

**SCOTTISH BORDERS COUNCIL**  
**EDUCATION COMMITTEE**

MINUTE of MEETING of the EDUCATION  
COMMITTEE held in the Council Chamber,  
Council Headquarters, Newtown St. Boswells  
on Tuesday, 25 November 2014 at 10 a.m.

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Present:- Councillors S. Aitchison (Chairman), M. Ballantyne, G. Edgar, F. Renton, G. Turnbull, Dr. K. Forman, Mr. J. Walsh, Mr. G. Jarvie, Mr G. Donald, Mrs A. Ramcharran.

Also Present:- Councillor G. Logan

Apologies:- Councillor C. Bhatia, V. Davidson, B. Herd, T. Weatherston.

In Attendance:- Depute Chief Executive – People, Service Director Children and Young People, Democratic Services Team Leader, Democratic Services Officer (F. Henderson).

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**MINUTE**

1. The Minute of meeting of 2 September 2014 had been circulated.

**DECISION**

**APPROVED for signature by the Chairman.**

**UPDATE**

2. With reference to paragraph 3 of the Minute of 2 September 2014, The Depute Chief Executive – People advised that it had been too early to evaluate the impact of the implementation of the Asymmetric Week in Scottish Borders Schools. It was therefore proposed that the evaluation be carried out in January 2015, which would allow four months of data to be analysed and a report be considered by the Committee in March 2015.

**DECISION**

**AGREED to defer the update of the implementation of the Asymmetric week until March 2015.**

**MINUTE**

3. The Minute of Meeting of the Education Performance (HME) Sub-Committee of 4 September 2014 had been circulated.

**DECISION**

**NOTED.**

**UPDATE ON EARLY YEARS**

4. With reference to paragraph 7 of the Education Committee Minute of 14 January 2014, there had been circulated copies of a report by the Service Director Children and Young People which updated the Committee on the progress of Early Learning and Childcare in Scottish Borders Council. The report explained that Early Learning and Childcare would be the term applied to what was previously known as pre-school and ante pre-school. 600 hours of Early Learning and Childcare provision as set out within the Children & Young People (Scotland) Act 2014 had been delivered for 3 and 4 year olds and the provision had been extended to provide 600 hours of early learning and childcare for eligible 2 year olds. It was further explained that from August 2014, 2 year olds who were looked after, in a kinship care order or subject to a guardianship order were also entitled to 600 hours of early learning and childcare. In addition to places available through private and voluntary groups, provision had been created within Trinity, Howdenburn, Balmoral and Edenside Primary Schools and spaces at Philiphaugh, Burnfoot and Langlee Early Years Centres would create further

capacity. The Scottish Childminding Association were revising partnership support to secure high quality childminders to also deliver early learning and childcare for eligible two year olds. From August 2015, 2 year old children in families currently entitled to free school meals would become eligible for 600 hours of early Learning childcare. A number of alterations to the infrastructure within council run Early Learning and Childcare settings had been required to comply with Care Inspectorate requirements for 2 year old provision and these had been completed. A programme of consultation would be carried out with parent groups from January 2015 and the Early Years Team would work with all providers to ensure implementation of Building the Ambition – National Practice Guidance and Statutory guidance on Early Learning and childcare, launched in August 2014.

5. The process of commissioning with private and voluntary groups was being reviewed and Staffing for early learning and childcare in local authority provision would also be reviewed to meet the changing needs of the service. The Early Years Centre at Langlee, Galashiels was officially opened on the 6<sup>th</sup> of November 2014 and Members requested a report on the operation of the new Early Years Centre at a future meeting. Members sought clarification with regard to the funding and for the proposed extension of the provision in the future and were advised that it had been fully funded by the Government to date and any future extension would also require to be funded by the Government. In response to concerns raised in terms of The Hub and Burnfoot Primary School providing overlapping services, it was confirmed that there had been dialogue with the Hub Committee and there would be further discussions regarding provision in that area.

#### **DECISION**

##### **(a) NOTED:-**

- (i) the content of the report and progress of work across Early Years Service; and**
- (ii) the change of term from Nursery to Early Learning & Childcare.**

##### **(b) AGREED:-**

- (i) to a further report being brought early in the new year with recommendations on changes to staffing structures in early learning and childcare settings and procurement arrangements for private and voluntary partner providers.**
- (ii) that a report on the Early Years Centre at Langlee be presented to the Committee in March 2015.**

#### **SCOTTISH QUALIFICATIONS AUTHORITY (SQA) EXAMINATION RESULTS 2014**

6. With reference to paragraph 4 of the Minute of 2 September 2014, there had been circulated copies of a report by the Service Director Children and Young People, which proposed that the Education Committee agree to note the 2014 SQA Attainment data, the introduction of a new national tool 'INSIGHT' to benchmark attainment against comparator and national performance data and to agree to a further report in 2015. The report provided an interim overview of the 2014 SQA results on a cohort basis, structured around two local benchmarking measures aimed at : Improving attainment in Literacy and Numeracy (% of candidates attaining Literacy and Numeracy) and Improving attainment for all (Average Total Tariff score distribution). The main analysis of 2014 attainment and achievement for secondary schools would be published at the end of February 2015 (when data on school leavers would be available from Skills Development Scotland). The report explained that until 2013, Standard Tables and Charts were the main performance evaluation tool for schools and education authorities, published by the Scottish Government using SQA examination results. This had been replaced in 2014 with a new online tool named INSIGHT which was designed to analyse, compare and improve performance of young people in the senior phase. INSIGHT promoted a collaborative approach to analysing the data and working together to improve attainment and achievement and was designed to be easier and more intuitive to use and importantly be useful and accessible to all teachers in secondary schools.

INSIGHT went beyond SQA attainment and included a wide range of Scottish Credit & Qualifications Framework credited awards and programmes. This was consistent with Curriculum for Excellence ethos as it emphasised the best achievement at the point of exit from school, rather than at stage-by-stage level (S4, S5, S6). INSIGHT allowed users to drill down to cohort, level, subject or socio-demographic characteristics of pupils. In summary, the evidence showed a mixed pattern at S4 with further work required to improve this. Attainment was showing a consistently improving trend at S5 level in Literacy and Numeracy but was still lower than the Virtual Comparator (7%) and slightly lower (2%) than the national Performance.

7. Concern was raised in terms parental concern regarding the level of pupil performance and the feeling that only studying 6 subjects as opposed to the previous 8 subjects was not a good deal. Parents were likely to be concerned with these figures if they were not given a full explanation of the change of emphasis on the depth of learning provided. It was explained that Universities were already discounting achievement in S4 and studying fewer subjects gave a better opportunity for a strong performance at Higher to proceed to University courses. It was noted that there would be a close focus on STEM subjects as employers were looking for these. This might require the upgrading of science labs and IT facilities in some schools.

#### **DECISION**

##### **(a) NOTED:-**

- (i) the content of the report and the achievements of students in this year's SQA examinations**
- (ii) the introduction of the national benchmarking tool, 'Insight'**

- (b) AGREED that a further report in the first quarter of 2015 on the overall performance of the 2014 Scottish Borders Council school leavers as highlighted in INSIGHT's first annual report on the performance of schools in the Scottish Qualification Authority (SQA) examinations of 2014.**

#### **UPDATE ON IMPLEMENTATION OF CURRICULUM FOR EXCELLENCE**

8. With reference to paragraph 8 of the Minute of 10 September 2013, there had been circulated copies of a report by the Service Director, Children & Young people which provided Members with an update on progress in implementation of Curriculum for Excellence within schools in the Scottish Borders and detailed the planned next steps to ensure full implementation of the Curriculum for Excellence outlined in the report. It was explained that curriculum and assessment arrangements across Scotland had been transformed over the past 10 years through the 'Curriculum for Excellence' programme. All schools and educational centres were expected to have Curriculum for Excellence approaches and arrangements in place, including; the structures of Broad General Education and Senior Phase, the eight curricular areas that covered all subjects in primary and secondary schools and the assessment arrangements from 3-18 (with the new Highers and Advanced Highers being implemented over sessions 2014-15 and 2015-16 respectively). With the introduction of the new Highers and Advanced Highers, Curriculum for Excellence implementation would be completed and should move into the 'business as usual mode'. The report detailed the progress to date and the further implementation.
9. Mrs Ramcharran expressed grave concern that there did not appear to be a route for Parents to express dissatisfaction with the Education being provide by Scottish Borders Council and had anecdotal evidence of people moving form the area because the Education system within the area was not delivering what they required. The Depute Chief Executive – People explained the process for raising issues and how this could be escalated if parents were not satisfied with the responses received. The Chairman proposed that he and officers meet with Mrs Ramcharran at a future date to discuss how her concerns might best be addressed.

With regard to the use of GLOW in schools it was proposed that the Committee receive a demonstration of how this operated at their next meeting.

#### **DECISION**

- (a) **NOTED the content of the report and progress of work to implement the Curriculum for Excellence within Scottish Borders.**
- (b) **AGREED:-**
  - (i) **to commend secondary schools for the intensity of work involved in implementing the new national qualifications;**
  - (ii) **that a demonstration of GLOW be given to the Committee in January 2015; and**
  - (iii) **to approve the programme or further implementation.**

#### **MEMBER**

Mr. Donald left the meeting

#### **PARENTAL INVOLVEMENT IN SCHOOLS POLICY**

10. There had been circulated copies of a report by the Service Director Children and Young People which set out a refreshed and revised parental Involvement Policy for Scottish Borders Council replacing the existing policy approved in 2006. In light of issues raised above, the Chairman proposed that the item be deferred until he had met with Mrs Ramcharran and then presented for consideration at the next meeting in January 2015.

#### **DECISION**

**AGREED that the matter be deferred until the next meeting in January 2015.**

#### **UPDATE ON PILOT OF ONLINE PAYMENTS FOR SCHOOLS**

11. The Senior Manager – Business and Strategy & Resources (Jason McDonald) together with the Project Manager (Steven Fotheringham) were present at the meeting to update Members on the pilot of online payments for schools which was part of the Business Transformation Project. It was explained that Selkirk High School, Philiphaugh Primary School and Knowepark Primary School were taking part in a 6 month project for Parents to be able to make online payments for School Trips, School Meals etc. The evaluation was ongoing and to date was very positive – with the uptake by parents making online payments being 37%, 47% and 69% respectively for the 3 schools. Mr Fotheringham reported that it was technically possible to roll the project out to all schools once an evaluation had been carried out. The scheme was a hosted solution provided by “Parent Pay” using existing school IT provision. To date only Knowepark Primary school had reported significant reductions in administration but a full evaluation would be provided at the end of the pilot.

#### **DECISION**

**NOTED the progress of the pilot to date and that a further report would be presented to the Committee prior to the end of the pilot.**

#### **URGENT BUSINESS**

12. Under Section 50B(4)(b) of the Local Government (Scotland) Act 1973, the Chairman was of the opinion that the item dealt with in the following paragraph should be considered at the meeting as a matter of urgency, in view of the need to keep Members informed.

#### **REVIEW OF COUNCIL'S DECISION MAKING STRUCTURE**

13. The Chairman advised that Scottish Borders Council, at its meeting on 30 October 2014, had agreed to amend the Council's decision making structure. It was explained that it had been agreed when the existing committee structure had been introduced that it would be reviewed after 18 months of operation. This review process had resulted in the conclusion that, while

the current structure for committees had some strengths, Members had highlighted a number of significant issues that required to be addressed. The new Scheme of Administration did not have a separate Education Committee. However, the Executive Committee would meet on a themed basis and when the meeting was considering Education related business as its main theme, the Executive membership would include three persons interested in the promotion of religious education appointed in accordance with Section 124 of the Local Government (Scotland) Act 1973 as amended by Section 31 of the Local Government Etc. (Scotland) Act 1994, two teachers in the employment of the Council appointed as non-voting members by the Council from nominations to be made in accordance with Appendix B to the Scheme, and two representatives from Parent Councils, one from the Primary Sector, and one from the Secondary Sector. These meetings would be chaired by the Councillor appointed as the Executive Member for Education. The Clerk to the Council would be writing to all non-council members detailing the new arrangements. The date of the next meeting was 20 January 2015.

