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EXECUTIVE COMMITTEE TUESDAY, 20 OCTOBER 2015

A MEETING of the EXECUTIVE COMMITTEE will be held in the COUNCIL CHAMBER, COUNCIL HEADQUARTERS, NEWTOWN ST BOSWELLS, TD6 0SA on TUESDAY, 20 OCTOBER 2015 at 10.00 am

J. J. WILKINSON,
Clerk to the Council,

13 October 2015

EDUCATION BUSINESS		
1.	Apologies for Absence	
2.	Order of Business	
3.	Declarations of Interest	
4.	<p>Home Schooling: Scottish Borders Council Scrutiny Report (Pages 1 - 8)</p> <p>Consider report by Service Director Children and Young People regarding the decision of the Scrutiny Committee of 20 August 2015 (copy attached).</p>	10 mins
5.	<p>Community Learning and Development in the Scottish Borders - Strategic Plan 2015-2018 (Pages 9 - 40)</p> <p>Consider report by Service Director Children and Young People on the Community Learning and Development (CLD) Strategic Plan for 2015-18 (copy attached).</p>	30 mins
6.	<p>Closing the Gap</p> <p>Presentation by Service Director Children & Young People and Chief Officer Education</p>	30 mins
7.	Any Other Education Items Previously Circulated	
8.	Any Other Education Items which the Chairman Decides are Urgent	
	<p>Education Theme additional Membership of Committee:- Mr G. Donald, Mr J. Walsh, Mr G. Jarvie, Jeanette Aitchison (Parent Representative), Alison Ferahi (Parent Representative)</p>	

	OTHER BUSINESS	
9.	Minute (Pages 41 - 46) Minute of Meeting of Executive Committee of 29 September 2015 to be approved and signed by the Chairman. (Copy attached).	2 mins
10.	Any Other Items Previously Circulated	
11.	Any Other Items which the Chairman Decides are Urgent	
12.	Private Business Before proceeding with the private business, the following motion should be approved:- “That under Section 50A(4) of the Local Government (Scotland) Act 1973 the public be excluded from the meeting for the following items of business on the grounds that they involve the likely disclosure of exempt information as defined in the relevant paragraphs of Part 1 of Schedule 7A to the aforementioned Act.”	
13.	Minute (Pages 47 - 48) Private Minute of Meeting of Executive Committee of 29 September 2015 to be approved and signed by the Chairman.	2 mins
14.	Social Work Complaints Review Sub Committee. (Pages 49 - 54) Approve Minute of meeting held on 17 September 2015.	5 mins

NOTES

1. **Timings given above are only indicative and not intended to inhibit Members' discussions.**
2. **Members are reminded that, if they have a pecuniary or non-pecuniary interest in any item of business coming before the meeting, that interest should be declared prior to commencement of discussion on that item. Such declaration will be recorded in the Minute of the meeting.**

Membership of Committee:- Councillors D. Parker (Chairman), S. Aitchison, S. Bell, C. Bhatia, J. Brown, M. J. Cook, V. M. Davidson, G. Edgar, J. G. Mitchell, D. Moffat, D. Paterson, F. Renton and R. Smith

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HOME SCHOOLING: SCOTTISH BORDERS COUNCIL SCRUTINY REPORT

Report by Service Director Children and Young People

EXECUTIVE COMMITTEE

20 October 2015

1 PURPOSE AND SUMMARY

- 1.1 This report proposes that the Executive Committee considers the decision of the Scrutiny Committee of 20 August 2015.**
- 1.2 Home Schooling was considered at the Scrutiny Committee providing facts on the number of children and young people currently Home Schooled in the Scottish Borders and the guidance and legislation around governance arrangements. An excerpt from the Minute of the Scrutiny Committee is attached as part of these papers.
- 1.3 Members of Scrutiny expressed concern around national legislation and “agreed to recommend that Scottish Borders Council write to the Scottish Government requesting that the 1980 Education Scotland Act be amended to give Local Authorities the power to enforce Section 37 of the Act in order to ensure that children who were being home schooled received a satisfactory education appropriate to their age and aptitude”.

