant local factors that may impact on traffic flows or compositions any count up to 5 years old would normally be considered relevant. In many locations older counts may also be relevant due to there being little change locally.

An audit process following national guidance expects that traffic along the routes will be acting in a reasonable manner and abiding by road traffic regulations.

HGV and other large vehicles are only considered relevant where their numbers are greater than 10 in the hourly flow corresponding with the walking period and where this constitutes more than 10% of the traffic volume. Routes that present *abnormal* or *exceptional* road safety hazards will be seen to exist regardless of the total traffic volumes.

Drivers of large vehicles, including those used for agricultural purposes, have a legal duty to consider the suitability of any route they drive along and a responsibility not to create a safety risk for other road users, including pedestrians and cyclists.

Traffic flows vary from road to road. Traffic flows up to 400 vehicles per hour two-way flow are considered nationally to be low. Flows over 840 vehicles per hour are considered to be heavy. Locally we consider flows below 60 vehicles per hour to be very low.

Walking Provision

Footway and roadside strips are those surfaces which are considered to provide an adequate width and a reasonable surface condition to facilitate walking. The normal minimum width is defined as “at least one metre wide”. For the reasons given previously this surface is not considered in relation to prams or buggies, only walking.

A verge is that area of ground adjacent to the road carriageway that is not considered suitable for walking along. This area may provide space for “step-offs”. The normal minimum requirement for a step-off is a *reasonably firm and even surface* with a minimum width of 0.5m over a 1.5m length.

On roads with low and very low traffic flows a verge providing *sufficient* “step-offs” is considered suitable for a school walking route, as long as there is also *adequate* visibility. The number or frequency of step-offs required depends on the width of the carriageway and the number of vehicles travelling along the road during the periods that walking occurs. Adequate visibility is determined from the 85% speed of vehicles along the route. This can vary along the length of a given route and is assessed by experienced roads engineers. It may also be confirmed by automated traffic count equipment.

In Shetland many of our main and improved roads carry low levels of traffic flow but at a high speed. Therefore, along roads where flows are defined as low (less than 400 vehicles per hour two-way) but 85% speeds are greater than 53mph, we normally require the walking route to be provided by way of footway and roadside strips with minimal breaks.

Crossing Roads

Where roads need to be crossed specific consideration needs to be given to the approaching speed and volume of traffic and the level of visibility available. Before a road can be crossed safely there needs to be sufficient identifiable gaps in the traffic to allow enough time to cross. On roads with two-way traffic flows over 240 vehicles per hour a specific gap time analysis may be required. Below 240 vehicles per hour it is normally assumed that sufficient gaps will be available to cross safely. Pedestrian facilities such as splitter islands, pedestrian and school crossings can aid the crossing of busy roads. However, continuous queuing or significant volumes of HGV traffic at a junction can make it difficult to cross safely and a site specific study may need to be undertaken.

It is not uncommon for roads, particularly single track ones, to have to be crossed and re-crossed to improve sight lines. It is also quite normal do so to make use of footways or better stretches of verge, or to avoid a particular hazard. In assessing such a route the availability of suitable crossing points will be considered by the Engineer. A note will be made in the report if specific crossing points should be used.

Assessment Outcome

A report on the route is prepared after it has been walked and driven by the assessing Engineer. This report summarises the salient features and details of the route and identifies any particular points of concern. Where particular improvements or maintenance works would significantly enhance the safety of the route these will be noted.

In line with the Councils School Transport Policy, if parents or guardians are dissatisfied with the assessment of a route then they may make a request to the Executive Manager – Schools for it to be reviewed. However, unhappiness with the outcome is, in itself, insufficient grounds for a review. A review will normally only be instructed if:

- (a) there has been a material change in the environmental or physical features of the walking route since it was assessed; **or**
- (b) there is a particular aspect of the environmental or physical features of the route which does not appear to have been considered by the assessment.

The review process does not consider the level of risk that has been assessed, but rather it looks to determine that what material changes (if any) have occurred along the route and to check that there have not been any omissions in the assessment process.

The request for a review should be made in writing to The Executive Manager – Schools, and it must clearly outline the grounds for the request.

Roads Service
Gremista
Lerwick
Shetland

Appendix B: Home to School Transport Guidance

Listed below are key guidelines which drivers must follow to support the safe transport of pupils between home and school and/or on school trips/outings.

Pupils

School transport is provided to get pupils to and from school. The behaviour of pupils between home and school, whether as a pedestrian or as a passenger in a vehicle, has a direct bearing on their safety. Pupils should be given sound advice on what constitutes responsible and safe behaviour and they should be encouraged to develop their own road safety skills. Pupils should be encouraged to adopt the following as a code of conduct in relation to their journey between home and school:

- Make sure you leave home in plenty of time so that you do not have to rush.
- Always walk on the pavement, where there is one.
- If there is no pavement, always walk facing the oncoming traffic.
- Always wear something bright to make you more visible in the dark or in bad weather.
- If you are with younger children, set them a good example and let them walk on the inside so that they are furthest away from any traffic.
- On narrow roads with no pavement, walk in single file.
- Walk, don't run.
- Act responsibly and don't be persuaded by others to act foolishly as this could compromise your own safety and the safety of others.
- Stand back when the vehicle arrives.
- Get on and off the vehicle one at a time and do not push or shove.
- Sit still on the vehicle and fasten the seat belt. All pupils are required to wear a seat belt for the duration of the journey.
- Do not open or play with emergency doors or windows.
- Always obey the instructions of the driver.
- Treat other people with respect.
- When you get off the vehicle do not cross the road until the vehicle has moved off and you can see clearly in both directions.
- Between the vehicle and the school entrance keep your eyes open for other vehicles near the drop-off point.
- If you have left anything on the vehicle do not run after it but tell your teacher or playground supervisor as soon as possible.

Parents/Carers

- Young children should be accompanied by an adult while walking.
- Young children should be met at the bus stop.
- Ensure that your child takes the safest route.
- Walk the route with your child at least once and talk about the hazards.

- Children must be suitably dressed for the weather and should always wear something bright, preferably with reflective and fluorescent strips or panels.
- Make sure children leave home in plenty of time so that they do not have to rush.
- Children need to be at the designated pick-up point before the scheduled departure time of their transport. Transport operators cannot wait for latecomers.
- Teach your children about road safety.
- Passengers aged 14 years or over are responsible for wearing a seatbelt where they are fitted.
- Remind your children that playing about at pick-up points or on the vehicle can result in accidents or injuries. Extreme or persistent misbehaviour may lead to the withdrawal of school transport from the pupils responsible.
- Ensure children do as the driver says and not to misbehave. Parents / carers will be held responsible for any vandalism caused by their children.
- When they return from school, if the vehicle stops on the opposite side of the road, cross over to meet your child do not expect them to cross the road to meet you.
- If parents/carers are concerned about the behaviour of pupils on school transport, they should contact the Head Teacher.
- If the service is unreliable, or parents/carers are concerned about the vehicles being used, or the attitude of the driver, they should contact the Quality Improvement Officer for the school, preferably in writing. It is important that complaints are notified promptly.
- All behavioural issues which are of concern to the driver must be dealt with. Concerns over the conduct of pupils must not be ignored as this only encourages situations / patterns to develop and escalate. If it becomes apparent that a particular pupil cannot continue to be allowed to travel on school transport, the Head Teacher must inform Children's Services immediately by contacting the relevant Quality Improvement Officer.
- Report any discipline or behaviour concerns to the Head Teacher of the relevant school. This should be done even if the driver feels they have dealt with a particular issue effectively.
- Be aware that the safety and welfare of all pupils on the vehicle is of paramount importance and a considerable degree of responsibility rests with the driver on each journey.
- Understand their responsibilities as defined in the Shetland Islands Council School Transport Policy.