**DECISION  
NOTED.**

*The meeting concluded at 12.10 p.m.*

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## **SCHOOL ESTATE IN THE SCOTTISH BORDERS**

**Report by Depute Chief Executive People**

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### **EXECUTIVE (EDUCATION)**

**20 January 2015**

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#### **1 PURPOSE AND SUMMARY**

- 1.1 **This report seeks to update the Executive on the proposed development of a School Estate Strategy; and, agree the principles to be applied to future investment in buildings used to deliver services to Children & Young People.**
- 1.2 Scottish Borders Council invests around 31% of its Capital and around 47% of its Revenue expenditure in the development and maintenance of school buildings and other buildings used to deliver services to Children & Young People. Delivering significant projects like Kelso High School this rises to around 46% of its capital expenditure. As demand for these services increases and pressures on available budgets become more pronounced, Scottish Borders Council must have a robust long-term strategy and ongoing processes to carefully and consistently consider all future investment in order to maximise the individual and educational outcomes for all children and young people.

#### **2 RECOMMENDATIONS**

- 2.1 **I recommend that Executive:-**
- (a) **Agrees that Scottish Borders Council adopts a long-term strategic approach to the development and design of the School Estate.**
  - (b) **Agrees that all options be considered in the development of the School Estate Strategy.**
  - (c) **Agrees that the primary principles of 'maximising educational opportunities' and 'improving individual outcomes' be considered in conjunction with the other principles of 'sustainability', 'affordability' and 'Future proof' throughout the School Estate Strategy.**

### 3 THE SCOTTISH BORDERS SCHOOL ESTATE

- 3.1 Scottish Borders Council has the following buildings related to the delivery of services to children & young people:
- 63 primary schools
  - 9 secondary schools – 3 of these are PPP schools
  - 45 Early Learning Facilities (Nurseries) within schools & 4 Early Learning Centres under development also within schools.
  - 5 Locality offices and additional bases in other SBC buildings delivering Children & Young People Support Services.
  - 2 Specialist Education facilities (Wilton and Howdenburn) plus additional support provision as part of mainstream school sites
- 3.2 It is a requirement of the Scottish Government that Councils maintain and update their School Estate Strategy and associated Management Plan (SEMP). These should set out realistic and prioritised options for improvement. These plans will support the co-ordination of information across the school estate at a national level and are expected to be the basis on which future investment decisions will be made. Government investment is currently targeted towards improving the overall condition of the school estate nationally and Councils are expected to manage investment that supports housing development.
- 3.3 Scottish Borders must ensure that all buildings are fit for purpose, e.g. to provide 21<sup>st</sup> century education and support. Much of the estate was designed for the provision of education and services in a different environment than will be required in the future. Mechanisms for the delivery of the learning and development experience have changed and will continue to change with advances in technology; and Scottish Borders Council has an obligation to facilitate the best opportunities for its children & young people.
- 3.4 In order to maximise investment in every child/young person (estimated numbers 14,821 at Aug 2014), Scottish Borders Council must ensure that all spend on estates is in line with a wider investment plan as part of a long-term strategy. This will require the establishment of key principles, which are proposed as:
- (a) Where possible, all Children & Young People Services will be delivered within a School-based environment.
  - (b) All future development of the school estate will be considered in a long-term Scottish Borders-wide framework rather than ad-hoc changes at a local level.
  - (c) All future development work will need to deliver:
    - **increased educational opportunities**
    - **improved outcomes for young people**
    - **sustainability**
    - **affordability**
    - and be **future proofed as far as possible**Use of the school estate will be in line with a wider multi-functional approach where buildings are seen as public and community assets.

(d) All options will be considered in order to maximise the educational and development opportunities for Children & Young People.

3.5 It is recognised that a balance will need to be struck between local priorities within schools/localities and the wider investment plans/criteria that will form part of a Scottish Borders School Estate Strategy. However, it is envisaged the development of a School Estate Strategy will provide clarity for all stakeholders over likely investment decisions in the short term (1-3 years), medium term (3-5 years) and longer term (5 years and beyond). This will require regular review to ensure the strategy is not outdated by changes to technology, society and policy. There will be regular discussions and views sought regarding the School Estate Strategy development and ongoing review with:

- Children and Young People
- Education Executive or other designated committee of the Council
- Parent Representatives
- Head teacher and staff groups
- SBC Officer Working Group
- Cross- Departmental Project team(s)

## **4 IMPLICATIONS**

### **4.1 Financial**

This strategy will align with and influence the Council's Capital Investment Plan and long-term Revenue Financial Planning. The strategy will be based on detailed financial plans and modelling to inform future decisions.

### **4.2 Risk and Mitigations**

It is crucial that Scottish Borders Council seeks to maximise the quality, relevance and use of the School Estate. Without a strategic approach to this there is significant scope for poorer educational and individual outcomes for children & young people in the Scottish Borders; and, unsustainable buildings in the future.

### **4.3 Equalities**

An Equalities Impact Assessment will be carried out as part of a School Estate Strategy Development to mitigate against any adverse equality implications.

### **4.4 Acting Sustainably**

There are no significant impacts on the Economy, Community or Environment arising from the proposals contained in this report. However, the School Estate Strategy will seek to ensure sustainability, which will be considered as part of an Options Appraisal.

### **4.5 Carbon Management**

There are no significant effects on carbon emissions arising from the proposals contained in this report. However, the School Estate Strategy will seek to promote environmental responsibility and effective carbon management as part of an Options Appraisal.



#### 4.6 Rural Proofing

The development of a School Estate Strategy will seek to ensure that services are enhanced within the context of rurality. This will be a key component of any discussions which alter the school estate.

#### 4.7 Changes to Scheme of Administration or Scheme of Delegation

There are no changes to be made to either the Scheme of Administration or the Scheme of Delegation as a result of the proposals contained in this report.

### 5 CONSULTATION

- 5.1 The Chief Financial Officer, the Service Director Regulatory Services as Monitoring Officer, the Chief Legal Officer, the Service Director Strategy and Policy, the Chief Officer Audit and Risk, the Chief Officer HR, and the Clerk to the Council have been consulted and their comments have been incorporated into the final report.

#### Approved by

**Jeanette McDiarmid**  
**Depute Chief Executive People**

**Signature .....**

#### Author(s)

Name	Designation and Contact Number
Jason McDonald	Senior Manager Business Strategy & Resources

**Background Papers:** None

**Previous Minute Reference:** None

**Note** – You can get this document on tape, in Braille, large print and various computer formats by contacting the address below. Jason McDonald can also give information on other language translations as well as providing additional copies.

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## **APPOINTING NEW TEACHER AND PARENT REPRESENTATIVES FOR EDUCATION EXECUTIVE**

**Report by Depute Chief Executive People**

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### **EXECUTIVE (Education)**

**20 January 2015**

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#### **1 PURPOSE AND SUMMARY**

- 1.1 **This report seeks to update the Executive on the arrangements to elect new teacher and parent representatives for the Executive (Education) and asks members to consider introducing new arrangements to enable a pupil representative to be elected to the Executive.**
- 1.2 The current regulations state that there should be 2 teacher representatives on the Executive, however there is only one existing representative. An expression of interest has been received to fill the other appointment and it would therefore be appropriate to commence the process for seeking nominations for the second teacher representative. Under the existing arrangements parent representatives are elected to the Executive for a period of 2 years. Both of the current parent representatives have now completed this term and the process for seeking nominations for new representatives requires to be commenced.
- 1.3 There is currently no pupil representation on the Executive and consideration should be given to whether it is appropriate to introduce a process to seek nominations for this role.

#### **2 RECOMMENDATIONS**

- 2.1 **I recommend that the Executive:-**
  - (a) **Notes the arrangements for electing new parent and teacher representatives for the Executive (Education).**
  - (b) **Approves the proposal that a new process be introduced to allow a pupil representative to be sought for the Executive.**

### **3 ELECTING TEACHER AND PARENT REPRESENTATIVES**

- 3.1 The existing regulations for the election of teacher representatives state the process should normally commence following the Council elections in May. There should be 2 teacher representatives (one Primary and one Secondary) on the Executive. A teacher has expressed an interest in being nominated for the vacant slot and so it would be appropriate to invite expressions from other teachers who meet the nomination requirements at this time. Both teacher representatives would then sit on the Executive until the next Council elections in 2017. If nominations for other teachers are received and a full election requires to be undertaken, the election process could be completed in time for the next Education Executive meeting on the 26 of May 2015.
- 3.2 Once elected, parent representatives are entitled to sit on the Executive for a term of 2 years and the process of seeking expressions of interest from parents to become a representative has previously commenced in the Autumn with the process being completed by the end of the calendar year with the new representatives attending their first Executive (previously Education Committee) meeting in January. Both parent representatives have now served the full 2 year term. Due to the changes to the Committee meetings structure, it was decided to delay the start the process of seeking nominations for new representatives until there was clarity around the new meeting structure. It is proposed to commence this process immediately with new representatives being in place in time for the next Education Executive meeting on the 26 of May 2015.
- 3.3 There is currently no pupil representation on the Executive. With the introduction of the new meeting structure, this would seem an opportune time to address this and the views of pupils could add value to the discussions of the Executive and would be supportive of best practice. It would seem beneficial to create 2 pupil representatives as this would enable better representation of the pupil body and this would be more supportive for the individual representatives. The process for electing a pupil representative requires to be defined, however all secondary schools could be asked to identify a pupil (most likely a 4 year pupil) with an election process being conducted following this, with the elected representatives serving a term of 2 years. If the Executive agree to extend the membership to include a pupil representative, the process could be completed in time for the next Executive meeting. To ensure that the pupil representatives can fully participate in the Executive discussions, it is likely that the individual would require some support in terms of induction to the role and preparation for the meetings and this would be provided by the Senior Policy, Planning and Performance Officer (People Department). Should the Executive agree to extend the membership, there would be discussion with Committee Services on updating the current Scheme of Administration.
- 3.4 The process for seeking nominations to the roles described above along with elections if required would be co-ordinated by the Senior Policy, Planning and Performance Officer within the People Department, where appropriate this would be in conjunction with Committee Services.

- 3.5 In addition to the teacher and parent representatives there is also representation from individuals interested in the promotion of religious education on the Executive. Appointments to these roles are governed through the Local Government (Scotland) Act 1994 and this is overseen by Committee Services and there are no proposed changes to this arrangement made by this report.

## **4 IMPLICATIONS**

### **4.1 Financial**

There are no financial implications in connection with the elections of teacher and parent representatives.

### **4.2 Risk and Mitigations**

Through seeking to re-elect new teacher and parent representatives for the Executive, any risks which may arise through lack of engagement with these groups on the business discussed at Executive will be minimised.

### **4.3 Equalities**

All schools and a large number of teachers will have the opportunity to vote in the elections which should ensure a representative view on the Executive.

### **4.4 Acting Sustainably**

There are no impacts on the economy, community or environment arising from the proposals contained in this report.

### **4.5 Carbon Management**

There are no significant effects on carbon emissions arising from the proposals contained in this report.

### **4.6 Rural Proofing**

All schools will be involved in the election of a parent representative and this will ensure that local points of view can be included within discussions.

### **4.7 Changes to Scheme of Administration or Scheme of Delegation**

There will be discussions with Committee Services on whether changes are required to the Scheme of Administration as a result of the proposals contained in this report. There are no changes to the Scheme of Delegation.

**5 CONSULTATION**

5.1 The Chief Financial Officer, the Monitoring Officer, the Chief Legal Officer, the Service Director Strategy and Policy, the Chief Officer Audit and Risk, the Chief Officer HR, and the Clerk to the Council will be consulted and their comments will be incorporated into the final report.

**Approved by**

**Jeanette McDiarmid**  
**Deputy Chief Executive - People**

**Signature .....**

**Author(s)**

Name	Designation and Contact Number
Susan Yates	Senior Policy, Planning & Performance Officer, 5704

**Background Papers:** None  
**Previous Minute Reference:** None

**Note** – You can get this document on tape, in Braille, large print and various computer formats by contacting the address below. Susan Yates can also give information on other language translations as well as providing additional copies.

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**PARENTAL INVOLVEMENT IN SCHOOLS POLICY**

**Report by Service Director Children & Young People**

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**EXECUTIVE COMMITTEE (EDUCATION)**

**20 January 2015**

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**1 PURPOSE AND SUMMARY**

- 1.1 This report sets out a refreshed and revised Parental Involvement Policy for Scottish Borders Council replacing the existing policy approved in 2006.**
- 1.2 This updated policy comes as a result of a comprehensive piece of work involving teachers, parents and pupils and reflects the significant changes that that occurred in education since the original policy and the adoption of the Scottish Schools (Parental Involvement) Act 2006.
- 1.3 The new policy also takes into account the findings of an extensive self-evaluation exercise held in 2012 which looked at “How well are parents involved in the life and work of our schools”.
- 1.4 The policy reaffirms that when parents, carers and family members are effectively engaged in their children’s learning, there is likely to be a positive impact on educational outcomes.