2 RECOMMENDATIONS

- 2.1 I recommend that the Executive Committee agrees that an appropriate letter be sent by the Leader to the Scottish Government expressing concern about existing guidance and request consideration of an amendment to the 1980 Education Scotland Act, ensuring that children who are home schooled receive a satisfactory education appropriate to their age and aptitude**

3 HOME EDUCATION

3.1 The Scottish Government Guidance on Home Schooling 2007 is issued under Section 14 of the Standards in Scotland's Schools Act 2000 and must be read in conjunction with the Act and the Education (Scotland) Act 1980. The guidance sets out the legislative position, provides advice on the roles and responsibilities of Local Authorities and parents in relation to children who are home educated. The guidance can be accessed at the following link: <http://www.gov.scot/resource/doc/207380/0055026.pdf>

3.2 The Home Schooling guidance sets out that "Home Education is a right conditional upon the parents providing an efficient education suitable to the age, ability and aptitude of the child, and choosing this option does not in itself require permission".

3.3 Duties of Local Authorities

The Scottish Government Home Education Guidance, Section 2.4 highlights "The Education (Scotland) Act 1980, Section 37(1)- (1) "Where a child of school age has not attended a public school in the area in which his parent is residing, or has attended such a school and has been withdrawn therefrom with the consent of, or excluded by, the Education Authority, then, if the Authority are not satisfied that the parent is providing efficient education for him suitable to his age, ability and aptitude, it shall be the duty of the Authority to serve a notice on the parent requiring him within such time as may be specified in the notice (not being less than seven or more than fourteen days from the service thereof) either:-

- a) To appear (with or without the child) before the Authority and give such information as the Authority may require regarding the means, if any, he has adopted for providing education, or
- b) In the option of the parent, to give such information to the Authority in writing."

3.4 The Education (Scotland) Act 1980, Section 37(2) states that,"If a parent on whom a notice has been served in pursuance of Sub-section (1) fails to satisfy the Authority that he is providing efficient education for the child suitable to his age, ability and aptitude, or that there is a reasonable excuse for his failure to do so, the Authority shall make an Attendance Order in respect of the child in accordance with the provision of Section 38 of this Act".

3.5 International law gives children a right to education. This right is enshrined in Scots Law in the Standards in Scotland's Schools Act 2000 and qualified by Section 30(2) of the Education Scotland Act 1980.

3.6 The Scottish Government Home Schooling Guidance, Section 3.2 sets out that while consent is needed for withdrawal from school, consent is not needed to home educate in itself. Consent is not needed in the following situations:

- a) The child has never attended a public school.
- b) The child has never attended a public school in that Authority's area.
- c) The child is being withdrawn from an independent school.
- d) The child has finished primary education in one school but has not started secondary education in another.
- e) The school the child has been attending has closed.

It states, "Although there is no statutory duty upon parents to inform the Local Authority that they are home educating if they do not require consent, many Authorities would prefer home educators in their area, or moving into their area, to contact them."

- 3.7 At the Scrutiny Committee it was reported that there were 42 pupils currently being home educated, which is 0.28 per cent of the total school roll in the Scottish Borders. 50 per cent of those being home educated lived outwith a town or a village. However, there are children being home educated in addition with whom officers have had no contact due to the Scottish Government Guidance as set out in Section 3.6 above.
- 3.8 The view of the Scrutiny Committee is that Scottish Borders as a Local Authority has no method of exercising the powers set out in the Education (Scotland) Act 1980, Section 37(1), as detailed in Sections 3.3 and 3.4 of this report. For parents who have never sent their children to a Scottish Borders School, officers are unable to acquire any information as to whether the children who are being home schooled receive a satisfactory education appropriate to their age and aptitude.
- 3.9 The Scrutiny Committee recommends that Scottish Borders Council writes to the Scottish Government requesting that the 1980 Scotland Education Act be amended to give Local Authorities the power to enforce Section 37 of the Act. This would result in parents whose children have never attended a Scottish Borders school and are being home schooled, to provide evidence that their children are receiving a satisfactory education appropriate to their age and aptitude.