Drivers

- Do not drive a vehicle which you are not suitably licensed or insured to drive.

- Do not drive a vehicle you suspect of being unroadworthy or in contravention of relevant regulations or legislation.
- Follow the scheduled route and use pick-up and set down points designated by the contractor or agreed by the authority.
- Approach each stop slowly and carefully and keep doors closed until the vehicle has stopped.
- If applicable, check pupil bus passes. Pupils who do not have a pass should not be refused transport but it should be reported to the relevant Head Teacher.
- Do not drive off until all pupils are seated, the doors are closed and you have checked that no pupils are in the vicinity of the vehicle.
- Remind pupils to fasten their seat belts before driving off.
- Know who to contact in the event of an emergency, such as a breakdown, an accident, adverse weather conditions, an unforeseen delay or other hazard.
- Never eject a pupil from the vehicle under any circumstances. Report any discipline or behaviour concerns to the head teacher of the relevant school. This should be done even if the driver feels they have dealt with a particular issue effectively. In the event of extreme or persistent misbehaviour the authority reserves the right to suspend school transport provision for the pupils responsible. Transport arrangements will then become the responsibility of their parents/carers.
- Understand their responsibilities as defined in the Shetland Islands Council School Transport Policy.

Schools

- All behaviour issues which are of concern to the driver must be dealt with. Concerns over the conduct of pupils must not be ignored as this only encourages situations / patterns to develop and escalate. If it becomes apparent that a particular pupil cannot continue to be allowed to travel on school transport, the Head Teacher must inform Children's Services immediately by contacting the relevant Quality Improvement Officer.
- Be aware that the safety and welfare of all pupils on the vehicle is of paramount importance and a considerable degree of responsibility rests with the driver on each journey.
- Understand their responsibilities as defined in the Shetland Islands Council School Transport Policy.



Meeting(s):	Local Negotiating Committee for Teaching Staff Education and Families Committee Policy and Resources Committee Shetland Islands Council	4 June 2018 12 June 2018 18 June 2018 27 June 2018
Report Title:	Managing Exclusions in Shetland Schools Policy	
Reference Number:	CS-27-18-F	
Author / Job Title:	Helen Budge, Director of Children's Services	

1.0 Decisions / Action required:

- 1.1 That the Local Negotiating Committee for Teachers consider and comment on Managing Exclusions in Shetland Schools Policy.
- 1.2 That the Education and Families Committee and the Policy and Resources Committee recommend that Shetland Islands Council APPROVE the Managing Exclusions in Shetland Schools Policy.

2.0 High Level Summary:

- 2.1 The Managing Exclusion in Shetland Schools Policy has been attached as Appendix 1 to this report.
- 2.2 Detailed procedures and guidance have been developed and sit behind this policy to provide an operational framework for school staff in preventing exclusion, considering an exclusion, making a decision to exclude, return to school following an exclusion and consideration of a range of factors throughout the exclusion process.
- 2.3 The existing exclusions policy 'Operational Guidelines on Exclusion from School' was approved in September 2005 and updated in 2007.
- 2.4 The power to exclude rests with local authorities under regulation 4 of the Schools General (Scotland) Regulations 1975 as amended. Whilst this key piece of legislation has not changed, the policy context, rationale for exclusion and best practice have changed since 2007 requiring an updated policy with supporting procedures and guidance to be published.

3.0 Corporate Priorities and Joint Working:

- 3.1 Shetland Islands Council's Corporate Plan 2016-2020 makes support for young people a priority for the work of the Council. Implementing this policy will help to ensure:

- Children and young people, particularly those from vulnerable backgrounds and in care, will be getting the learning and development opportunities that allow them to fulfil their potential
- Vulnerable children and young people in need of our care and support will continue to be protected from harm
- Young people will feel that their voices are being heard by the council, having regular opportunities to have a say on the issues that affect them

3.2 Shetland's Community Planning Partnership, through the Local Outcome Improvement Plan, is committed to:

- making Shetland the best place for children and young people to grow up and
- ensuring Shetland is a safe place to live for all our people, and we have strong, resilient and supportive communities

3.3 The Integrated Children's Service Plan 2017-2020 has been developed around three key themes: improving emotional wellbeing and resilience, strengthening families and tackling inequalities, and is reflected in children's services service plans. Research evidence from across Scotland has found that exclusion is more prevalent for children and young people with an assessed or declared disability; looked after children and young people; children and young people subject to socio-economic disadvantage; and those with additional support needs, particularly if that additional support need is social, emotional and behavioural.

4.0 Key Issues:

4.1 In June 2017, The Scottish Government published the national guidance Included, "Engaged and Involved Part 2: A Positive Approach to Preventing and Managing School Exclusions" which contains:

- A refreshed focus on approaches which can be used to prevent exclusion
- A updated section on de-escalation and physical intervention
- A updated section on managing incidents involving weapons

4.2 The updated policy for Shetland schools makes specific reference to these new sections and aligns overall with the Scottish Government's guidance.

4.3 Further, the policy has been informed by guidance from Police Scotland and learning from other local authorities including Aberdeen City Council who developed a comprehensive set of policy, procedures and resources for weapons/knives incidents in schools, in response to the death of a pupil in 2015.

4.4 The updated policy reflects the principle that an effective whole school approach to exclusion based on prevention, early intervention and support within a framework of promoting positive relationships, learning and behaviour will reduce the need for exclusion.

4.5 A policy scrutiny group, including head teachers, depute head teachers, pupil support staff, youth services staff, environmental health staff and quality improvement officers has provided input in to sections of the updated policy and additional meetings have been held with individual head teachers and other partners to help provide some local context in shaping elements of the updated policy.