**2 RECOMMENDATIONS**

**2.1 I recommend that the Committee:-**

- (a) Approves the revised Parental Involvement in Schools Policy as set out in Appendix 1 of this report.**

### **3 BACKGROUND**

- 3.1 Scottish Borders Council produced a previous version of the Parental Involvement Policy in 2006 which covered all legal requirements of the Scottish Schools (Parental Involvement) Act 2006 and was intended to support the establishment of Parent Councils in all Scottish Borders Schools. A Parental Working group worked together to establish the principles that they felt were important to develop a policy that had meaning for both parents and schools.
- 3.2 Parental Involvement in Scottish Borders Schools has evolved significantly since the original policy was written. The introduction of Curriculum for Excellence and the implementation of Journey to Excellence facilitated by HMIE have both contributed to a higher level of understanding the importance placed on Parental Involvement.
- 3.3 In 2011/2012 Scottish Borders Council conducted a Validated Self Evaluation into "How well are parents involved in the life and work of the school". This resulted in a series of recommendations that have been used as a starting point for this policy refresh.
- 3.4 A small working group of parents and teachers was set up to review the policy with the additional information available and redraft the policy to take account of new developments and recommendations.
- 3.5 Consultation with Parent Councils and Pupil Councils commenced in September 2013. This policy reflects the feedback from that consultation.

### **4 AIMS OF THE POLICY**

- 4.1 The aims of this policy are:
  - (a) To ensure parents and staff are aware of their role as partners in the education of children and of the complimentary roles they perform.
  - (b) To build good relationships between parents and school staff by encouraging mutual trust, respect and realistic expectations.
  - (c) To ensure effective communication between home and school.
  - (d) To ensure parents are provided with opportunities to increase their understanding of the education their child receives.
  - (e) To assist parents to feel welcomed and involved in the life of their child's school.
  - (f) To support parent groups such as Parent Councils to play a valuable role in building good relationships between and among parents, schools, support agencies and the wider community.
  - (g) To encourage all parents, through the parent forum, to express their views on their child's education in general and have confidence that their views will be listened to.

### **5 IMPLICATIONS**

#### **5.1 Financial**

There are no additional costs attached to any of the recommendations contained in this report.

**5.2 Risk and Mitigations**

In preparing this report, any risks associated with the approval of this policy have been considered and no specific concerns need to be addressed.

**5.3 Equalities**

An Equalities Impact Assessment has been carried out on this proposal and it is anticipated that there are no adverse equality implications.

**5.4 Acting Sustainably**

There should be no detrimental economic, social or environmental effects in adopting this revised policy.

**5.5 Carbon Management**

This revised policy will have no effect on carbon emissions

**5.6 Rural Proofing**

This section should only be completed if this is a new or amended policy or strategy.

**6 CONSULTATION**

6.1 The Chief Financial Officer, the Monitoring Officer, the Chief Legal Officer, the Service Director Strategy and Policy, the Chief Officer Audit and Risk, the Chief Officer HR and the Clerk to the Council are being consulted and any comments received will be incorporated into the final report.

**Approved by**

**Carol Kirk**

**Service Director Children & Young People**

**Signature .....**

**Author(s)**

Name	Designation and Contact Number
Lisa Anderson	Policy, Planning and Performance Officer 01835 824 000

**Background Papers:**

**Previous Minute Reference:**

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**PEOPLE DEPARTMENT  
CHILDREN AND YOUNG PEOPLE'S SERVICES**

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## **PARENTAL INVOLVEMENT IN SCHOOLS POLICY 2015**

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### **1 PURPOSE**

1.1. This policy has been refreshed in order to provide a supportive framework in which all parents can engage meaningfully in the education of children and young people and in the ethos and life of the Scottish Borders Council (SBC) school they attend.

1.2. The aims of this policy are to:

- Raise awareness amongst parents and school staff of their roles as partners in the education of children and young people
- Highlight the need to build good relationships between parents and school staff by encouraging mutual trust, respect and realistic expectations
- Ensure communication between home and school is effective and conducive to developing an effective partnership
- Increase opportunities for parents to improve their understanding of the education children and young people receive in school
- Ensure parents feel welcomed and can be involved in their child's school and that their contribution to a child or young person's learning is recognised and valued
- Support parent groups such as Parent Councils to play a valuable role in building good relationships between and among parents, schools, support services and the wider community
- Encourage all parents to express their views on a child or young person's education in general and have confidence that their views will be listened to.

1.3. SBC has an ambitious vision for children and young people in the Scottish Borders:

We will encourage them to be ambitious for themselves. We will keep children and young people at the centre of everything we do and we will develop our services to support and empower them becoming:

- Confident individuals
- Effective contributors
- Successful learners
- Responsible citizens.

1.4. This policy will enable SBC to meet the legal requirements related to parental involvement outlined in the Scottish Schools (Parental Involvement) Act, 2006. In addition to establishing new responsibilities for local authorities and new rights for parents, the Act replaced the School Boards (Scotland) Act 1988.

1.5. The 2006 Act provides for three broad levels of parental engagement which SBC has adopted as the 3 broad themes and these are outlined within this policy:

- Learning at Home
- Home/School Partnership
- Parental Representation.

1.6 This policy will also contribute towards the delivery of priority 2 in the Council's Corporate Plan 2012/13 to 2017/18, improving attainment and achievement levels for all children and young people, both within and out with the formal curriculum.

## **2 BACKGROUND**

- 2.1 Scottish Borders Council produced a previous version of the Parental Involvement Policy in 2006 which covered all legal requirements of the Scottish Schools (Parental Involvement) Act 2006 and was intended to support the establishment of parent councils in all Scottish Borders Schools. A parental working group worked together to establish the principles and to develop a policy that had meaning for both parents and schools.
- 2.2 Parental involvement in Scottish Borders Schools has evolved significantly since the original policy was written. The introduction of Curriculum for Excellence and the implementation of Journey to Excellence facilitated by HMIE have both contributed to a higher level of understanding of the importance placed on Parental Involvement.
- 2.3 In 2011/2012 Scottish Borders Council conducted a Validated Self Evaluation which considered how well parents are involved in the life and work of the school. This resulted in a series of recommendations that have been used as a starting point for this policy refresh.
- 2.4 A small working group of parents and teachers was set up to review the policy with the additional information now available. The group met on 4 occasions to review information that was out of date, requiring to be removed or modified and to come up with realistic ways of implementing new developments and recommendations.
- 2.5 Consultation with Parent Councils and Pupil Councils commenced in September 2013. This policy reflects the feedback from that consultation.

- 2.6 This policy is aligned with other Scottish Borders Council policies including the “Respectful Relationships” policy and will link with the “Positive Behaviour and Relationships in Learning Settings” policy (currently in draft).

### **3 PROMOTING PARENTAL INVOLVEMENT**

- 3.1 There is evidence from around the United Kingdom that shows that when parents, carers, family members and the wider school community are effectively engaged in a child or young person’s education, the outcome for children and young people is more positive. It is very clear that parents have the most influential role in a child or young person’s education, as children only spend 15% of their life in school (or alternative informal learning). When schools and parents work together in a positive way with realistic expectations and understanding, the aim is to ensure that every child and young person does the best they can at school and beyond.
- 3.2 Parental Involvement should be recognised as a whole school community approach where Head Teachers, Teachers, Support Staff, Parent Councils, Parents and the wider community act together in the best interests of all children and young people attending the school.
- 3.3 A parent who has a personal concern/view regarding a child or young person’s education should contact the school directly. A member of staff will arrange to meet with the parent where appropriate to discuss the parent’s views/concerns.
- 3.4 The use of the term ‘parent’ in this policy is defined as follows:
- a guardian and any person who is liable to maintain **or** has parental responsibilities (within the meaning of section 1(3) of the Children Scotland Act 1995) in relation to, **or** has care of a child or young person.

Examples include:

- Non-resident parents who are liable to maintain or have parental responsibilities in respect of a child or young person
- Carers who can be parents
- Others with parental responsibilities e.g. foster carers, relatives and friends who are caring for children and young people under supervision arrangements
- Close relatives, such as siblings or grandparents caring for children or young people who are not looked after or are under home supervision arrangements
- Looked After Children (LAC) is the term given to the statutory duties and responsibilities placed on local authorities in respect to children and young people in their care. The looked after young person or child is any child for whom the local authority has legal responsibility. The local authority is known as the corporate “parent”.

- 3.5 A proactive approach will be taken to ensure the parents of looked after children and young people and those accommodated by the authority will receive communications from their child's school and be encouraged to participate in their child's education where Scottish Borders Council are authorised and there is not a non-disclosure around where the young person is being educated.
- 3.6 The term 'Parent Council' covers all parent groups that have been set up in the Scottish Borders under the parental involvement legislation.

#### **4 WORKING TOGETHER (SUPPORTING HOME/SCHOOL PARTNERSHIPS)**

- 4.1 Scottish Borders Council, schools and parents will work together to:
- 4.1.1 Provide children and young people with:
- Challenge and enjoyment in learning
  - Breadth of learning
  - Progression routes
  - Depth of learning
  - Personalisation and choice in learning
  - Coherence of learning
  - Relevance of learning (link school learning with life skills).
- 4.1.2 Create a positive ethos and climate of respect and trust based on shared values across the school community.
- 4.1.3 Ensure children and young people are Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible and Included by working collaboratively with services available to support parents.
- 4.2 Examples of ways school communities can work together include:
- Actively encouraging parents to register their skills and interest in supporting school life ranging from one off events to regular activities
  - Enabling parents to share their skills and experiences eg job, hobbies, special interests
  - Considering a flexible approach to the timing of events that meets the needs of both parents and staff
  - Considering open days and events that have a clear educational purpose, are well planned and supported with expected outcomes for parents and followed up with an evaluation to inform further events
  - Organising and promoting sessions where parents can directly participate in learning about the 4 contexts of Curriculum for Excellence
    - Ethos and life of the school
    - Curriculum areas and subjects
    - Opportunities for personal achievement
    - Interdisciplinary learning
  - Organising and promoting 'fun social events' that create opportunities for building relationships with parents and the wider community combined with fundraising potential

- Promoting the involvement of parents in the process of school improvement planning, including identifying priorities, creating actions plans and reviewing progress
- Sharing good practice of parental involvement in all aspects of school life across all Scottish Borders Schools
- Creating and sharing a yearly Parental Involvement calendar for parents to be able to manage their time to support/attend school events.

## **5 SUPPORTING LEARNING AT HOME**

5.1 There are a number of different ways in which schools can encourage parents to support a child or young person's learning at home and examples are found categorised in 4 phases.

5.2 Early Years and Child Care settings:

- Recognise that parents are children's prime educators
- Provide advice and information on what and how children learn, with information on activities parents can do at home to support their child's learning
- Publicise and encourage parents to join in national/local initiatives to recognise, value and encourage learning at home
- Provide information on parenting programmes and supports available to parents.

5.3 Primary Schools:

- Provide parents with information on what children will be learning in class regularly
- Provide information to parents on the methods used to teach children literacy and numeracy
- Support parents to recognise their own knowledge and skills and not be afraid to use them to support their children
- Engage parents in sharing information on what children do at home to link to classroom activities
- Offer opportunities for family learning
- Encourage parents to take an active role in the development and use of personal learning planning, learning logs etc by engaging with their children about their learning and identifying wider achievement.

5.4 Secondary Schools:

- Provide advice and information on how pupils can develop their learning and study and revise
- Provide early notice of revision and exam dates and support for this
- Provide opportunities for parents to learn more about Broad General Education (BGE) and the more flexible approach available to pupils in the senior phase – qualifications, vocational study, college or informal learning (16+ transitions)
- Provide opportunities for parents to discuss issues around parenting young people.

### 5.5 All schools:

- Recognise and value how parents support their child's learning both within and out with school
- Engage parents and pupils in the creation and regular review of a school home learning
- Consider how to promote the principles of Curriculum for Excellence via the homework policy (e.g. practical activities)
- Provide information on how parents can support their children's learning at home by making the link from classroom learning to everyday life and life skills
- Encouraging dialogue between pupils and parents at home to share learning via homework activities
- Support parents to recognise their own knowledge and skills and not be afraid to use them to support their children
- Offer opportunities for family learning
- Provide continuing information on new developments in education to parents.

## 6 COMMUNICATIONS

6.1 All methods of communications should be considered by schools, Parent Councils and parents dependent on the need of the school community. Examples of methods are newsletters, group call, e-mail, telephone calls, letters, flyers, suggestion boxes, mail boxes, websites and social media channels. Regular feedback should be obtained from parents to ensure that their communication needs are being met.

6.2 A genuine two-way exchange of information between SBC, school staff and parents is in the best interest of every child attending a Scottish Borders school.