4 IMPLICATIONS

4.1 Financial

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

4.2 Risk and Mitigations

- (a) There is a risk that the Scottish Government will take no action in respect of the content of the letter.

4.3 Equalities

- (a) It is anticipated that there are no adverse impact due to race, disability, gender, age, sexual orientation or religion/belief arising from the proposals in this report. There may be increased opportunities for engagement with parents who home school and this may result in reduced isolation.

4.4 Acting Sustainably

There are no significant 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**

This report does not relate to new or amended policy or strategy and as a result rural proofing is not an applicable consideration.

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 Clerk to the Council has been consulted and their comments have been incorporated into the final report.

Approved by

Jeanette McDiarmid **Signature**
Depute Chief Executive, Children & Young People

Author(s)

Name	Designation and Contact Number
Donna Manson	Service Director Children and Young People 01835 826742

Previous Minute Reference: Minute of Scrutiny Committee – 20th August 2015

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

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EXECUTIVE COMMITTEE

20 OCTOBER 2015

SCRUTINY MINUTE EXTRACT – 20 AUGUST 2015

NON SCHOOLING AND HOME SCHOOLING

- 2.1 With reference to paragraph 6(a) (vi) of the Minute of 26 March 2015, the Chairman welcomed Ms Donna Manson, Service Director Children and Young People and Ms Christian Robertson, Senior Education Officer who were present at the meeting to give a presentation on Non Schooling and Home Schooling. There had been circulated copies of the Scottish Government's Home Education Guidance. Ms Manson explained that the document was issued under Section 14 of the Standards in Schools etc Act 2000 and it formed the basis of Home Schooling policies which had been developed at a local level at SBC. There were circulated at the meeting copies of a document entitled "In our sight: in our mind" and Ms Manson explained that this reflected the approach being taken across the Council area in terms of educating school age children.
- 2.2 Primary school attendance had shown an improvement during the academic year 2014/15, particularly throughout March and April 2015 and the department was continually working to achieve further improvements in the attendance levels. The period leading up to the summer break in June 2015 showed a drop in attendance and Ms Manson explained that this was due, in the main, to family holidays being taken outwith school term time. Members noted that Scottish Borders Council compared favourably at a national level. Statistics showed that attendance in 2012/13 was just above 95% and SBC had been successful in maintaining that position nationally. Statistics demonstrated an increasing trend in unauthorised absences during May and June of the academic years from 2012/13 to 2014/15. Ms Manson confirmed that parents were challenged in relation to any instances of non-attendance and the department was working towards a position where all non-attendance was authorised appropriately.
- 2.3 Secondary school attendance showed a similar pattern, with high attendance in May 2012/13 of almost 96% dropping to below 92% in June of the same year. It was noted that a substantial drop in school attendance during December 2012 could be linked to a serious infection which affected the whole of the Scottish Borders Council area. Ms Manson went on to explain that the attendance figures for May of any year related, in part, to the pupils sitting national examinations whilst the lower attendances in June coincided with an increase in the number of unauthorised absences. On a national level, Ms Manson was pleased to report that Scottish Borders performed well with an attendance level in 2012/13 of just over 95%.
- 2.4 Ms Manson advised Members of the work that was in progress and which had been undertaken previously to improve attendance levels in both primary and secondary schools, noting that the way in which absences were monitored and analysed on a monthly basis had contributed to the high attendance levels across schools. Future actions to be taken forward included more engagement with parents, access for all schools to Home Link, multi-agency

involvement and early intervention in the pre-school, early learning and childcare centres. Members were advised that the number of exclusion incidents and resulting exclusions in Primary Schools had decreased during 2014/15 and this decrease was also reflected in the male/female gender divide. The figures for secondary schools also showed a decrease in both the overall number of exclusion incidents and actual exclusions. With regard to the gender breakdown, there had been a decrease in the number of male-related incidents. Female-related incidents and exclusions showed a slight increase during 2014/15. Ms Manson advised that the aim was to achieve a zero exclusion figure across all schools. Members noted that exclusions at secondary school level had dropped from 245 to 150 in 2014/15 and discussion followed in respect of the reasons for this improvement. Ms Manson detailed some of the strategies for further reducing rates including tracking data and trends action planning, the up skilling of staff to deal with issues, sharing improvement strategies across schools and the development of creative support for young people.