4.6	<p>The policy and accompanying procedures and guidance provides clarity on three key areas of managing exclusions namely:</p> <ul style="list-style-type: none"> • Consideration of an exclusion • Making a decision to exclude • Return after exclusion
4.7	<p>Checklists have been developed to support schools consider the assessment, arrangements, communication and recording considerations at each stage of the exclusion process.</p>
5.0	Exempt and/or confidential information:
5.1	None
6.0	Implications:
6.1 Service Users, Patients and Communities:	<p>The updated policy supports children and young people at risk of exclusion.</p> <p>The updated policy provides clear and consistent procedures, in line with national guidance, to support and protect school staff involved in the exclusions process.</p> <p>The policy provides parents with refreshed information on exclusions.</p> <p>This report is related to the function of an education authority.</p>
6.2 Human Resources and Organisational Development:	<p>There are no direct implications on human resources and organisational development.</p>
6.3 Equality, Diversity and Human Rights:	<p>The updated policy contributes to promoting and supporting equality and the rights of the child by including explicit reference to the Equalities Act 2010 and the United Nations Convention on the Rights of the Child.</p>
6.4 Legal:	<p>Implementation of the updated policy ensures the Council meets its statutory requirements to carry out its duties in terms of:</p> <ul style="list-style-type: none"> • Children & Young People (Scotland) 2014 • Equality Act 2010 • Education (Additional Support for Learning) (Scotland) Act 2004 • Standards in Scotland's Schools etc. Act 2000 • Age of Legal Capacity (Scotland) Act 1991 • Education (Scotland) Act 1980
6.5 Finance:	<p>There are no financial implications arising from this report.</p>

6.6 Assets and Property:	There are no assets and properties implications arising from this report.	
6.7 ICT and updated technologies:	There are no ICT or technology implications arising from this report.	
6.8 Environmental:	There are no environmental implications arising from this report.	
6.9 Risk Management:	<p>Failure to implement the updated policy would deny a corporate approach to managing exclusions and create inconsistencies between national guidance and local practice.</p> <p>The updated policy contributes to a culture of continuous improvement and failure to embed this increases the risk of the council failing to focus on staff, children and young people's needs and being subject to negative external scrutiny.</p> <p>Implementation of the policy requires change in practice which brings with it an inherent risk around effective communication of updated procedures and training delivery.</p>	
6.10 Policy and Delegated Authority:	<p>Under section 15 of the LNCT and SIC agreement, LNCT has the opportunity to provide consideration and comment through its consultation function on other relevant education matters.</p> <p>In accordance with Section 2.3.1 of the Council's Scheme of Administration and Delegations, the Education and Families Committee has delegated authority to advise the Policy and Resources Committee and the Council in the development of service objectives, policies and plans concerned within its functional areas, which includes children and families, pre-school and school education.</p> <p>In accordance with Section 2.2.1 of the Council's Scheme of Administration and Delegations, the Policy and Resources Committee is responsible for advising the Council in the development of its strategic objectives, policies and priorities.</p> <p>The Council is responsible for determining matters of updated policy or variation of existing policies, therefore a decision of the Council is required.</p>	
6.11 Previously considered by:	None.	N/A

Contact Details:

James Johnston, Quality Improvement Officer, james.johnston@shetland.gov.uk
Report Finalised: 31 May 2018

Appendices:

Appendix 1 – Managing Exclusions in Shetland Schools Policy

Background Documents:

Included, Engaged and Involved Part 2: A Positive Approach to Preventing and Managing School Exclusions

<http://www.gov.scot/Publications/2017/06/8877/0>

Included, Engaged and Involved Part 1: Attendance in Scottish Schools

<http://www.gov.scot/Resource/Doc/205963/0054747.pdf>

END

**Shetland
Islands
Council**



**Children's
Services**

Managing Exclusions in Shetland Schools

Policy

June 2018

Contents

1. Introduction.....	3
2. Scope.....	3
3. Legal Grounds for Exclusion and Children's Rights	4
4. Policy Statement.....	5
5. De-escalation and Physical Intervention	5
6. Formal recording of all exclusions	6
7. Removal from register – permanent exclusion	8
8. Admission to a new school following removal from the register	8
9. Weapons/Knives and Exclusions	8
10. Individual Circumstances	9
11. Roles and Responsibilities	9
12. Links to Other Policies.....	11
13. Training	11
14. Policy Review Date.....	12

1. Introduction

- 1.1. A whole school approach which places the values of respect and inclusion at the heart of its ethos will create an environment which fosters positive relationships, better behaviour and high expectations for all children and young people and reduce the need for exclusion.
- 1.2. Excluding a child or young person from school, whatever their individual circumstances, is an extremely significant decision. It is likely to have a serious impact upon the child.
- 1.3. Exclusion should only be considered as the last resort and be a planned and proportionate response where all other alternatives have been considered.
- 1.4. Exclusions should be viewed as a short-term measure to enable reflection, planning and assessment.
- 1.5. The purpose and potential impact of any exclusion must be thoroughly considered and recorded.
- 1.6. In all circumstances it is necessary to ensure the exclusion will lead to improved outcomes for the child or young person.

2. Scope

- 2.1. Managing Exclusions in School deals with the policy, procedures and guidance related to preventing and managing exclusions in Shetland schools. This includes managing incidents involving weapons/knives, where exclusion is an option. The overarching aim of this policy is to:
 - Support schools keep all children and young people at risk of exclusion, included in their education
 - Provide the framework for managing an exclusion where this is deemed necessary
- 2.2. All relevant school staff should be aware of the Managing Exclusions in Shetland Schools Policy and should view exclusions as a positive, supported intervention which protects the health, safety and wellbeing of the pupil, school staff and the wider learning community.

3. Legal Grounds for Exclusion and Children's Rights

- 3.1. Regulation 4 and 4A of the Schools General (Scotland) Regulations (1975) state that the power to exclude a child or young person rests with the local authority. Shetland Islands Council has delegated this authority to the Director of Children's Services, who in turn has delegated the day to day responsibility to Head Teachers.
- 3.2. A pupil shall not be excluded from school unless the head teacher:
- Consider that in all the circumstances to allow the pupil to continue his/her attendance at the school would be likely to be seriously detrimental to order and discipline in the school or the educational well-being of the pupils there; or
 - Is of the opinion that the parent of the pupil refuses or fails to comply, allows the pupil to comply, with the rules, regulations of disciplinary requirement of the school
- 3.3. Any exclusion from school, that does not conform with the terms of the 1975 Regulations has no statutory authority and will render the authority open to legal challenge.
- 3.4. Shetland Islands Council is committed to promoting and securing the rights of children under the United Nations Convention on the Rights of the Child (UNCRC). Namely that decisions taken by adults regarding exclusions should be in the best interests of the child and that exclusions must not punish children in a cruel or harmful way.
- 3.5. This policy reflects the relevant legislation:
- Children & Young People (Scotland) 2014
 - Equality Act 2010
 - Education (Additional Support for Learning) (Scotland) Act 2004
 - Standards in Scotland's Schools etc. Act 2000
 - Age of Legal Capacity (Scotland) Act 1991
 - Education (Scotland) Act 1980
- 3.6. This policy reflects recent and relevant national policy.