6.3 Trust and openness is encouraged, for example through:

- Notifying parents of any significant changes to a child's learning or behaviour at the earliest opportunity
- Encouraging parents to raise their concerns which will be listened to and responded to
- Communicating concerns in a timely and reasonable manner to school staff to facilitate a prompt and appropriate response.

6.4 It is important that parents, school staff and all other staff have realistic expectations and that the needs of children and young people are at the centre of the all activities. It should be recognised that:

- School staff have as a priority the education of learning of all children attending that school and that all staff have responsibilities that may not enable them to respond immediately to a phone call or a request to meet
- Parents should expect administration staff to either offer the chance to speak with another member of staff who is available or to leave a message that will be passed on to the staff member requested. School staff should respond within 24 hours to a phone call or

arrange to meet with the parent within 5 working days unless there are exceptional circumstances

- Parents should endeavour to contact school staff during working hours unless there is a serious emergency.

6.5 It is becoming more common for additional forms of technology such as social media to be used for communication purposes. This is often more convenient for parents and can be more efficient for schools and the following points are for guidance:

- SBC will provide advice for schools on developing their website
- SBC has created a Schools Social Media Pack for school communities who wish to use an official SBC social media channel
- The use of electronic surveys and consultations should be utilised where appropriate to provide the opportunity for all parents to share their views with clear instruction on how to feedback views to make the process as easy and accessible as possible for parents.

## **7 REMOVING BARRIERS**

7.1 Each school community is different and therefore will experience different barriers to successful Parental Involvement (cultural, ethnic and lifestyle choices) therefore it is important for school communities to strive to identify potential barriers and do what they can to overcome these barriers to ensure effective engagement with all parents.

7.2 Thought and consideration should be given to working parents, non-resident parents and parents of looked after children, to ensure that they can be involved in the life of the school.

7.3 School staff and partner agencies will work together to support parents who find it difficult, for whatever reason, to become involved.

7.4 Translation and interpretation services will be provided where needed.

7.5 Learning for children and young people from travelling families will be supported.

7.6 Support will be made available to parents who choose to educate their children at home.

7.7 Information on mediation and advocacy services will be made available for parents who may benefit from such services.

## **8 PARENTAL REPRESENTATION**

- 8.1 Current legislation provides for all parents who have a child attending a school to be automatically members of the Parent Forum for that school. This allows parents to have their collected views represented by their elected Parent Council Members.
- 8.2 One of the key roles of Parent Councils is to represent the collective views of parents to the school and to the authority. They have a duty to ensure that the views they provide are truly representative.
- 8.3 SBC will ask for views in a number of different ways to ensure parent's views are considered on school and on authority issues and the decisions that are made.
- 8.4 SBC will support Parent Councils in a number of ways including:
- Providing training for parent council members to help them fulfil their role
  - Providing a budget to support the running of a Parent Council based on the size of the school roll and whether it is a primary or secondary school
  - Providing public liability insurance for Parent Councils
  - Encouraging Parent Councils to set up their own communication network to share information
  - Providing parental leaflet templates to parent councils which can then be tailored for their school (information for new parents)
  - Providing general guidance on behalf of school staff regarding what Scottish Borders Council believe to be reasonable support for Parent Councils with regards to staff time and resources
  - Encouraging work with Pupil Councils to identify areas for working together within the school community
  - Providing access to a Parental Involvement Officer for support and guidance
  - Arranging at least 2 Parent Council Chairs Forum (PCCF) meetings per year with all Chairpersons invited to attend with the Council's Executive Member for Education and senior education management to discuss various education initiatives, budgets and specific topics.
  - Involving parents in the recruitment and appointment of senior staff
    - The views of parents are sought as part of this process to enable Parental involvement through Parent Councils at key stages in the recruitment process including short listing of candidates and the interview process
    - Training will be provided to enable parents to participate in the process with confidence and make informed choices.
- 8.5 Parent volunteers from both primary and secondary schools will be invited to participate in a discussion group called the Parent Reference Group. This group will provide direct responses to senior education management staff on key school/education issues.

## **9 PROVIDING AN EFFECTIVE COMPLAINTS SYSTEM**



- 9.1 SBC welcomes parents raising concerns and complaints and regards this as an opportunity to improve services.
- 9.2 Information on how to raise a personal/individual complaint regarding the education and learning your child is receiving can be found on the Scottish Borders Council website [www.scotborders.gov.uk](http://www.scotborders.gov.uk) or in the school handbook.
- 9.3 Scottish Borders council will always try to resolve complaints as early as possible in the complaints process.
- 9.4 At all times parents and schools should demonstrate the principles of mutual respect for each other, keeping the needs of the child or young person at the centre.

## **10 IMPLEMENTATION OF THE POLICY**

- 10.1 The Policy will be implemented with effect from January 2015.
- 10.2 School communities (School staff, support staff, parent councils and parents) will be expected to work together towards delivering the key elements of this policy and should be able to provide evidence of the implementation of some of the suggested examples from each broad theme:
  - Learning at Home
  - Home/School partnership
  - Parental Representation.
- 10.3 A Parental Involvement questionnaire will be made available to school communities to self evaluate their current position and enable school staff, Parent Councils and parents to work together to identify actions and priorities to take forward.
- 10.4 Continuous professional development in Parental Involvement will be developed for school staff and Parent Council members to support the implementation of this policy.
- 10.5 Evidence of the implementation of this policy should be identified in the Standards and Quality Report and actions for improvement in Parental Involvement should be identifiable in School Improvement Plans.
- 10.6 School Communities will be asked to provide evidence of work being undertaken on each of the 3 core themes of this Policy in order to share good practice.

## 11 CONSULTATION ON DEVELOPMENT OF THE POLICY

11.1 In refreshing the policy the following staff groups have been consulted:

- All Head Teachers and staff in schools
- Parents
- Parent Councils
- The Strategic Schools Policy & Planning Group
- Senior Officers within Children & Young People's Services
- Community Learning & Development
- Child Protection Unit.

## 12 POLICY MONITORING AND REVIEW

12.1 The implementation of this policy by schools will be monitored in a yearly report.

12.2 The Policy will be reviewed in line with the standard procedure within the People Department. If changes are to be made within the life of the policy, a report will be submitted to the Executive (Education). The policy will be full updated in 2018.

## 13 EQUALITIES

13.1 This Policy seems to improve inclusion and reduce exclusion through promoting the development of positive relationships between schools and parents.

## 14 ACCESSIBILITY STATEMENT

14.1 This policy can be made available in large print, on tape or in other languages.

## 15 VERSION CONTROL

<b>Name of Document:</b> Parental Involvement in Schools policy		<b>Version Number:</b> 1
<b>Approved by:</b>		
<b>Date first approved:</b>		<b>Date of Review:</b>
<b>Name of officer responsible for the review:</b> Lisa Anderson, PPP Officer, CYPS		
<b>Changes to the policy</b>		
<i>Paragraph No:</i>	<i>Wording that changed</i>	<i>Reason for change</i>

**SCOTTISH BORDERS COUNCIL**  
**EXECUTIVE COMMITTEE**

MINUTE of MEETING of the EXECUTIVE  
COMMITTEE held in the Council Chamber,  
Council Headquarters, Newtown St. Boswells  
on 9 December 2014 at 10.00 a.m.

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Present:- Councillors D. Parker (Chairman), S. Aitchison, S. Bell, C. Bhatia, J. Brown, M. Cook, V. Davidson (from para.3), G. Edgar, J. Greenwell, J. Mitchell, D. Moffat (from para.3), S. Mountford, D. Paterson, F. Renton (from para.3), R. Smith, T. Weatherston.

Also present:- Councillor G. Logan.

In Attendance:- Depute Chief Executive – Place, Chief Financial Officer, Service Director Strategy and Policy, Clerk to the Council, Democratic Services Officer (F. Walling).

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**MINUTE**

1. The Minute of the Meeting of 11 November 2014 had been circulated.

**DECISION**

**APPROVED and signed by the Chairman.**

**FUNDING FOR THE SWAN PROJECT**

2. With reference to paragraph 6 of the Minute of 11 November 2014, there had been circulated copies of a briefing note by the Chief Financial Officer. This provided further information in support of a recommendation, in the Revenue Monitoring Report, to use surplus welfare reform funding, funded from revenue support grant carried forward from 2013/14, to support the one-off costs of implementing the Scottish Wide Area Network (SWAN) project in the current financial year. The project would replace out-dated technology and assist with the delivery of wider welfare reform objectives through the provision of fast on-line access in a wider number of Council public buildings for people who otherwise would have difficulty accessing these services. The briefing note gave the background of the funding of Discretionary Housing payments (DHP) which were introduced in July 2001 and replaced the Exceptional Hardship and Exceptional Circumstances payments. DHP payments were mainly funded from a budget provided by the Department for Work and Pensions (DWP). This budget was also topped up by funding totaling £58,000 per annum using resources the Council's own base budget. The Council received £457,000 from DWP in 2013/14 to fund DHPs and had spent this allocation in full. In addition, the Scottish Government had also made funding available to rural local authorities to assist them with the impact of welfare reform in December 2013. This funding was received as part of the Council's general revenue support grant and not as a specific ring-fenced grant. Scottish Borders Council received £669,000 late in 2013/14, the majority of which remained unspent at the end of the year and was carried forward for use in 2014/15 for a variety of welfare related projects and support. The Council had received a further £426,000 from Scottish Government for 2014/15.
3. Two tables within the briefing note showed analysis of resources received to fund Welfare Reform in 2013/14 and 2014/15. These showed an uncommitted balance of £849,000 at December 2014, having met all known commitments. It was anticipated that a further £86,000 would be spent on new DHP claims between December and 31 March 2014. A further table in the briefing note set out the proposed use of the uncommitted balance in 2014/15 which included £400,000 on the SWAN project. Following the spending proposals

there remained an uncommitted balance of £126,000. Through meeting one-off phasing and installation costs incurred the SWAN project would increase on-line access for the public, with free Wi-Fi being available in all Council public buildings including area offices and Libraries. This access would further support Welfare Reform projects such as Looking Local and support welfare benefit claimants' transition to Universal Credit as it was rolled out from spring next year. Members discussed the report and the view was expressed that a decision should not be made on the recommendation before further detailed information had been received from Social Work about possible alternative uses for the surplus funding bearing in mind current pressures. Members requested a briefing on progress with the SWAN project.

#### VOTE

*Councillor Cook, seconded by Councillor Mountford, moved that approval be given for the use of £400k surplus welfare reform funding to support the implementation of the SWAN project and that a briefing on the SWAN project be provided for Members.*

*Councillor Bhatia, seconded by Councillor Smith, moved as an amendment that the decision to use surplus welfare reform funding to support the one-off costs of implementing the SWAN project be deferred until questions about possible alternative uses for the surplus had been answered.*

*On a show of hands Members voted as follows:-*

*Motion - 10 votes  
Amendment - 2 votes*

*The motion was accordingly carried.*

#### **DECISION**

**DECIDED to approve the use of £400k surplus welfare reform funding to support the implementation of the SWAN project and that a briefing on the SWAN project be provided for Members.**

#### **MEMBERS**

Councillors Davidson, Moffat and Renton arrived during consideration of the above item.

#### **QUARTERLY CORPORATE PERFORMANCE REPORT AND PRESENTATION**

4. With reference to paragraph 6 of the Minute of 30 September 2014, there had been circulated copies of a report by the Chief Executive presenting a quarterly performance update for Members. The Quarterly Public Performance Report, attached as Appendix 1 to the report, provided a high level summary of performance information for each of the Council's eight priorities, identified in the Corporate Plan approved in April 2013, and a more detailed presentation and explanation of each Performance Indicator (PI). The report explained that in accordance with statutory duty all the performance information presented was also made available on the Council's website. In response to Members' comments when the performance report was last considered by the Executive Committee, the language used around performance indicators had been simplified and the information provided on Resilient Communities adjusted to present a more accurate and detailed situation of what was happening on the ground. The report detailed the actions being taken to improve performance in respect of the two PIs that had not met the target set.
5. The Service Director Strategy and Policy guided Members through the Quarterly Report and highlighted the key areas, giving further information and answering questions where required. In particular there was discussion around Corporate Priorities 2 'improve attainment and achievement levels for all our children and young people' and 5 'maintain and improve our high quality environment'. Under Corporate Priority 3 'provide high quality support, care and protection' and in particular the information on the value of cash seizures, it was proposed that a direct approach be made to Scottish Government to request that the scope

be widened for the use of Proceeds of Crime money, to enable funding of local sports projects, not just rugby and football. In response to points raised about the difficulty for migrant communities in accessing information and services from the Council, the Service Director confirmed that work was ongoing to ensure that all the resident population of the Borders had access to the information provided.