2.5 Members raised a number of questions and highlighted issues of concern, one of which was the way in which statistics were reported in the media. Ms Manson advised that this was possibly due to the published figures being about two years old whereas the figures available in her report to Members were more up to date. In respect of how future strategies could improve the support offered to pupils with learning difficulties, Ms Manson suggested that this could be achieved by increasing the number of group sessions and reducing whole class lessons for which resources were currently in place. Members were aware of the impact of absences on attendance levels and noted that in some situations, such as the emergency services, parents could be allocated holiday dates which might not fit with school holidays. Ms Manson explained that such situations were dealt with by head teachers within each school. With regard to unauthorised absences, Ms Manson advised that sanctions for persistent unauthorised absences included referral to Family Support Workers, the Children's Reporter but that the first step would always be to try to identify the reasons for such a situation developing. In terms of sanctions which might be imposed on pupils, Ms Manson explained that pupils were made aware of the impact and outcome of unacceptable behaviour and emphasised the advantages of early intervention in such situations. It was acknowledged that a smooth transition from primary to secondary schooling could have a positive effect on the attendance levels for pupils. Further analysis of available information would be required to assess the full impact. Members requested information about the impact of inclusion of all pupils and Ms Manson explained that two meetings had already taken place with Parent Councils to consider this matter. Establishment of a "base" class was given as one example of how inclusion could be progressed within schools. Ms Manson emphasised that exclusion incidents should be addressed prior to reaching the stage where a pupil was the subject of multiple exclusions and it was recognised that schools needed support in dealing with these situations.

2.6 Ms Manson went on to provide Members with information about home schooling in the Scottish Borders. There were no national comparator statistics available but within the Scottish Borders, the figures included 32 families who were currently home educating with one on a part time basis only and there were 42 pupils or 0.28% of the total school roll who were being home educated. 50% of those being home educated lived outwith a town or village in the Scottish Borders but there were examples of how these families could be supported in formulating a programme of education for their children. Legislation stipulated the duties and rights of families and the Local Authority when a child/children were being home educated. Families were only bound to respond to enquiries by the Local Authority whilst Local Authorities were only entitled to make formal enquiries. Most of the pupils who had been withdrawn from school were removed during their primary education years and the main reason given was anxiety and/or stress. Ms Robertson explained that successful early intervention could avoid withdrawal from school by reassuring parents and adapting the way in which teaching was delivered. There were a number of ways in which the Council could prevent disengagement with parents, such as the introduction of a Risk Matrix to identify

children early, working to enhance the reputation of schools in the area and promote a wide range of activities and curriculum choices. Ms Manson advised Members that some families had never entered the education system and were therefore "invisible" to the Authority. This could be a cause for concern and it was important to find ways in which to engage with these families.