4. Policy Statement

4.1. This policy adopts the national guidance principles set out in Included, Engaged and Involved Part 2: A Positive Approach to Preventing and Managing School Exclusions. These are:

- The foundation for schools, learning establishments and education authorities is a whole school ethos of prevention, early intervention and support against a background which promotes positive relationships, learning and behaviour
- Everyone in a learning community should feel they are in a safe and nurturing environment
- All children and young people have a right to education; and education authorities have a duty to provide this education
- All children and young people need to be included, engaged and involved in their learning
- All children and young people have the right to get the support they need to benefit fully from their education and fulfil their potential
- Exclusion should be the last resort
- Where exclusion is used, it should be as a proportionate response where there is no appropriate alternative and the wellbeing of the child or young person should be the key consideration; and
- Exclusion must be for as short a period as possible with the aim of improving outcomes for the child or young person. The time during and after the exclusion period should be used constructively to resolve the situation and ensure positive and appropriate support is in place for all

5. De-Escalation and Physical Intervention

- 5.1. Children's Services has a duty of care to all children and young people attending school in respect of their health, wellbeing and welfare.
- 5.2. Children and young people, from time to time, will present schools with challenging and difficult behaviour and staff should understand that all behaviour is communication and be ready and open to considering the underlying triggers and reasons for this type of communication.

- 5.3. Staff engagement as well as clear and appropriate sharing of information will assist in the assessment and planning when dealing with incidents of challenging and distressed behaviour.
- 5.4. Shetland Islands Council's policy on Physical Intervention asserts that positive relationships and behaviour are key to minimising challenging behaviour and sets out the procedures for schools focussed around the use of Management of Perceived and Actual Aggression (MAPA) principles to deal with:
- Managing predictable events through risk assessment
 - Managing unplanned interventions
 - Reviewing and evaluating strategies
 - Debriefing and supporting staff
- 5.5. A school will employ a range of strategies to deal with disruptive behaviour and this may include instructing a pupil to temporarily leave the classroom. This separation is a short term measure for dealing with the immediate effects of disruptive behaviour.
- 5.6. For persistent disruptive behaviour, or where it is deemed that the safety of the child or young person and/or others is at risk, it may be appropriate to seclude a child or young person to a safe space for a longer period of time beyond the immediate incident.
- 5.7. Any seclusion, which is a form of physical intervention, should be planned, adequately supervised, time limited and take place in a safe place which does not cause any additional distress for the child or young person or risk for staff.
- 5.8. Consideration should also be given to any additional support needs of the child or young person.

6. Formal Recording of all Exclusions

- 6.1 All exclusions will be recorded accurately and promptly. This will consist of full details of the:
- circumstances giving rise to consideration to exclude
 - alternatives to exclusion that have been considered
 - potential impact on the child as a result of exclusion
 - a timeline for the return to learning for the child including any adjustments that will be required
- 6.2 Children and young people must not be sent home to "cool off".

DRAFT

7 Removal from Register – Permanent Exclusion

- 7.1 It is extremely rare that a child's behaviour is such that they are deemed to require removal from the register of the school. In such situations Head Teachers must refer the matter to the Director of Children's Services.
- 7.2 Only the Director of Children's Services, or a designated nominee in the absence of the Director, has the authority to remove a pupil from the register.
- 7.3 Should a permanent exclusion be made, the school and Children's Services will work co-operatively and expediently to minimise gaps in educational provision and aid a positive transition.
- 7.4 Education provision must be provided during the period of exclusion.

8 Admission to a New School following Removal from the Register

- 8.1 The transfer of the child or young person to a new establishment will be handled in a way to promote a positive transfer with minimal impact on educational provision and support.
- 8.2 The transfer will be managed to ensure all records, plans and assessments are shared timeously in support of an effective transition in to a new school.

9 Weapons/Knives and Exclusions

- 9.1 The safety and wellbeing of pupils, staff and the general public is paramount and everyone in a learning community should feel they are in a safe and secure environment to be educated, to work, or to visit.
- 9.2 There can be instances where a young person's behaviour can place themselves and others at risk of harm. Incidents of distressed behaviour can be made significantly more dangerous where there is a weapon involved.
- 9.3 School Managers and other relevant staff must understand the action required to de-escalate situations and, where a weapon is suspected or known to be involved, lead and/or participate in the successful management of the incident.
- 9.4 All instances of violence and aggression involving a weapon will be managed, reported and recorded by schools.

- 9.5 Weapons/knife incidents will be assessed on their individual circumstances and consider the nature of the incident, the risk posed, the level of criminal intent and any child protection issues.

10 Individual Circumstances

- 10.1 Exclusion is more prevalent amongst children with an assessed or declared disability; looked after children and young people; children and young people from the most deprived areas; children and young people who have been excluded on multiple occasions and those with social, emotional and behavioural additional support needs.
- 10.2 The circumstances under which a child or young person can be excluded from school are the same regardless of additional support need, protected characteristic or if the pupil is looked after. However, it is important that these individual circumstances be considered and adjustments made prior to exclusion, when a decision is taken to exclude and before return to school.

11 Appeals Against an Exclusion

- 11.1 Appeals against decisions to exclude can be referred to an Education Appeal Committee who will hold a hearing within 28 days of receipt of written confirmation of the wish to appeal an exclusion.
- 11.2 If the parent/carer or pupil decides to appeal against a temporary exclusion this should not affect the pupil's re-admission.

12 Roles and Responsibilities

- 12.1 Children's Services will:
- Provide up to date policies, procedures and guidance to school and other educational establishments on the prevention and management of exclusions and effective response to incidents
 - Gather, report and publish Shetland-wide data on exclusion
 - Gather, report and publish Shetland wide data on weapons/knife incidents
 - Support Head Teachers do everything possible to ensure good behaviour and effective attendance at school
 - Co-ordinate appropriate training and other professional development opportunities and resources for staff working in schools

- Promote the concept of learning communities where partnerships within schools and beyond the school gates can make a positive contribution to the health and wellbeing of all our young people
- Direct parents and child or young person to assistance that can be given to parents in terms of representation and advocacy such as Children's Rights Officers, particularly for supporting children who are looked after by the local authority

12.2 Head Teachers will:

- Ensure their school or establishment adhere to this policy and associated procedures and guidance that reflect Included, Engaged and Involved 2: A guide to preventing and managing exclusions
- Ensure that staff, pupils and parents and carers are familiar with the relevant contents of this policy
- Ensure staff put policies into practice universally and consistently
- Ensure exclusions incidents are recorded accurately and PIN forms are completed where appropriate
- Work to engage staff, pupils and parents and carers as active partners in preventing exclusions
- Provide a curriculum where children and young people can develop safe and responsible attitudes, including understanding the risks and dangers that can arise from carrying a weapon/knife
- Lead on the management of incidents involving weapons/knives
- Ensure relevant staff have regular and up-to-date training and professional development about exclusions
- Fulfil Named Person role under Shetland's GIRFEC policy
- Ensure the continuity of education provision during exclusion