**DECISION**

- (a) **NOTED the performance presented within the Quarterly Performance Report, as appended to the report, and the action that was being taken within services to improve or maintain performance.**
- (b) **AGREED that the Leader write to the Scottish Government requesting the scope be widened for the use of Proceeds of Crime money, to enable funding of local sports, not just rugby and football.**

**MONITORING OF THE CAPITAL FINANCIAL PLAN 2014/15**

- 6. There had been circulated copies of a report by the Chief Financial Officer providing an update on the progress of the 2014/15 Capital Financial Plan. The Chief Financial Officer advised that this was an additional report on capital outwith the normal quarterly reporting cycle to bring forward a number of budget adjustments. The monitoring tables in Appendix 1 to the report detailed actual expenditure to 31 October 2014. Specific issues identified in these tables were summarised within the main report and identified a net timing movement of £5.842 million. At this point in the year an unallocated budget of £0.028 million remained in the Emergency/Unplanned schemes. The report explained that the timing movement was due to the re-profiling of the following projects which would have the effect of reducing budgets in the current year with a corresponding increase in 2015/16: - Galashiels Transport Interchange; Waste Collection Lorries purchases; Duns Primary School; Complex Needs– Central Education Base; Strategic Business Land; Demolition and Site Preparation; and Wilton Lodge Park. This was offset in part by the forward timing movement of budget for Play Facilities, Contaminated Land, Eyemouth Seafood Technology Park and Demolition and Site Preparation. A table within the main report provided an update on the project position of the Emergency and Unplanned Schemes. Appendix 2 to the report contained proposals for various projects and programmes to be allocated from the block allocations within the 2014/15 Capital Plan. Members looked systematically through the appendices and received answers to their questions where further information was required.

**DECISION**

**AGREED:-**

- (a) **the projected out-turns in Appendix I to the report as the revised budget for 2014/15;**
- (b) **the budget adjustments on the following projects from 2014/15 to 2015/16:-**

	<b>Current Approved Budget £000's</b>	<b>Timing Movement £000's</b>
<b>Transport Interchange</b>	<b>4,493</b>	<b>(400)</b>
<b>Play Facilities</b>	<b>90</b>	<b>4</b>
<b>Waste Collection Lorries</b>	<b>750</b>	<b>(750)</b>
<b>Contaminated Land</b>	<b>52</b>	<b>6</b>
<b>Duns Primary School &amp; Locality Support Centre</b>	<b>3,802</b>	<b>(3,029)</b>

School Kitchen Improvement Programme	98	55
Early Learning and Childcare	719	(439)
Residential Care Home Upgrades	67	(22)
Complex Needs – Central Education Base	368	(280)
SEBN Facilities	150	(98)
Sports Trust – Plant & Services	361	(168)
Jim Clark Motor Museum Relocation	95	(80)
Jedburgh 3G Pitch	0	13
LUPS Strategic Business Land	563	(99)
Demolition & Site Preparation	519	(170)
Wilton Lodge Park	1,202	(150)
Eyemouth Seafood Technology Park	458	15
Borders Railway Stations	250	(250)

- (c) the budget virement of £0.007m from Haylodge Park and £0.005m from Additional Drainage in Parks and Open Spaces to Drainage in Parks and Open Spaces;
- (d) the budget adjustment in 2014/15 in relation to Plant & Vehicle Replacement of £1.916m;
- (e) the budget virement of £0.009m from School Refurbishment & Capacity Projects to School Health & Safety Projects;
- (f) the budget adjustment in 2014/15 in relation to Hawick 500 year Commemorative Statue of £0.034m;
- (g) the allocation from the Emergency & Unplanned Schemes budget in relation to the following project in 2014/15:

	£ '000s
Tower Mill Air Conditioning Equipment	13

- (h) the block allocations contained in Appendices 2A – M; and
- (i) to instruct project managers and budget holders to ensure that robust arrangements were in place to achieve the projected out-turns.

#### **REVIEW OF WINTER SERVICE PLAN FOR YEAR 2014/15**

7. With reference to paragraph 11 of the Executive Minute of 22 October 2013, there had been circulated copies of a joint report by the Service Director Commercial Services and Service Director Neighbourhood Services to review the performance of the Winter Service during 2013/14, and to inform Members of changes and developments to some elements of the Winter Service 2014/15. A table within the report illustrated the planned actions and salt usage that had occurred during the winter of 2013/14. The winter had not been particularly bad in terms of extreme winter weather although it was the wettest winter in Scotland since 1910. An average total salt usage of 23k tonnes, compared with 43k tonnes the previous winter, indicated that the winter weather did not extend past the normal below freezing night

temperatures and there was little record of secondary treatment or dealing with snow conditions.

8. The Infrastructure Manager, Colin Ovens, updated the Committee on changes proposed to be introduced during the winter of 2014/15. The Winter Service Plan was subject to annual review and officers had taken the opportunity to re-write the Plan to produce a more 'dynamic and interactive' version, produced as an 'easy-to-read' guide of the Council's winter service. The Plan was attached as Appendix A to the report. The Plan would be supported by Neighbourhood Services – Winter Service Operational Plan and supporting information on the Council's website. A further change to the 2014/15 Winter Service Plan, and in accordance with instruction from the Executive Committee, was the establishment of a definitive secondary route network for treatment with salt. The establishment of a definitive secondary route network would ensure that the Council could provide, through its communications, more detailed, specific, and consistent information to the public on the next level of treatment that was being provided after primary salting. This exercise defined the sections of rural road network which would be covered under secondary treatment and these were detailed in a list and a map accompanying the report. A further action was for officers to prepare draft secondary routes in towns where currently a primary route took place and to meet with Ward Members and Community Council representatives to finalise the actual routes to be adopted. At the start of Winter 2014/15 there were 975 salt bins distributed across the Scottish Borders. With respect to meeting requests for salt bins, a summary of the full salt bin evaluation process and the current salt bin protocol were shown in appendices to the report. During the winter of 2013/14, 18 Community Councils with a Community Resilience Plan took up the offer of an annual supply of one tonne of salt for community use.
9. Members discussed the Winter Service Plan and in particular the defined secondary salting route network for rural roads and the proposal for defined secondary salting routes for towns where designated primary salt routes existed. In response to a point raised by a local Member officers agreed to include Duns and Eyemouth in the list of towns for which defined secondary salting routes would be prepared. Officers emphasised that it was important for Members to feed in local information with regard to particular roads and pavements to enable treatment priorities to be established within the resources available. It was agreed that this be discussed further at the meeting of the Administration Policy Working Group in January 2015.

## **DECISION**

- (a) **NOTED:-**
  - (i) **the process undertaken by the Department to manage the road network during snow and ice conditions; and**
  - (ii) **the number of approved and current Community Resilience Plans in operation and the number of communities taking up the offered supply of salt, suitable container and salt spreading equipment.**
- (b) **AGREED to instruct the Service Director Commercial Services to:-**
  - (i) **prepare draft Secondary Salting Routes in towns where there was currently a designated Primary Route , and meet with Ward Members and Community Council Representatives to finalise the route to be adopted; and**
  - (ii) **assess requests for additional salt bins and prioritise the purchase of any bins that were approved from future Capital Programmes in time for the following winter.**
- (c) **AGREED to approve the amendment of the Winter Service Plan 2014/15:-**

- (i) **to an easy-to-read format, as Appendix A to the report, which clearly set out the Council's policies, priorities and resource parameters; and**
  - (ii) **to define a secondary salting route network in rural areas to be introduced during the winter of 2014/15 and as listed in Appendix C to the report.**
- (d) **AGREED that all Members identify any issues in their own Wards to officers prior to further discussions about local priorities at the Administration's Policy Working Group meeting in January 2015.**

*The meeting concluded at 11.45 a.m.*



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## **COMPLAINTS ANNUAL PERFORMANCE REPORT**

**Report by Service Director Neighbourhood Services**

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### **EXECUTIVE COMMITTEE**

**20 January 2015**

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#### **1 PURPOSE AND SUMMARY**

- 1.1 This report presents the Council's first Complaints Annual Performance Report in a format guided by the Scottish Public Sector Ombudsman (SPSO), who requires the Annual Report to be submitted to the SPSO and for the Council to publish the report.**
- 1.2 Following guidance from the SPSO (May 2012) on how to handle complaints, the SPSO asked in August 2014 that all Scottish Local Authorities present their annual performance on complaints in a publicly available annual report.
- 1.3 The first SBC Complaints Annual Performance Report for complaints handled in 2013-14 is drafted to reflect the good practice as agreed with the SPSO.
- 1.4 A number of areas for improvement in complaint handling are committed to in the Annual Report, notably:
- (a) The eight SPSO Performance Indicators are included in the Council's performance management framework;
  - (b) The Council works with the SPSO and other local authorities to develop the benchmarking of complaints performance indicators;
  - (c) Work to reduce complaint volumes, improve complaint response times and enhance service delivery

#### **2 RECOMMENDATIONS**

**2.1 It is recommended that:**

- (a) The performance of handling complaints, for the period 1 April 2013 to 31 March 2014, is duly noted by the Executive Committee and the annual report is made publically available via the Council website;**
- (b) The Complaints Guidance review in 4.4 is completed by the end of January 2015;**

- (c) The commitment to implement a complaints handling survey in 4.5 is delivered as soon as possible, and that the results of which are available for the forthcoming 2014-15 Complaints Annual Performance Report in Spring/Summer 2015;**
- (d) The eight SPSO Performance Indicators in 4.3 are included in the monthly/quarterly performance reporting to CMT and Council Executive committee;**
- (e) The benchmarking activity outlined in 4.8 and 4.9 is fully supported and any commitments agreed are subsequently delivered.**

### 3 BACKGROUND

- 3.1 The Public Services Reform (Scotland) Act 2010 gave the Scottish Public Sector Ombudsman (SPSO) the authority to lead the development of a model of complaints handling procedures across the public sector.
- 3.2 In May 2012, the SPSO issued guidance on the handling of complaints, 'Local Authority Model Complaints Handling Procedure'.
- 3.3 In November 2012, Scottish Borders Council approved a 'Complaints Handling Procedure' (CHP) that centred on the guidance detailed by the SPSO. Our CHP was then used to train staff and was also made publicly available.
- 3.4 In August 2014, the SPSO issued guidance stating that the annual performance of Local Authorities handling of complaints be formally presented in an annual report. It was later confirmed (4<sup>th</sup> December 2014) that this annual report should be published.

### 4 PROPOSAL - COMPLAINTS ANNUAL REPORT 2013-14

- 4.1 Following a discussion between Scottish Borders Council and the SPSO on 4 December 2014, a copy of South Ayrshire Council's Annual Complaints Performance Report 2013-14 was cited as an example of good practice.
- 4.2 As a consequence the Scottish Borders Council's Annual Complaints Performance Report (Appendix 1) has been drafted to reflect this good practice and details the complaints handled by Scottish Borders Council between 1<sup>st</sup> April 2013 and 31<sup>st</sup> March 2014.
- 4.3 Our report looks across eight specified key performance indicators, devised by the SPSO in conjunction with all 32 Scottish Local Authorities:

- |                    |  |
|--------------------|--|
| <b>Indicator 1</b> | The total number of complaints received per thousand of the population   |
| <b>Indicator 2</b> | Complaints closed at stage one and stage two as a percentage of all complaints closed  |
| <b>Indicator 3</b> | The number of complaints upheld/partially upheld/not upheld at each stage as a percentage of complaints closed in full at each stage |
| <b>Indicator 4</b> | The average time spent in working days for a full response to complaints at each stage   |
| <b>Indicator 5</b> | The number and percentage of complaints at each stage which were closed in full within set timescales of 5 and 20 working days       |
| <b>Indicator 6</b> | The number and percentage of complaints at each stage where an extension to the 5 or 20 working day timeline has been authorised     |
| <b>Indicator 7</b> | A statement to report customer satisfaction with the complaints service provided   |
| <b>Indicator 8</b> | A statement outlining the changes or improvements to services or procedures as a result of the considerations of complaints          |

- 4.4 The report highlights that continued improvements need to be made to handling complaints within the 5 or 20 working days timescale. As such we are currently reviewing the Complaint guidance to ensure the appropriate Council Officers are authorising extensions when a complaint is likely to exceed the 5 or 20 working day timescale.
- 4.5 The report also commits the Council to implementing a complaint handling survey to improve reporting on customer satisfaction. It is expected that results from this survey will be evidenced in the next Complaints Annual Performance Report 2014-15.
- 4.6 The eight SPSO Performance Indicators will be included in future quarterly reports to Corporate Management Team and Council Executive committee, where appropriate.
- 4.7 Regular internal Complaint Handler meetings will continue to be held to highlight issues surrounding complaints and work will be undertaken as part of these meetings to establish a formal procedure for reviewing complaints and implementing any actions necessary to prevent reoccurrence. These meetings will also be used to share best practice so that lessons learned are disseminated throughout the Council.
- 4.8 The Council is currently working with the SPSO and other Scottish Local Authorities on a benchmarking exercise to compare complaint performance nationally across all local authorities.
- 4.9 The Scottish Complaint Handlers Network agreed to submit annual complaint indicators to Aberdeen City Council by 30 June each year for benchmarking purposes.