- 2.7 Discussion followed and officers responded to a number of questions raised. With reference to potential withdrawals following the summer break, Ms Manson advised that sometimes families had been considering this option during the holidays but it could as easily have been a totally unexpected decision. Provision of a sample curriculum was discussed as a "vanguard" for encouraging parents to remain engaged with the Council. Members were advised that only a small number of requests for home schooling were refused and these were normally on the grounds of child protection concerns. Ms Manson agreed that sports and leisure opportunities could be key to continued engagement with families and indicated that partnerships were currently being developed which would form part of the strategic plan within the new People department. Various education options were available to parents and part time home schooling allowed children to access school-based facilities at times which suited their family situation. Members raised concern about the lack of legislative authority given to Councils to monitor home schooling and were advised that parents could refuse to provide any information on the grounds of the Data Protection Act. There was also no evidence available to verify that these children were being home educated as opposed to working outwith the home. A question was asked in relation to the amount of maintenance allowance paid to parents who were home educating their child/children and Ms Manson agreed to investigate and provide this information to Members in due course. Members were advised that each primary school had access to a Home Schooling Link Worker (HSLW) to provide additional support. A different system was in place for secondary schools to access this type of resource available to them. Ms Manson considered this to be a strong and positive position from which to move forward. Members were advised that additional support needs were assessed on an individual basis and could include requirements such as transportation support. Should a pupil with such needs move into a different catchment area, then the assessed support would be provided.
- 2.8 Councillor Aitchison, Executive Member for Education commented on the excellent work Ms Manson and her team had undertaken and acknowledged that the new team of officers was now in place and moving forward to meet further challenges. He detailed some of the work currently in progress and in highlighting the importance of Parent Councils in preventing disengagement by some families, emphasised that this would be best served when the Parent Council represented all families within that school. Councillor Aitchison went on to emphasise the importance of active inclusion within classes and suggested that seclusion could be used as an alternative to the ultimate sanction of exclusion. There was no doubt that there were challenges ahead and Councillor Aitchison was confident that Ms Manson's team was equipped to meet those challenges. He thanked the Scrutiny Committee for inviting Ms Manson and Ms Robertson to attend the meeting and for providing the opportunity to receive feedback from the Members. The Chairman thanked Ms Manson, Ms Robertson and Councillor Aitchison for their presentation and for the answers to Members' questions. Members expressed concern regarding the lack of powers available to the Council to ensure that all children within the area were receiving an appropriate standard of education.

DECISION

(a) **NOTED the Briefing.**

- * (b) **AGREED TO RECOMMEND that Scottish Borders Council write to the Scottish Government requesting that the 1980 Scotland Education Act be amended to**

give Local Authorities the power to enforce Section 37 of the Act in order to ensure that children who were being home schooled received a satisfactory education appropriate to their age and aptitude.

COMMUNITY LEARNING AND DEVELOPMENT: STRATEGIC PLAN FOR CLD IN SCOTTISH BORDERS 2015- 18

Report by Service Director, Children and Young People

EXECUTIVE COMMITTEE

20 October 2015

1 PURPOSE AND SUMMARY

- 1.1 This report proposes that the Executive Committee recommends the approval by the Community Planning Strategic Board of the Community Learning and Development (CLD) Strategic Plan for 2015-18.**
- 1.2 The CLD Strategic Guidance for Community Planning Partnerships (2012) set out expectations on Community Planning Partnerships (CPP) to use CLD approaches to public service reform and to develop a clear framework for the planning and delivery of CLD by the Local Authority and partners.
- 1.3 The CLD Regulations of 2013 require a three year partnership plan for CLD to be developed by the Education Authority by 1 September 2015. This Plan will be subject to scrutiny through the Local Area Network.
- 1.4 Local CLD partnerships have been developed in each of the nine High School catchment areas. They have mapped current CLD activity, consulted with learners and community groups and developed action plans to address local priorities. There is clear synergy between the identified CLD priorities and those of the CPP's Reducing Inequalities profile. The local partnerships. These local plans have been rolled up to create a Borders wide Strategic Plan for CLD 2015-18 (Appendix).
- 1.5 The CLD Strategic Plan will be instrumental in achievement of key Borders priorities of developing Scotland's young workforce and empowering communities.

2 RECOMMENDATIONS

- 2.1 I recommend that the Executive Committee:-**
 - (a) Recommends that the Community Planning Strategic Board approves the Community Learning and Development (CLD) Strategic Plan for 2015-18, as detailed in the Appendix.**
 - (b) Notes the issues requiring further action during the lifetime of the Plan.**
 - (c) Supports the CLD Strategic Partnership to engage effectively with key CLD partners, facilitating contribution to the annual planning process with members taking an active role within the local area partnerships.**