12.3 Teachers will:

- Promote and safeguard the health, safety and welfare of pupils;
- Implement preventive strategies, including fostering positive relationships with young people
- Undertake relevant training and professional learning;
- Work in partnership with parents, support staff and other professionals to prevent exclusion
- Contribute towards good order and the wider needs of the school
- Adhere to Shetland Islands Council procedures on recording and responding to incidents

- Participate in the management of incidents involving weapons/knives

12.4 Parents will be encouraged to:

- Co-operate with the school, local authority and partners following an agreed course of action and encourage regular school attendance
- Ensure the voice of the young person is heard
- Educate their children about the dangers of weapons/knives
- Disclose, and encourage their children to disclose, information about someone they know to be carrying a knife

13 Links to Other Policies

- Policy on Physical Intervention
- Management of Occupational Violence and Aggression
- Attendance in School Policy

14 Training

- 14.1 Fundamental to the success of early intervention and reduction for exclusion is the knowledge and understanding of school staff and the wider learning community.
- 14.2 Children's Services will work with partner agencies and unions to offer professional learning opportunities to develop understanding of assessment, planning and review processes in GIRFEC and the relevance of this training in preventing and reducing exclusions.
- 14.3 A key aspect of a whole school approach to early intervention and reducing the need for exclusion is developing a better understanding and awareness of de-escalation techniques and all relevant staff should be offered professional learning opportunities in de-escalation and to understand the different types of challenging behaviour.
- 14.4 Staff should also be provided with opportunities to review incidents and consider the emotional impact on children, young people and staff during any incidents of challenging and distressed behaviour.
- 14.5 Children's Services will ensure that appropriate training and support is made available to relevant staff which will include:
- De-escalation and Physical Intervention (MAPA)
 - Risk Assessment including situations involving weapons

- Restorative Approaches
- SEEMiS

15 Policy Review Date

- 15.1 This policy should be reviewed during academic year 2021/22 for publication in June 2022

DRAFT



Meeting(s):	Local Negotiating Committee for Teaching Staff Education and Families Committee Policy and Resources Committee Shetland Islands Council	4 June 2018 12 June 2018 18 June 2018 27 June 2018
Report Title:	Anti-Bullying in Shetland Schools Policy	
Reference Number:	CS-28-18-F	
Author / Job Title:	Helen Budge, Director of Children's Services	

1.0 Decisions / Action Required:

- 1.1 That the Local Negotiating Committee for Teachers consider and comment on the Anti-Bullying in Shetland Schools Policy.
- 1.2 That the Education and Families Committee and the Policy and Resources Committee recommend that Shetland Islands Council APPROVE the Anti-Bullying in Shetland Schools Policy.

2.0 High Level Summary:

- 2.1 The detailed Anti-Bullying in Shetland Schools Policy has been attached as Appendix 1 to this report.
- 2.2 Procedures and operational guidance have been developed and sit behind this updated policy to provide guidance to school staff in recognising, responding to, and recording bullying behaviour.
- 2.3 The existing anti-bullying policy for Shetland schools titled 'Standing Up to Bullying' was approved in June 2004.
- 2.4 Since 2004 there have been considerable legislative and policy changes. This updated Policy takes account of these changes.
- 2.5 The Scottish Government published guidance in 2010 and further updated guidance in 2017 called 'Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People.
- 2.6 The updated Policy has been developed through extensive consultation with all stakeholders and learning from other local authorities and national research.
- 2.7 The updated policy is aligned with, and has been supported by, "respectme" which is Scotland's anti-bullying service. "respectme" are funded by the Scottish Government and managed by SAMH (Scottish Association for Mental Health) in partnership with LGBT Youth Scotland.

- 2.8** The policy recognises the importance of securing and promoting Children's Rights under the United Nations Convention on the Rights of the Child.

3.0 Corporate Priorities and Joint Working:

- 3.1** Shetland Islands Council's Corporate Plan 2016-2020 makes support for young people a priority for the work of the Council. Dealing with bullying behaviour effectively ensures:
- Children and young people, particularly those from vulnerable backgrounds and in care, will be getting the learning and development opportunities that allow them to fulfil their potential
 - Vulnerable children and young people in need of our care and support will continue to be protected from harm
 - Young people will feel that their voices are being heard by the council, having regular opportunities to have a say on the issues that affect them
- 3.2** Shetland's Community Planning Partnership, through the Local Outcome Improvement Plan, is committed to:
- making Shetland the best place for children and young people to grow up and
 - ensuring Shetland is a safe place to live for all our people, and we have strong, resilient and supportive communities
- 3.3** The Integrated Children's Service Plan 2017-2020 has been developed around three key themes: improving emotional wellbeing and resilience, strengthening families and tackling inequalities, and is reflected in children's services service plans.

4.0 Key Issues:

The existing policy "Standing Up to Bullying 2004" requires to be updated in terms of legislation, policy and practice.

4.1 Legislative Change

The Education (Additional Support for Learning) (Scotland) Act 2004 identifies bullying as a reason why children or young people may require additional support;

The Schools (Health Promotion and Nutrition) (Scotland) Act 2007 requires schools to be health promoting and provide activities, an environment and facilities which promote the physical, social, mental and emotional health and wellbeing of pupils in attendance at the school.

The Equality Act 2010 provides protection from discrimination, harassment and victimisation based on a range of protected characteristics.

The Children and Young People (Scotland) Act 2014 makes requirements for the provision of an identified individual to fulfil the role of the named person and carry out functions to promote, support or safeguard the wellbeing of a child or young person.

4.2 Policy Change

The most significant policy change since 2004 has been the introduction of Curriculum for Excellence which identifies health and wellbeing as the responsibility of all practitioners where all staff are expected to play a role in promoting positive behaviour in the classroom, playground and wider school community.

4.3 Change in Practice

Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People, 2017, provides the national guidance for anti-bullying practice in Scotland. It serves to communicate and promote a common vision around bullying and provides a framework to achieve consistency in approach across Scotland. A key element of this publication, and the work of respectme is that work to tackle bullying is fully informed by the voices of children and young people, an approach taken to develop this updated policy.

The Scottish Government, research and work in schools all recognise the importance of positive relationships, set against a school ethos of inclusion and engagement, is the most significant contributor to preventing relationship based issues like bullying. This approach has been highlighted in the updated policy.