## **5 IMPLICATIONS**

### **5.1 Financial**

There are no costs attached to any of the recommendations contained in this report.

### **5.2 Risk and Mitigations**

The report fully describes all the elements of risk that have been identified in relation to this project and no specific additional concerns need to be addressed.

### **5.3 Equalities**

Currently the data collected does not permit an evaluation of possible adverse equality implications however work is being undertaken to ensure this information is collected from April 2015.

### **5.4 Acting Sustainably**

There are no economic, social or environmental implications.

## 5.5 Carbon Management

There are no effects on carbon emissions.

## 5.6 Rural Proofing

This is not a new or amended policy or strategy.

## 5.7 Changes to Scheme of Administration or Scheme of Delegation

There are no changes to the Scheme of Delegation required.

# 6 CONSULTATION

- 6.1 The Chief Financial Officer, the Service Director Regulatory Services as Monitoring Officer, the Chief Legal Officer, the Service Director Strategy and Policy, the Chief Officer Audit and Risk, the Chief Officer HR, and the Clerk to the Council have been consulted and their comments have been incorporated into the final report.
- 6.2 The Waste Manager - Ross Sharp-Dent, the Neighbourhood Operations Manager - Kenny Hastings, the Service Director Children & Young People - Carol Kirk, the Chief Officer Children & Young People Ann Blackie, the Complaints Officer Education & Lifelong Learning - Lisa Anderson, the Complaints Officer Place - Jacqueline Whitelaw, the Complaints Officer Social Work - Sylvia Mendham have also be consulted and their comments have been incorporated into the final report.

### Approved by

Jenni Craig  
Service Director Neighbourhood Services

**Signature** .....

### Author(s)

Name	Designation and Contact Number
Clare Easson	Customer Services Development Officer, 01835 824000 ext 8294

**Background Papers:** none

**Previous Minute Reference:** none

**Note** – You can get this document on tape, in Braille, large print and various computer formats by contacting the address below. Clare Easson can also give information on other language translations as well as providing additional copies.

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# complaints annual performance report

SCOTTISH BORDERS COUNCIL  
2013/14



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# SCOTTISH BORDERS COUNCIL COMPLAINTS ANNUAL PERFORMANCE REPORT 2013/14

## INTRODUCTION

*“putting our customers  
at the heart of what we do”*



I am pleased to present Scottish Borders Council's first annual Complaints Performance Report in this format. This report provides information on customer complaints received between 1 April 2013 and 31 March 2014 and is in addition to what we regularly present at our management teams and with our Council Executive committee.

We are committed to providing high-quality services to our communities, but occasionally things go wrong and when this happens it is

important that we act quickly to address and resolve the situation. Complaints indicate where we fall short of what people expect, and sometimes where we are failing to meet our own standards. We can use this information to make service improvements.

In line with other Scottish Councils, we introduced a standardised complaints handling procedure in April 2013. We also recently revised our monitoring procedure within our Customer Services function with the aim of highlighting issues at an earlier point in the complaint process. Council officers

are encouraged to enter into discussions with members of the public to deal with issues, if possible, as early as possible.

Listening to our customers helps us to put things right, improve our services, and learn from our mistakes, and we have included examples at the end of this report.

**Tracey Logan**  
Chief Executive  
Scottish Borders Council



# SCOTTISH BORDERS COUNCIL COMPLAINTS ANNUAL PERFORMANCE REPORT 2013/14

## SUMMARY

### BACKGROUND

The statistics gathered in this report are based on eight key performance indicators devised by the Scottish Public Sector Ombudsman (SPSO) in conjunction with all 32 Scottish Local Authorities.

All complaints detailed in the report are handled under the Council's Complaints Handling Procedure (CHP) which was implemented corporately on 1 April 2013.

CHP training, together with additional bespoke training, support and guidance throughout 2013-14 assisted our services to handle complaints more confidently and effectively. For example, procedures have now been put in place to ensure all complaints that are likely to take longer than the agreed timescales have an extension agreed by the customer and authorised by the appropriate Head of Service.

Complaint reports are provided for senior management monthly, quarterly and annually. The reports are reviewed by management, and

also presented quarterly to the Council's Executive committee, where further information is provided if required.

Regular Complaint Handler meetings are held to highlight issues surrounding complaints and work will be undertaken as part of these meetings to establish a formal procedure for reviewing complaints and implementing any actions necessary to prevent reoccurrence. These meetings will also be used to share best practice so that lessons learned are disseminated across the Council.

# SCOTTISH BORDERS COUNCIL COMPLAINTS ANNUAL PERFORMANCE REPORT 2013/14

## HOW CUSTOMERS COMPLAINED

**Customers can complain to or comment about the Council in a range of ways, including:**

- In person at any of our Library Contact Centres or Contact Centres;
- By phoning 0300 100 1800
- On-line
- By letter
- By email

**DURING 2013-14**, we received **696** complaints from customers who chose the following ways to contact us with a complaint:

**85** in person  
**231** by telephone  
**221** online  
**78** by letter  
**81** by email



## INDICATOR 1 COMPLAINTS RECEIVED PER 1,000 OF POPULATION

This indicator records the total number of complaints received by Scottish Borders Council in the period 1 April 2013 and 31 March 2014. This is the sum of the number of complaints received at stage one, and the number of complaints received directly at stage 2.

The population of Scottish Borders is estimated at **113,710** (mid year population estimate).

In 2013-14 Scottish Borders Council handled **696** complaints from customers, meaning that an average of **6.1** complaints were received per 1,000 residents.

This indicates that **1** in every **164** Scottish Borders residents have registered a complaint about our services.

## INDICATOR 2 CLOSED COMPLAINTS

This indicator provides information on the number of complaints closed at stage one, stage two and after escalation as a percentage of all complaints closed.

The term 'closed' refers to a complaint that has had a response sent to the customer and at the time, no further action was required.

**429** complaints were closed at stage one.  
This represents **76.6%** of all complaints closed.

**118** complaints were closed at stage two.  
This represents **21.1%** of all complaints closed.

**13** complaints were closed after escalation (from stage one to stage two). This represents **2.3%** of all complaints closed.

Although a complaint is received between 1 April 2013 and 31 March 2014, it may not be possible to close the complaint within this period which is why the figures for Indicator 1 and Indicator 2 are different.

## INDICATOR 3 COMPLAINTS UPHELD/PARTIALLY UPHELD/NOT UPHELD

There is a requirement for a formal outcome to be recorded for each complaint. Scottish Borders Council made the decision not to have a partially upheld outcome when the complaints procedures were introduced.

### OUTCOME OF STAGE ONE COMPLAINTS

198 complaints were upheld at stage one  
231 complaints were not upheld at stage one

### OUTCOME OF STAGE TWO COMPLAINTS

46 complaints were upheld at stage two  
72 complaints were not upheld at stage two

### OUTCOME OF ESCALATED COMPLAINTS

6 complaint were upheld after escalation  
7 complaints were not upheld after escalation

## INDICATOR 4 AVERAGE TIME SPENT RESPONDING TO COMPLAINTS

The average time spent in working days for a full response to complaints at each stage.

### STAGE ONE COMPLAINTS

We aim to respond to and close stage one complaints within 5 working days.  
The average time to respond to a complaint at stage one was 3.8 working days.

### STAGE TWO COMPLAINTS

We aim to respond to and close stage two complaints within 20 working days.  
The average time to respond to a complaint at stage two was 17 working days.

### ESCALATED COMPLAINTS

We aim to respond to escalated complaints within 20 working days.  
The average time to respond to escalated complaints was 15.6 working days.

## INDICATOR 5 COMPLAINTS CLOSED AGAINST TIMESCALES

This indicator reports the number and percentage of complaints at each stage which were closed in full within the set timescales of 5 and 20 working days. These include cases where an extension to the timescales has been authorised.

**387** complaints were closed at stage one within 5 working days, representing **90.2%** of all stage one complaints.

**101** complaints were closed at stage two within 20 working days, representing **85.6%** of all stage 2 complaints.

**11** escalated complaints were closed within 20 working days, representing **84.6%** of all complaints that were escalated from stage one to stage two.

## INDICATOR 6 COMPLAINTS THAT REQUIRED AUTHORISED EXTENSIONS

This indicator reports the number and percentage of complaints at each stage where an extension to the 5 or 20 working day timeline was authorised.

**8** complaints closed at stage one were granted an extension, representing **1.9%** of stage one complaints.

**5** complaints closed at stage two were granted an extension, representing **4.2%** of stage two complaints.

## INDICATOR 7

### CUSTOMER SATISFACTION

At present we seek feedback from customers, who supply an e-mail address during their interaction with a Customer Service Adviser, about the service they received from Customer Services.

Scottish Borders Council are working towards a procedure to allow customers to take part in a complaint handling survey. The aim for this survey is to gather feedback from customers on how their complaint has been handled and how the customer felt they were treated by staff during the complaint process.

#### CUSTOMERS WHO COMPLAINED TO THE SPSO ABOUT THE COUNCIL

2013-14 was the first full year of operation of standardised Local Government Complaint Handlers Procedures.

During 2013-14 the SPSO received 44 complaints about Scottish Borders Council compared to 31 in 2012-13. This was a 42% increase in the number of complaints taken to the SPSO.

Of the 44 complaints sent to the SPSO, 47% were premature which meant the customer did not raise the complaint with the Council before going to the SPSO.

From the 44 complaints received, 9 investigations were carried out and from this, 4 cases (44.4%) were upheld/partially upheld.



## INDICATOR 8

### WHAT WE HAVE LEARNT, CHANGED OR IMPROVED

We provide our services with monthly reports on complaints relevant to their area, which they can use to help drive improvement. More formal complaints reports are provided to the Corporate Management Team on a monthly basis and complaints performance information is provided to Elected Members on a quarterly basis through our Corporate Public Performance report.

**[www.scotborders.gov.uk/performance](http://www.scotborders.gov.uk/performance)**

Following a corporate restructure in 2014, complaints have now been re-aligned to the new departments and work is progressing with the new Service Directors to ensure that the system for dealing with complaints is bedded in to this new structure.

Some examples of where we have listened to customers, are now detailed in this section.

### COUNCIL TAX BILLS (CUSTOMER SERVICES)

A complaint was made in relation to a letter issued to a customer awarding exemptions and discounts.

The customer was receiving an exemption based on the property being unoccupied and unfurnished. When this exemption ended, an amended Council Tax Bill was issued to the customer with a 50% discount. The customer thought this would be the amount due for the remainder of the financial year, however a further bill was issued after the 50% discount expired and a 10% discount was applied.

On reviewing the wording of the letter issued to the customer it was highlighted that it was not made clear to the customer that amended bills would be issued each time an exemption or discount expired.

As a result, the wording in letters has been amended to make things clearer for customers.

### BULLYING BEHAVIOUR IN SCHOOLS (CHILDREN & YOUNG PEOPLE)

Bullying behaviour between children was one of the most common themes of education complaints received during 2013-14.

Analysis of complaints on bullying and how these were handled in schools highlights the need for parents to be better informed of the new 'respectful relationships (anti-bullying) policy' and for staff to share this information with parents if they report concerns.

We are looking to work with Parent Councils and school staff to raise awareness amongst parents of the approach schools now take in managing bullying behaviour. This focuses on working with children who display bullying behaviour and children who perceive they are being bullied and try to turn the situation round restoratively without the need to use punitive measures.

# SCOTTISH BORDERS COUNCIL COMPLAINTS ANNUAL PERFORMANCE REPORT 2013/14

## NEXT STEPS

### WE WILL:

- Look to embed these eight SPSO indicators into the Council's performance management framework and public performance reporting;
- Work with other local authorities and the Scottish Public Services Ombudsman (SPSO) to develop the benchmarking of complaints performance indicators across Scotland which will drive sharing of best practice and service improvements;
- Work to identify further improvements that services can make to reduce complaint volumes, improve complaint response times and enhance service delivery.