3 BACKGROUND TO DEVELOPMENT OF THE PLAN

- 3.1 The CLD Strategic Guidance for Community Planning Partnerships (2012) set out expectations on CPPs to use CLD approaches to public service reform and to develop a clear framework for the planning and delivery of CLD by the Local Authority and partners.
- 3.2 The Strategic Guidance defines the purpose of CLD as:
- Improved life chances for people of all ages, through learning, personal development and active citizenship
 - Stronger, more resilient, supportive, influential and inclusive communities.
- 3.3 CLD is defined as an approach that is used by a range of partners, and not limited to a Council service. CLD Learning providers should meet the outcomes above through:
- community development (building the capacity of communities to meet their own needs, engaging with and influencing decision makers);
 - youth work, family learning and other early intervention work with children, young people and families;
 - community-based adult learning, including adult literacies and English for speakers of other languages (ESOL);
 - volunteer development;
 - learning for vulnerable and disadvantaged groups in the community, for example, people with disabilities, care leavers or offenders;
 - learning support and guidance in the community.
- 3.4 The CLD Regulations of 2013 require a three year partnership plan for CLD to be developed by the Local Authority by 1 September 2015. This Plan will be subject to scrutiny through the Local Area Network.
- 3.5 The CLD local partnership model that has been developed in Scottish Borders supports the aspirations of the Christie Commission. It will achieve the new statutory duties placed on Community Planning Partners through Community Empowerment (Scotland):
- Community engagement & co-production
 - Understanding of area needs, including the distinctive needs of communities
 - Clear vision
 - Focus on key priorities
 - Focus on prevention
 - Tackling inequalities
 - Aligned resources
 - Strong shared leadership
 - Effective performance management
 - Robust governance & accountability

It will also support implementation of Developing Scotland's Young Workforce in Borders.

4 HOW THE PLAN HAS BEEN DEVELOPED

- 4.1 The CLD Strategic Partnership, has been established and reports to the Reducing Inequalities Theme Group of the CPP. The Reducing Inequalities strands form the framework for planning CLD.
- Employment and income
 - Health and wellbeing
 - Keeping people Safe
 - Skills and Attainment
 - Housing and neighbourhoods.
- 4.2 Local CLD partnerships have been developed in each of the nine High School catchment areas. The partnerships have been initially formed using existing local networks of partners that already had a working relationship. More work needs to be done in future to include a wider range of local community groups. A wide range of groups were involved in the consultation process and were happy with that level of involvement at this stage. The local partnerships are coordinated by an SBC CLD Worker. The local CLD Partnerships have used the Reducing Inequalities Community Profile in conjunction with local consultations to build their understanding of need for CLD in the local community.
- 4.3 Working with these profiles, and their own local knowledge of need and current activity, each partnership has identified key priorities for partnership action. These range from young people's employment, to emotional health and wellbeing issues, to improved networking between community organisations.
- 4.4 The partnerships have consulted with learners and community groups to establish what they consider to be the most important priorities for CLD in the area. Where they exist, partnerships are also referring to existing consultations e.g. Streetwork with young people to identify what they would like to see in the new Langlee Residents Association Community Flat.
- 4.5 The local partnerships have undertaken a mapping exercise to build a picture of the range of CLD activity already happening in the area. This information forms part of the Community Profile for the area.
- 4.6 Based on the community profile, the agreed priorities and the resources available to them, the local partnerships have identified gaps and agreed new or enhanced partnership actions to address some of these gaps. The main themes that will be addressed by new partnership CLD activity are:
- Increasing employability, particularly for young people and sustaining positive destinations after leaving school
 - Increasing volunteering opportunities, particularly to develop employability for young people
 - Promotion of and support for emotional health and wellbeing, particularly for young people
 - Supporting consultation around transport in rural areas
 - Improved information sharing to support partnership working
 - Strengthened/enhanced partnerships to support key Reducing Inequalities themes e.g. Opportunities for All Partnerships in each High School linked clearly to Senior Phase planning.

- 4.7 The CLD Regulations place a duty on the Local Authority to report on gaps that exist in the three year Strategic Plan. Local Partnerships have therefore highlighted where gaps exist between identified priorities and partnership actions. A rationale is included for each identified gap which is not being addressed by actions in the Plan.
- 4.8 The nine local Partnership Plans have been rolled up and summarised to create the three year Strategic Plan for the Borders (attached as an Appendix).