- 4.4** The development of this policy has taken place through extensive consultation with pupils, parents, head teachers and, in detail, by a scrutiny group of head teachers, deputy head teachers, pupil support staff, youth services staff, environmental health officers and quality improvement officers.
- 4.5** Further expertise has been drawn from other local authorities across Scotland and the process and document development has been supported by respectme, the national agency for delivering the Scottish Government's anti-bullying strategy.
- 4.6** The policy therefore reflects best practice from the updated national guidance in terms of:
- Adopting the national definition for bullying
 - Adopting refreshed language and terminology regarding bullying
 - Considering both behaviour and impact of bullying behaviour
 - Supporting children and young people experiencing bullying behaviour
 - Challenging and supporting children and young people displaying bullying behaviour
 - Responding to bullying behaviour which takes place online and face to face equally
 - Having explicit consideration for prejudice base bullying
 - Electronically recording all incidents of bullying behaviour
- 4.7** The policy will act as a single, authority wide policy with no expectation on schools to develop their own policy. This will reduce workload and improve consistency in approaches to recognising and responding to bullying behaviour.
- 4.8** The policy acknowledges the growth in online bullying behaviour and impact, noting the fluid nature of this behaviour, and other forms of bullying behaviour, across school and community boundaries. The policy recognises that whilst schools cannot be responsible for all behaviour outside of the school, they are permitted to intervene and record bullying incidents through the school system.

4.9 Additional points of note within the updated policy are listed below:

4.9.1 'Victim' becomes Child or Young Person Experiencing Bullying Behaviour.

4.9.2 'Perpetrator/Bully' becomes Child or Young Person Displaying Bullying Behaviour.

This language change avoids labelling children and young people as bully or victim, peer identities which can be difficult to escape from and which don't recognise that bullying behaviour is not fixed. It is a behaviour state that young people can move in and out of as they grow up. The behaviour change is the focus.

4.9.3 Defining bullying incidents requires adults to consider the bullying behaviour and impact on the young person.

This change creates a much more supportive environment to encourage bullying disclosure to adults, which is an area for improvement in Shetland. It also facilitates a conversation which considers how a child or young person experiencing bullying feels and how they want to be involved in finding solutions.

4.9.4 Repetition, premeditation and intent are not required for bullying behaviour to have taken place.

This change recognises that one off incidents can be just as harmful and have a significant impact on a young person. The change focusses time on the intervention work required to stop the behaviour and repair relationships. The change also aims to reduce workload by removing the need to investigate to prove intent or premeditation. It also stops bullying behaviour before a pattern develops.

4.8.5 Responding to bullying behaviour.

The updated approach still requires the skill, experience and knowledge of school staff to use professional judgement to determine the course of action taken by a school and how to support the child or young person. The policy highlights the need to support young people who are experiencing bullying behaviour and challenge and support the child or young person displaying bullying behaviour. Training in the updated policy will be offered to support this professional judgement.

4.8.6 Bullying and Equalities module within SEEMiS shall be used for recording bullying incidents.

This change is in line with new national guidance. Electronic recording will provide more accurate and meaningful data on bullying and improve consistency in approaches across the local authority. This change also aims to reduce workload for recording, progressing and reporting bullying incidents.

5.0 Exempt and/or confidential information:

5.1 None

6.0 Implications:

6.1 Service Users, Patients and Communities:	<p>It is expected that the updated policy will encourage children and young people to disclose bullying behaviour and receive a consistent response to bullying behaviour.</p> <p>The updated policy provides a framework which will support staff to identify and respond to bullying behaviour in line with national guidance.</p> <p>This report is related to the function of an education authority.</p>
6.2 Human Resources and Organisational Development:	<p>The updated policy updates and clarifies the procedures for teachers in dealing with bullying behaviour.</p> <p>Policy implementation will be supported by training.</p>
6.3 Equality, Diversity and Human Rights:	<p>The updated policy contributes to promoting and supporting equality and the rights of the child by including explicit reference to the Equalities Act 2010 and the United Nations Convention on the Rights of the Child.</p>
6.4 Legal:	<p>Implementation of the updated policy ensures the Council meets its statutory requirements and carry out its duties in terms of</p> <ul style="list-style-type: none"> • The Children & Young People (Scotland) Act 2014 • Schools (Health Promotion and Nutrition) (Scotland) Act 2007 • Education (Additional Support for Learning) (Scotland) Act 2004 • Standards in Scotland's Schools etc. Act 2000
6.5 Finance:	<p>There are no financial implications arising from this report.</p>
6.6 Assets and Property:	<p>There are no assets and property implications arising from this report.</p>
6.7 ICT and updated technologies:	<p>The updated policy aligns with the national guidance on recording bullying incidents and requires all schools to record incidents using SEEMiS.</p>
6.8 Environmental:	<p>There are no environmental implications arising from this report.</p>
6.9 Risk Management:	<p>Failure to implement the updated policy would deny a common approach to managing bullying behaviour and create significant inconsistencies between the national guidance and local practice.</p> <p>The updated policy contributes to a culture of continuous improvement and failure to implement this policy increases the risk of the council failing to focus on staff, children and young people's needs and being subject to negative external scrutiny.</p>

	Implementation of the updated policy requires a change in practice which brings with it an inherent risk around effective communication of updated procedures, roles and responsibilities and associated training needs.	
6.10 Policy and Delegated Authority:	<p>Under section 15 of the LNCT and SIC agreement, LNCT has the opportunity to provide consideration and comment through its consultation function on other relevant education matters.</p> <p>In accordance with Section 2.3.1 of the Council's Scheme of Administration and Delegations, the Education and Families Committee has delegated authority to advise the Policy and Resources Committee and the Council in the development of service objectives, policies and plans concerned within its functional areas, which includes children and families, pre-school and school education.</p> <p>In accordance with Section 2.2.1 of the Council's Scheme of Administration and Delegations, the Policy and Resources Committee is responsible for advising the Council in the development of its strategic objectives, policies and priorities.</p> <p>The Council is responsible for determining matters of new policy or variation of existing policies, therefore a decision of the Council is required.</p>	
6.11 Previously considered by:	None	N/A

Contact Details:

James Johnston, Quality Improvement Officer, james.johnston@shetland.gov.uk
Report Finalised: 31 May 2018

Appendices:

Appendix 1 – Anti-Bullying in Shetland Schools Policy

Background Documents:

Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People, 2017

<http://www.gov.scot/Resource/0052/00527674.pdf>

respectme:

<https://respectme.org.uk/>

END

Shetland Islands Council



Children's Services

Anti-Bullying in Shetland Schools

Policy

June 2018

Contents

1. Introduction.....	3
2. Policy Statement.....	3
3. Scope	3
4. Legislation and Children's Rights	4
5. Recognising Bullying Behaviour	5
6. Behaviour and Impact.....	6
7. Responding to Bullying Behaviour.....	6
8. When Bullying Crosses School and Community Boundaries	7
9. Child or Young Person Displaying Bullying Behaviour	7
10. Child or Young Person Experiencing Bullying Behaviour	8
11. Engaging with Parents	8
12. Recording and Monitoring Bullying Behaviour.....	8
13. Roles and Responsibilities	9
14. Strategies for Preventing Bullying Behaviour	11
15. Training and Development	11
16. Links to other policies.....	11
17. Policy Review Date	11

1.Introduction

- 1.1. A whole school approach which places the values of respect and inclusion at the heart of its ethos will help to prevent bullying by creating an environment which fosters positive relationships, better behaviour and high expectations for all children and young people.
- 1.2. Bullying behaviour impacts on children's and young people's health and wellbeing and can affect their levels of participation, attainment and inclusion in school life. Children should be safe, healthy, achieving, nurtured, active, respected, responsible and included at school and in the wider community.
- 1.3. Bullying behaviour has been described as an adverse childhood experience and can undermine all aspects of children's wellbeing.
- 1.4. Bullying is never acceptable. It is not a normal part of growing up and does not build character.