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**SCOTTISH BORDERS COUNCIL COMMUNITY GRANT SCHEME  
– GENERIC BUDGET**

**Report by the Service Director Strategy & Policy**

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**EXECUTIVE COMMITTEE**

**20 JANUARY 2015**

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**1 PURPOSE AND SUMMARY**

**1.1 This report recommends an application for approval from the Community Grant Scheme generic budget.**

1.2 The application put forward to this Executive Committee for approval is:-

Borders Community Radio & Media Ltd, based in Galashiels, but which covers the whole of the Scottish Borders, for a project grant to contribute towards the installation of broadcasting equipment (See Appendix 1). The organisation has to date operated over the internet but has now been successful in obtaining a Community Radio Licence to broadcast over FM. Following negotiation to secure suitable premises, it now requires to install the necessary equipment to enable it to commence broadcasting in February 2015. The organisation has applied to Awards for All (£9,991) and requires match-funding from the Community Grant Scheme. The total project cost is £14,991 and the grant request is for £5,000.

The confirmed budget available is £12,121 and the recommendation for funding is £5,000.

1.3 It is recommended to approve the request to the full amount, conditional on match-funding being achieved for the project.

**2 RECOMMENDATION**

**2.1 I recommend that the Executive Committee approves a grant to the value of £5,000 to Borders Community Radio & Media Ltd, conditional on match-funding being achieved for the project**

### **3 BACKGROUND**

- 3.1 The terms and conditions of the scheme are as set down in the Scottish Borders Council Community Grant Scheme application form, attached guidance notes and the Grants Policy and Guidelines. Copies of these documents are available on the Council's website ([www.scotborders.gov.uk](http://www.scotborders.gov.uk)) or in hard copy from the Strategic Policy Unit. These include the criteria used to judge the suitability of a project and applicant body, procedures for the release of funds and monitoring requirements to comply with the rules of the scheme.
- 3.2 The base budget for the Community Grant Scheme Generic budget is £10,000.
- 3.3 The generic budget has been formed following agreement by the Executive Committee on 18 March 2014 to amalgamate the former Borders-wide and non Borders-based budgets into one single budget of £10,000 annually.
- 3.4 An approved ear-marked balance of £9,502 has been carried forward into the 2014/15 generic budget. £1,312 from the former Borders-wide budget and £8,190 from the former non Borders-based budget.
- 3.5 It was agreed by Executive on 26 February 2008 that any underspend in the annual Community Council Support budget should be vired into the Community Grant Scheme for further community benefit. There is no underspend to be transferred from the 2013/14 Community Council Support budget.
- 3.6 A further £1,569 has been paid back into the generic budget as a result of unutilised grant funding by community groups in 2013/14.
- 3.7 The total budget for 2014/15 is therefore £21,071.

### **4 APPLICATION FOR APPROVAL**

- 4.1 The application put forward to this Executive Committee meeting for decision is:-

Borders Community Radio & Media Ltd, based in Galashiels, but which covers the whole of the Scottish Borders, for a project grant to contribute towards the installation of broadcasting equipment (See Appendix 1). The organisation provides a community radio which caters for a variety of listeners of varying ages and backgrounds. It also promotes local businesses, charities and community groups in the Scottish Borders area and fills a medium for local news articles which it feels are no longer sufficiently catered for by local TV coverage. The organisation has to date operated over the internet but has now been successful in obtaining a Community Radio Licence to broadcast over FM. Following negotiation to secure suitable premises, it now requires to install the necessary equipment to enable it to commence broadcasting in February 2015. The grant will contribute towards the cost of electrical work and a transmitter package. The organisation has applied to Awards for All (£9,991) and requires match-funding from the Community Grant Scheme. The total project cost is £14,991 and the grant request is for

£5,000. The nature of the application complies with the Community Grant Scheme guidelines and meets the outcome 'communities have more access to better quality local services or activities'. It is therefore recommended to fund to the full amount, conditional on match-funding being achieved for the project. The grant request is for £5,000.

## 5 BUDGET INFORMATION

5.1 The total budget in the generic budget is £21,071.

5.2 The decisions made to date are as follows:-

Date	CGS No	Description	Amount of Grant
19/08/2014	CGS/14/14	NTC Touring Theatre Co Ltd - Rumpelstiltskin	2,650.00
19/08/2014	CGS/28/14	Survivors Unite – Group Development & Learning Project	1,370.00
11/11/2014	CGS/49/14	Instinctively Wild – Support Grant	4,930.00
		<b>TOTAL</b>	<b>8,950.00</b>

5.3 The balance available is £12,121.

## 6 IMPLICATIONS

### 6.1 Financial

There is sufficient funding within the Scottish Borders Council Community Grant Scheme (generic budget) to cover the recommendation contained in this report and there are therefore no additional financial implications on the Council's resources. Approval of the grant will leave £7,121 available by the Executive Committee in 2014/15.

### 6.2 Risk and Mitigations

There are other no risks associated with the recommendation in this report. All risks are minimised within the guidelines of the Scottish Borders Council Community Grant Scheme.

### 6.3 Equalities

In accordance with the guidelines of the Scottish Borders Council Community Grant Scheme, all applications are assessed in terms of how groups have taken account of equal opportunities. It is anticipated that there will be no adverse impact in regard to the protected characteristics (age; disability; gender; race; religion; sexual orientation; poverty; health; marital status) arising from the proposal in the this application. Membership of the organisation is open to all, although it does not have an Equalities Policy. An EIA Scoping Assessment has been carried out and there are no apparent concerns. In line with advice received from the SBC Equality & Diversity Officer the organisation will be advised to produce its own Equalities Policies.

### 6.4 Acting Sustainably

There are no environmental impacts with regard to the recommendation in this report and no specific additional concerns need to be addressed.

## 6.5 Carbon Management

There are believed to be no carbon management issues relating to the recommendation contained in this report.

## 6.6 Rural Proofing

As this report is not a new or updated policy or strategy document it does not require to be rural proofed.

## 6.7 Changes to the Scheme of Administration or Scheme of Delegation

There are no changes to be made.

## 7 CONSULTATION

- 7.1 Consultation has been held with the Chief Financial Officer, the Monitoring Officer, the Chief Legal Officer, the Service Director Strategy & Policy, the Chief Officer Audit and Risk, the Chief Officer HR and the Clerk to the Council and their comments have been contained within the report.

### Approved by

**Service Director Strategy & Policy**

**Signature .....**

### Author(s)

Name	Designation and Contact Number
Linda Cornwall	Grants Co-ordinator Ext. 01835-826659
Jean Robertson	Funding & Project Officer Ext. 01835-826543

**Background Papers:** None

**Previous Minute Reference:** Executive Committee 19.08.2014

**Note** – You can get this document on tape, in Braille, large print and various computer formats by contacting the address below. Linda Cornwall can also give information on other language translations as well as providing additional copies.

Contact us at Chief Executives, Scottish Borders Council, Council Headquarters, Newtown St Boswells TD6 0SA. Tel: 01835-826659, Fax: 01835-825059, Email:communitygrants@scotborders.gov.uk

## COMMUNITY GRANT SCHEME - ASSESSMENT SHEET

APPLICATION DETAILS		
<b>Ref No:</b> CGS/49/14	<b>Grant Request:</b> £5,000	<b>Total Project Cost:</b> £14,991
<b>Project Title:</b> TD1 Radio FM		
<b>Brief Summary:</b> Development of a local community radio which has been operating informally over the internet since 2008. The organisation has been successful in obtaining a Community Radio Licence which will enable it to broadcast over FM airwaves to a much wider audience across the Scottish Borders. Following negotiation of suitable premises, it now requires to obtain the necessary broadcasting equipment to commence operations in February 2015. The grant will contribute towards the cost of electrical work and a transmitter package.		
<b>Match-Funding From Other Sources:</b>	Awards for All (£9,991 – in progress)	
<b>Contribution by Organisation:</b>	Under the rules of the scheme, a minimum 10% is required for requests over £500 which can be cash or in-kind. The organisation will meet the minimum requirement in match-funding from an external source but will also contribute a large amount of in-kind volunteer time in the delivery of daily broadcasts	
ORGANISATION DETAILS		
<b>Name of Organisation:</b> Borders Community Radio & Media Ltd		
<b>Type of Organisation:</b> Company Limited by Guarantee		
<b>SBC Members/Officers who are members of organisation:</b>	Nil	
The following information has been received and checked by an Officer as correct:-		
<input checked="" type="checkbox"/> Signed and dated Constitution ( <i>all organisations</i> ) <input checked="" type="checkbox"/> Original Bank Statement less than 3 months old ( <i>all organisations</i> ) <input type="checkbox"/> Independently approved annuals accounts ( <i>all organisations over a year old</i> ) <input checked="" type="checkbox"/> Estimate of Income/Expenditure for first 12 months ( <i>newly formed organisations only</i> ) <input checked="" type="checkbox"/> Quotations/Estimates ( <i>project grants only</i> ) <input type="checkbox"/> Letter of Support ( <i>project/support involving children or vulnerable adults only</i> )		
<b>SBC Grants Received in last 2 years:</b> Nil		
ASSESSMENT		
<ol style="list-style-type: none"> <li>1. The organisation has been not been in receipt of any funding from Scottish Borders Council in the past</li> <li>2. The organisation is properly set up and appears to be operating in line with its Constitution</li> <li>3. The organisation was formerly constituted as TD1 Radio but in line with the requirements of Ofcom, this constituted body was dissolved and a company formerly set up in 2012 under the new name of Borders Community Radio &amp; Media Ltd. The new company has been dormant until recently and at present is unable to produce annual accounts. The organisation has, however, submitted an estimate of income and expenditure to 30<sup>th</sup> November 2015 estimating income of £22,791 and expenditure of £22,425</li> <li>4. The company of Borders Community Radio &amp; Media Ltd trades under the name of TD1 Radio which is the name of the radio station</li> <li>5. The organisation has no savings at present and the application is eligible for support</li> <li>6. The organisation has submitted quotations which appear to be in order and support the costs requested</li> <li>7. The application demonstrates a need for the project as to date TD1 Radio has been broadcasting to</li> </ol>		

- a limited audience across the internet. Its volunteers have developed valuable broadcasting experience and now wish to expand the community radio across FM airwaves in order to reach a much wider audience and provide more community benefit
8. Expansion of the community radio will enable it to reach those who are particularly socially isolated due to location, mobility issues, lack of transport etc and who do not have access to the internet
  9. TDI Radio provides information on local news stories, weather updates, topics of local interest as well as promotion for local groups, businesses, events and other activities. Under the terms of the Ofcom licence, TD1 Radio will broadcast daily for a minimum of 10 hours
  10. The radio will operate from a venue at Galashiels Golf Club which has been leased over to the organisation for a period of 5 years. The lease commenced on 5<sup>th</sup> December 2014
  11. The organisation has obtained Planning Permission for the installation of radio antenna on the roof of the building. Planning Permission was agreed on 12<sup>th</sup> November 2014
  12. The project meets the scheme outcome 'communities have more access to better quality local services or activities' which links to the SOA outcomes:-
    - Growing the economy
    - Reducing Inequality
    - Maximising the impact of the low carbon economy
  13. The project meets the Corporate Plan priorities:-
    - Encourage** sustainable economic growth
    - Improve attainment and achievement levels** for all our children and young people, both within and outwith the formal curriculum
    - Provide high quality support, care and protection** to children, young people, adults, families and older people
    - Build the capacity and resilience** of our communities and voluntary sector
    - Maintain and improve** our high quality environment
    - Develop our workforce**
    - Develop our assets and resources**
    - Ensure** excellent, adaptable, collaborative and accessible public services
  14. The organisation has demonstrated the support and involvement of the wider community through public meetings which have been held regarding the development of the project and online surveys requesting the views of listeners and ideas as to how the current service could be improved. Both methods of consultation were well supported and offered valuable feedback
  15. The organisation has applied to Awards for All for the remaining funding for the project and has met the external funding requirements of the scheme
  16. Membership of the organisation is open to anyone who supports the aims of the organisation and it appears committed to equal opportunities although it does not have its own Equalities Policy. An EIA scoping assessment has been carried out and it is considered that a full EIA assessment is not required as the organisation has provided a statement stating its commitment to ensuring all sections of the community are welcomed into the organisation. One volunteer is partially sighted and the organisation has installed a special unit to enable this person to operate controls independently. The studio will be situated on ground floor accommodation which is accessible to all and the organisation ensures broadcasts cover a broad range of topics which appeal to different sections of the community. It is however recommended by the SBC Equality & Diversity Officer that all organisations applying for funding should be asked to produce their own Equal Opportunities Policy and this advice will be passed on to the organisation.