2.Policy Statement

- 2.1. We are committed to ensuring all schools foster positive, supportive relationships that protect and promote the social, emotional, mental and physical wellbeing of children and young people in their care.
- 2.2. We are committed to providing a safe and secure environment for all children and young people to participate without the fear of bullying and aim to:
 - Recognise that bullying is anti-social behaviour and affects everyone, it is unacceptable and will not be tolerated
 - Be aware that only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at school
 - Work together to promote awareness, understanding and mutual respect amongst pupils and staff and to construct strategies for preventing and responding appropriately to bullying
 - Provide schools with a clear framework for recognising and responding to bullying behaviour and a process for recording and monitoring incidents
 - Monitor and evaluate change and improvement over time

3.Scope

- 3.1. The scope of the policy will cover all children and young people aged 3-19 within schools. The policy provides procedures and guidance to ensure clarity, consistency and coherence in approaches towards recognising, responding to, recording and preventing bullying.

- 3.2. The policy should be read in conjunction with the Anti-Bullying in Shetland Schools procedures and guidance.
- 3.3. The policy has been developed in consultation with children and young people, parents, teachers and colleagues from the wider learning community.
- 3.4. The policy is for **everyone** working in schools and describes how we can help prevent and better recognise and respond to bullying.
- 3.5. It is expected that all schools shall adopt this local authority policy and share the contents of the policy with pupils, parents, school staff and other relevant stakeholders to clarify what is expected of them in their role and communicate changes to procedures and practices.

4. Legislation and Children's Rights

- 4.1. The Equality Act 2010 provides protection from discrimination, harassment and victimisation based on a range of protected characteristics. Any bullying related to these characteristics is unacceptable. The protected characteristics defined in the Act are:
 - Disability
 - Age
 - Gender Reassignment
 - Pregnancy and Maternity
 - Marriage and Civil Partnership
 - Race
 - Sex
 - Religion or Belief
 - Sexual Orientation
- 4.2. This policy reflects the following relevant and recent legislation
 - The Children & Young People (Scotland) Act 2014
 - Schools (Health Promotion and Nutrition) (Scotland) Act 2007
 - Education (Additional Support for Learning) (Scotland) Act 2004
 - Standards in Scotland's Schools etc. Act 2000
- 4.3. We are committed to promoting and securing the rights of children under the [United Nations Convention on the Rights of the Child \(UNCRC\)](#). These rights are unconditional and not dependent on children and young people fulfilling responsibilities.
- 4.4. Bullying is a breach of children's rights and it is every child's right not to be bullied.

5. Recognising Bullying Behaviour

- 5.1. "Bullying is both behaviour and impact; what someone does and the impact it has on the other person's capacity to feel in control of themselves. We call this their sense of 'agency'. Bullying takes place in the context of relationships. It is behaviour that can make people feel hurt, threatened, frightened and left out and it can happen face to face and online."

(respect me, 2015)

- 5.2. Persistence, premeditation and repetition do not need to be present for bullying to have taken place. These elements can add to the severity of the bullying behaviour and impact on the person being bullied but are not prerequisites in defining a bullying incident.
- 5.3. Children and Young People experiencing bullying are not weak and should not be labelled as a victim as this is a term that disempowers children and makes it more difficult for them to escape the victim narrative. Children and Young People displaying bullying behaviour should not be labelled as bullies as it is the behaviour that requires to be changed, not the person.
- 5.4. Bullying behaviour can be social, emotional, verbal, physical and material and we will respond to face to face, online and prejudice-based bullying equally.
- 5.5. More bullying behaviour is migrating online which can blur the figurative lines between school and community incidents and challenges the traditional roles and responsibilities of those who become aware of bullying behaviour.
- 5.6. Online bullying is pervasive, viral and does not occur in a fixed place. It commonly exists in forms such as humiliating memes, unflattering images, secretive groups and behaviour which isolates or embarrasses others.
- 5.7. Prejudice-based bullying is where bullying behaviour is motivated by prejudice or is perceived to be motivated by prejudice and is most commonly associated with discriminatory language or behaviour.
- 5.8. Perceived reasons for bullying can include, but are not restricted to, homophobic, biphobic or transphobic bullying, bullying of children with additional support needs or disabilities, racist bullying, faith bullying, bullying due to appearance and bullying of children in low income families or those who are looked after by the local authority.
- 5.9. All prejudice-based bullying is unacceptable and incidents of this type will be recorded accurately in SEEMiS.

6. Behaviour and Impact

- 6.1. We recognise that bullying behaviour has an impact and that the most important factor in determining when bullying has taken place and the action that needs to be taken, is consideration of how the behaviour has made that child or young person feel. By considering behaviour and impact, schools will be in a position to:
- challenge and change bullying behaviour
 - effectively support and build resilience in the person experiencing the bullying behaviour.
- 6.2. The impact of bullying can be minor and simply irritate a child or young person. In some cases it may have no impact at all. Bullying can also have a severe impact on a young person's mental health and include feelings of embarrassment, humiliation, intimidation, fear, anxiety, shame and anger and can lead to behaviours such as self-harm, academic underachievement, non-attendance, withdrawal from activities and poor behaviour.
- 6.3. We recognise that every person reacts and responds differently to bullying behaviour because of their own level of resilience or sensitivity. This is why it is so important to consider how the person experiencing the behaviour feels and what solutions they want to be a part of.

7. Responding to Bullying Behaviour

- 7.1. Regardless of how schools become aware of bullying behaviour, it will be taken seriously. Any response must consider the bullying behaviour and the impact it has had on the young person.
- The most effective way to structure a response to bullying is to ask these questions:
- What was the behaviour?
 - What impact did it have?
 - What does the child or young person want to happen?
 - What do I need to do about it?
- 7.2. Consideration of the behaviour (facts) and impact (feelings) of the incident, as well as listening to what the child or young person wishes to happen, will provide the basis for a teacher's professional judgement to determine whether the incident constitutes bullying or should be addressed as an incident of unkindness or indiscipline. Regardless, schools staff should take action to resolve the situation as soon as is practicably possible.