#### OFFICER RECOMMENDATION

Recommend to approve to the value of £5,000, conditional on match-funding being achieved for the project.

**Assessment Criteria**

- *Grants received before*
- *How group has made use of previous grants*
- *How group is set up and managed*
- *Finances and financial need for funding*
- *Need/demand for project/activity*
- *How well the project meets the Community Grant Scheme outcomes (Communities have more access to better quality local services of activities; Communities have more access to better quality environment; Communities have more pride in their community; Communities have more access to better quality advice and information; More local groups or services are better supported to recover from financial difficulty)*
- *Support and involvement of wider community*
- *Efforts to secure other sources of funding*
- *How group has taken account of equal opportunities*



# SCOTTISH BORDERS COUNCIL COMMUNITY GRANT SCHEME



Received 25/11/14

## APPLICATION FORM

**(Please read the Guidance Notes carefully before completing this application)**

YOU MUST ANSWER EACH QUESTION IN THE SPACE PROVIDED – DO NOT SAY 'SEE ATTACHED'  
You can continue each question on no more than one side of A4

**All groups should complete Part 1 and Part 4.** Please complete in black ink  
**Please refer to the application notes on the right-hand side when completing**

### PART 1

#### About your group

1. What is the name of your group?

Borders Community Radio & Media Ltd

This should be the same name that appears on your Constitution (**please note your Constitution, annual accounts and bank account must all be in the same name**)

2. Where is your group based?

Galashiels

Tell us in which town/village your group is based. If your group serves the whole of the Scottish Borders please say so

3. Name of main contact

Name	David Henderson
Position in Group	
Home Address	
Post Code	
Telephone Number	
Email Address	

This is the person who will be the main point of contact for future communication and who should have a good understanding of the work of the group and details of the application. They should be contactable throughout the duration of the application process.

4. When did your group start?

20/02/12

5. How many committee members are involved in running your group?

3

6. Are any Councillors/Scottish Borders Council Officers members of your management committee? If so, give names

No

7. What is the legal status of your group? (Please tick relevant)

- Unincorporated club, association or community group  
 Company limited by guarantee  
 Company limited by shares  
 Trust  
 Charity recognised by OSCR (Charity Number SC0 )  
 Other (give details)

8. What is the purpose of your group, its main activities and what benefits does it bring to the local community?

We are a non-profit making community radio station, staffed by volunteers. Our output will not only be relevant to the local community but will involve them too. We will continue to create direct links with listeners, provide training opportunities as well as programme making facilities to ensure that every member of the community is given a voice and be able to take part in how the station is run.

TD1 Radio aims to enhance the area's identity by including the wealth of local business, charities, community groups, non-profit making organisations that currently struggle to have their voices and opinions heard.

There are a large number of 'mature' people in the area, including OAPs and others who are retired. We provide output for this often forgotten demographic when it comes to radio programming, with our varied output also catering for many interest groups.

TD1 Radio caters for listeners of all ages through our unique blend of programming. We will also cater for youngsters, school leavers and the unemployed who get little or no representation on existing local services.

We currently have one SAMH Volunteer who comes in weekly to catalogue music for us. His love for music ensures that he's on the ball when it comes to working with the CDs and also gives him the chance to do something he's interested in, while at the same time, helping out the radio station.

Describe in full what your group does, the activities it undertakes and in what way it benefits the community it serves

9. Tell us your bank account details

Account Name
Bank/Building Society Name
Address of Bank/Building Society
Post Code
Sort Code
Account Number/Roll Number

The name on the bank account and annual accounts **should be the same** as the name on your Constitution.

How many people are required to sign each cheque or withdrawal from this account?

2
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**Bank accounts require a minimum of two signatories.** Grants will not be paid into an individual's bank account

List the names and positions of the people who are authorised to sign each cheque or withdrawal from this account

Name	Position
David Henderson	Director
Steve Paterson	Director
Kevin Sterrick	Director

If any signatories are related you will require to submit a letter from your bank confirming that the related signatories are not authorised to sign off the same cheque/ withdrawal

10. Tell us what your total savings/cash or investments are (all accounts)

£100
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If your group has more savings than the amount of money your group receives in a year, you should explain what you are planning to do with this money. If you have not set aside this money for anything in particular the scheme is unlikely to give a grant

11. Is your group registered for VAT? Yes  No

12. Tell us what grants you have received from the Council in the last 2 years?

Date	Amount	Project Title

13. Tell us how your group takes account of equal opportunities legislation by including all sections of your community (include child protection, vulnerable adult legislation if relevant, disability, promotion of equality of access to services irrespective of race, gender, age sexual orientation, religious or political beliefs)

Equal opportunities and inclusion is about involving people from different parts of the community in the development and implementation of projects and services. This might involve taking account of issues around gender, ethnic background, disability or access.

We monitor volunteer applications to ensure we have a good cross section from the community. More specifically we can target programming for under-served audiences (eg women) by providing a programme hosted by female volunteers. These programmes can tackle various subjects that affect women and include guests, either in the studio or on the telephone who may be specialised in a particular topic being featured that week (eg the menopause). This is just one example, but can be applied across many different sections of the community.

We also have one volunteer who is partially sighted (but registered blind). This volunteer was keen to become involved but our studio wasn't equipped to allow a visually impaired person to operate the controls and see the computer screens. We had a special unit built that slid the screens forward to allow this person to see what was being displayed. They can now operate the entire studio themselves, thanks to this new unit. Volunteer Development Scotland also carried out a case study on TD1 Radio and the steps we were taking to include volunteers from all walks of life.

The local LGBT group recently celebrated their 30<sup>th</sup> Anniversary. We produced a one hour documentary featuring interviews with past and present members, recalling what life was like back in 1984 and how attitudes have changed over the last 30 years.

We provide Outside Broadcast facilities too - meaning that we can take our pop-up studio on the road to broadcast live from any community events. This too, ensures members of the community can become involved.

Our studios are all on the ground floor - this means wheel chair access is no problem for anyone with mobility problems. We're also keen to provide more specific broadcasts (eg Polish programming) and this is something we'll look to develop further.

**The Community Grant Scheme gives grants mainly for project costs. If you are applying for project costs complete Part 2 and Part 4.**

**In some circumstances, it can provide one-off support grants to groups experiencing temporary financial difficulties (see Guidance Notes for details). If you are applying for support grant completed Part 3 and Part 4**

**PART 2 (PROJECT GRANTS)**

**About your project** You can continue each question on no more than one side of A4  
**Please refer to the application notes on the right-hand side when completing**

14. Tell us the name of your project

TD1 Radio FM

15. Tell us about your project, what it will do and how the grant will be spent

TD1 Radio has been in existence since December 2008 broadcasting solely across the Internet. From that date we have been pursuing a Community Radio licence to broadcast on FM. We were awarded the licence by Ofcom in 2013, with the condition that broadcasting begins no later than Feb 14<sup>th</sup> 2015.

In order to expand our services on to FM we need to purchase and install a transmitter, antenna and cabling as well as some equipment to allow the broadcasts to take place from our new studio.

We plan to launch our full community radio service, in February 2015.

By 'project' we mean the activities you plan to carry out with the assistance of the grant.

Be specific about what you plan to do, and how you will do it.

16. Please indicate which Community Grant Scheme outcome your project will achieve (**please tick only one**)

- Communities have more access to better quality local services or activities (including arts, music, heritage or sports activities)
- Communities have more access to a better quality environment (including the built environment)
- Communities have more pride in their community
- Communities have more access to better quality advice and information

Your project should meet one of the listed outcomes

17. Tell us the expected results of your project and the difference it will make to your community

TD1 Radio fills a gap left by other local broadcasters. The combined population of the central Borders (according to 2001 census data) is 21,593. These people have no other option but to listen to programming from Glasgow (and further afield) at certain times of the day and night, and the area has little or no local TV coverage now that Border TV has merged with Tyne Tees and is being broadcast from Gateshead. By providing local community broadcasting we will ensure that we give a voice back to Borderers.

It will offer more listening choice and will allow us to include more local news, features, interviews as well as helping to promote local artists and give airtime to minority sports. We will monitor our performance on a quarterly basis to ensure we're meeting all targets. The radio regulator, Ofcom, also asks that we have certain "key commitments" or promises that form part of our licence. (eg broadcasting for at least 10 hours a day). We need to report on a regular basis that we are meeting these key commitments.

Broadcasting on FM will mean listeners will be able to hear us on any suitable radio giving us a wider local audience.

Please describe in what way the project will meet the outcome you have ticked ie. in what way will it increase access, improve quality etc.

Please also include details on how you intend to maintain or sustain your project in the future. This is particularly important for environmental projects or improvements to community facilities where ongoing physical maintenance and spending may be required

18. Tell us how you have identified a need for the project and how you have involved your community in the development of it

A need was identified because local radio and TV services were and still are being cut back in favour of sharing programmes across several stations - therefor losing the local content. (The local commercial radio station now only broadcasts from Galashiels a total of 8 hours at the weekend as an example)

We've held two public meetings - both of which were well attended and these helped us further identify what was needed. We also carried out two surveys online to gain further information about what people thought of our current level of service and what they'd like us to do in the future.

We involve the community by making sure they know we have an "open doors" policy and that anyone can come in and see us. We also encourage new volunteers to join us and do this through social media, on air and via our website. We also have links with other community groups who help promote what we do. We also have quotes from various local organisations that demonstrate there is a need for what we do and their support for us.

It is vital that your project has the support of the wider community and that the community has been involved in its development. Tell us about the needs of your community and how the project will meet the needs that you have identified

It is also important that some form of consultation process has taken place on the project and this can be demonstrated. This could take the form of public meetings, feasibility, questionnaires, or could also be in the form of an approval by your Community Council or other relevant body.

19. When is your project due to start?

February 2015

20. If your project involves work to a building or land who is the owner?

Galashiels Golf club

Do you have the following? (please tick relevant)

A lease agreement (Date of lease and duration 5 years)

Written permission of owner

Planning Permission (Reference No 14/01127/FUL )

21. Tell us how much money you need for the project?

Item or Activity	Total Cost of Item	Amount Requested from CGS
Transmitter Package	£4061	£4000
Mixing Console	£3294	
Broadcast Delay Unit	£2478	
Cables + Connectors	£478	
Electrical work	£1250	£1000
Station Imaging + Software	£1320	
Security	£50	
Furniture, Mics + H/phones	£440	
Soundproofing	£300	
Publicity	£1320	
Totals	£14,991	£5,000

The scheme cannot give grants for activities/ expenditure which have already taken place. **Applications should be submitted at least 2 months in advance of project start dates** to allow time to go through the decision making process. **Applications for Christmas Lighting should be submitted before the end of September annually**

If your project involves construction or refurbishment of a building you need to have heritable ownership of the land or building, or hold a lease which cannot be brought to an end by the landlord for at least 5 years. You should also contact Scottish Borders Council Development Control Officers to discuss projects where they involve physical works. **Planning Permission needs to be in place before applying for a grant.**

Give a detailed breakdown of the main items of expenditure required for the project including VAT if relevant. Groups who are eligible to claim back VAT must not include VAT charges in their project costs. **Please note copies of quotations/ estimates must accompany the application form.**

Please refer to the guidance notes to ensure that the costs you are applying for are eligible for grant assistance.

If the total project cost is more than you are requesting from the Community Grant Scheme, tell us where the shortfall will be met

Name of Funding Body	Amount	Progress
Awards For All	£9,991	Just submitted

If the project cost is more than you are requesting from Community Grant Scheme please give details of funds secured from other funding sources ie. lottery bodies, public bodies, trusts, businesses etc.

How much will your group contribute to the project?

Based on volunteer input being valued at £9.38 per hour and management input being valued at £13.13 per hour, this would mean our volunteer time equates to a total of £812.29 per week (assuming each volunteer gives at least 3 hours per week to the project)

**Requests of £500 and over require a minimum of 10% match-funding.** 'In-kind' support (ie. volunteer time or local skills that are a direct input to your project) can also be used to make up the balance of funding. Applicants who wish to use 'in-kind' contribution as part of their funding package should discuss this with the Grants Co-ordinator

22. Does your project involve work with children, young people under the age of 18 or vulnerable adults? Yes  No

If yes, what safeguarding policies do you have in place and how often are these reviewed? Please give details below

It is your responsibility to ensure you have acceptable safeguarding policies and procedures in place for projects involving children and vulnerable adults. Advice on requirements can be obtained from Volunteer Borders on 0845-602-3921

**Now go to Part 4 to complete your application from project funding.**

**The Community Grant Scheme gives grants mainly for project costs. In some circumstances, it can provide one-off support grants to groups experiencing temporary financial difficulties (See Guidance Notes for details)**