8. When Bullying Crosses School and Community Boundaries

- 8.1. Bullying behaviour, which originates outside of the school gates, i.e. on school transport, in the community or online is likely to infiltrate the school and the impacts of external bullying will still be felt within the school. Examples include:
- Bullying behaviour which takes place on the way to and from school including on school transport
 - Bullying behaviour which takes place online between pupils from the same school
- 8.2. Damaged relationships at school, during the school journey, online and in the wider community will all impact on a young person's ability to learn and participate in school life.
- 8.3. Whilst schools will not be responsible for responding to incidents which originate outside the school gates, they may do so.
- 8.4. Where a school deems that another service is better placed to lead on the response to a bullying incident outside the school boundaries, staff must signpost parents to these services and resources.
- 8.5. It is good practice for schools to ensure that the information is passed on to the named person and to parents, where appropriate and participate in a multi-agency response to bullying behaviour where required.
- 8.6. Schools should always provide pastoral support for children and young people who have disclosed bullying behaviour to a trusted teacher or other member of staff.
- 8.7. The important point to consider is not who is singularly responsible for dealing with the incident but how all partners take responsibility for dealing with bullying behaviour.
- 8.8. This requires significant co-operation and partnership working between schools and the wider community to take action to deal with bullying incidents.

9. Child or Young Person Displaying Bullying Behaviour

- 9.1. Schools can use a number of sanctions and strategies for the child or young person displaying bullying behaviour. These must be proportionate, meaningful and support behaviour change.
- 9.2. Most importantly, the child or young person displaying bullying behaviour should understand why their behaviour is wrong and should be supported to change their behaviour.

- 9.3. Schools should not undertake punitive measures alone as this fails to acknowledge the impact on those experiencing bullying behaviour.

10. Child or Young Person Experiencing Bullying Behaviour

- 10.1. The child or young person experiencing bullying behaviour will need support to deal with the incident. This support should focus on steps that can be taken to help children regain their sense of agency, building resilience, developing coping skills and increasing the number of secure relationships around them.

11. Engaging with Parents

- 11.1. Parents must be viewed as positive partners in working towards a resolution of bullying behaviour. Parental engagement should be constructive and focussed on resolution.
- 11.2. Children and young people experiencing bullying or displaying bullying behaviour must be informed, and have their views taken into account, before a school makes contact with parents.
- 11.3. In exceptional circumstances it may not be in the best interests of the child or young person to inform parents and schools should seek advice when considering a decision not to inform parents.
- 11.4. When parents are notified this should take place when the school:
- a) Has identified bullying behaviour and impact; and
 - b) Has responded to the incident and concluded the matter.
- 11.5. Opportunities for dialogue with parents/carers should be available throughout the process.

12. Recording and Monitoring Bullying Behaviour

- 12.1. All incidents will be recorded on SEEMiS which replaces the need for all other paper based administration. The information recorded includes:
- The basic information regarding date, time, location of the incident and which staff will be responsible for dealing with the incident
 - Details of the alleged incident including the child or young person experiencing bullying behaviour and the child or young person displaying bullying behaviour
 - Details of the nature and description of the incident
- 12.2. Further information should be added to SEEMiS as the incident is maintained, progressed and concluded.

- 12.3. Use of SEEMiS will ensure there is a systematic and consistent approach to recording and concluding incidents, and will improve data security and relevance.
- 12.4. Schools will no longer be required to submit information on bullying incidents twice yearly as the information be available at all times through SEEMiS.
- 12.5. Bullying data will be monitored annually by the local authority.

13. Roles and Responsibilities

- 13.1. Shetland Islands Council's Children's Services will:
 - Provide up to date policies, procedures and guidance to school and other educational establishments on the prevention and recognition of bullying and an effective response to incidents
 - Gather, maintain and report Shetland-wide data from SEEMiS on bullying levels and types in Shetland's schools
 - Co-ordinate training and other professional development opportunities and resources for all staff working in schools
 - Engage with young people and partner organisations to ensure the voices of children and young people are heard and taken account of
 - Plan, resource and implement strategies and campaigns which raise awareness of bullying
- 13.2. Head Teachers and School Management Teams will:
 - Adopt this policy to deal with bullying behaviour in schools
 - Ensure that staff, pupils and parents and carers are familiar with the contents of this policy
 - Ensure staff put the policy into practice universally and consistently
 - Work to engage staff, pupils and parents and carers as active partners in reducing bullying and its impact
 - Respond promptly and appropriately to all alleged incidents according to the response procedures
 - Record all incidents including the decisions and actions taken according to the procedures
 - Liaise as necessary with other agencies and services to address needs of individuals, groups or populations according to Shetland's Interagency Child Protection Procedures
 - Ensure all staff have regular and up-to-date training and professional development about bullying
 - Fulfil Named Person Role under Shetland's GIRFEC policy

- 13.3. These duties may be delegated to a promoted member of staff such as the Depute Head Teacher or Anti-Bullying Co-ordinator who will follow up incidents and ensure that these have been properly addressed.
- 13.4. The Head Teacher or other delegated person, must make clear to pupils and parents who is the responsible member of staff and provide information to all about how to contact them through posters and notices on display around the school, school websites and school handbooks.
- 13.5. The Named Person will:
- Follow Shetland's GIRFEC process when a notification to the named person is received
 - Be the first point of contact for children and families and can be called upon when there is a concern about a child's or young person's wellbeing that is not easy to address
 - Be notified of any changes to a child or young person's family circumstances which may have an effect on the wellbeing of the child
- 13.6. Teachers will:
- Promote and safeguard the health, welfare and safety of pupils
 - Contribute towards good order and positive relationships and behaviour in their class and the wider school
 - Adhere to this policy for identifying and responding to bullying behaviour
 - Report any bullying incident to the Head Teacher/member of staff responsible
 - Challenge behaviour and attitudes which lead to bullying and discrimination prior to incidents arising
 - Implement preventive strategies, including fostering positive relationships with young people
 - Undertake training or professional development about bullying

Protecting pupils from bullying behaviour and supporting pupils who display and experience bullying behaviour sits at the heart of a teacher's role as well as fundamental to teachers' professional values and their personal commitment to enhancing the life of every young person within school.

14. Strategies for Preventing Bullying Behaviour

- 14.1. Schools will select from a number of strategies aimed at reducing the prevalence of bullying behaviour. The focus of all preventative work should be on creating a school environment where bullying cannot thrive. This can be achieved through whole school approaches to promoting positive relationships and a culture where everyone takes ownership of tackling bullying.
- 14.2. Strategies may include school based activities such as:
- Personal and Social Education classes
 - School guidance on promoting positive behaviour
 - Peer Support and Buddying Arrangements
 - School Assemblies
 - Restorative Approaches
 - Solution Oriented Approaches
- 14.3. Strategies may include some programme based activities including:
- Circle of Friends
 - Nurture
 - Adverse Childhood Experiences Awareness
 - Anti-Bullying Ambassadors
 - UNCRC and Rights Respecting Schools
 - Mentors in Violence Programme (MVP)

15. Training and Development

The policy will be supported with training and professional learning opportunities at school and local authority level.

16. Links to other policies

- Attendance in School Policy
- Managing Exclusions in Shetland Schools Policy
- School Transport Policy
- GIRFEC in Shetland

17. Policy Review Date

This policy, procedures and guidance will be reviewed during academic year 2021/22 for publication in June 2022.