5 **MONITORING AND EVALUATION**

- 5.1 The framework for the CLD Strategic Plan uses the Reducing Inequalities strand (above): The key objectives are:
- Reduce inequalities and improve the well being of Borders communities through early intervention and prevention approaches
 - Build capacity in our 9 Learning Communities and the Third Sector
 - Improve Partnership Working.
- 5.2 High level generic outcomes (from the Single Outcome Agreement) and CLD short term outcomes have been identified by the Strategic Partnership. Key performance indicators have been created and a performance framework, aligned to Community Planning Partnership priorities has been developed. Progress will be reported to the Reducing Inequalities theme group twice per year.
- 5.3 The ultimate success of the CLD Strategic Plan will be the delivery of learning opportunities that make a real difference to learners' lives. Key success measures will be:
- Participation in learning (especially vulnerable/reluctant learners)
 - Achievement through learning (especially recognised awards)
 - Progression as a result of learning (especially to further learning, volunteering or employment).
- 5.4 A logic model approach has been used to plan actions and each Learning Community Partnership will undertake quarterly monitoring of their local actions.
- 5.5 The Quality improvement Framework "How Good is Our" (School, Community Learning and Development, Culture and Sport, Third Sector Organisation) will underpin the annual quality improvement process.
- 5.6 A multi-agency review team will undertake peer review in two Learning Communities each year. This approach has already been piloted in the Hawick Learning Community.

6 **BUILDING CAPACITY**

- 6.1 Funding from Education Scotland has supported Youth Borders, The Bridge and CLDS to develop training to build the capacity of partners, particularly in the Third Sector, to contribute to partnership planning for CLD. The training has focused on awareness raising of the CLD Guidance and Regulations and outcome focused planning and evaluation. Training sessions have been well attended and evaluated very positively.

- 6.2 Sixteen Third Sector partners have contributed to development of local partnership Plans.
- 6.3 Officers plan to build on this by working with the Council's Third Sector partners to develop and deliver additional training to support evaluation over the next two years. Education Scotland has recently developed a new Quality Improvement Framework, How Good Is Our Third Sector Organisation? (HGIOTSO) which will be piloted in HMIE inspections in autumn of 2015. This Framework is based on the European Foundation for Quality Management (EFQM) model and aligns well with the Frameworks currently used within Schools, CLD and Culture and Sport.

7 FURTHER DEVELOPMENT

- 7.1 The CLD Strategic Partnership is driving a local partnership model where actions remain live and relevant and partnerships can respond to emerging needs.
- 7.2 Local partners will jointly evaluate annually to see what impact they are having and to identify what improvement actions are needed for the following year.
- 7.3 Further work will be done to develop the representation of a wider range of local community groups on their area partnership. Consultation will continue with learners and community groups throughout the lifetime of the Plan and develop to ensure that under-represented individuals and groups have a voice.
- 7.4 To support improvement, officers are beginning to gather data from CLD learning providers about the learning they are providing and the impact this is having. This is a complex process across a wide range of partners but the willingness to engage in this process has been very encouraging so far.
- 7.5 The planning process will be reviewed at the end of the first year to see where improvements can be made. Initial impressions are that work needs to be done to support contribution from some key partners.
- 7.6 The development of a Management Information System to support the CLD Strategic Partnership is being scoped. This is proving to be complex and will require collaboration between partners as well as resources.

8 IMPLICATIONS

8.1 Financial

There will be no additional costs incurred through implementation of this Plan. In some cases there has been realignment of existing resource. A key success measure of the Plan will be further development of resource pooling and realignment towards early intervention and prevention approaches that reduce inequalities.

8.2 Risk and Mitigations

- (a) There is a legislative requirement to develop and deliver this Plan (CLD Regulations 2013).
- (b) Staff time is required to coordinate the local Plans and build capacity to work in partnership more effectively. The CLD service has allocated time to support this activity, and has planned for this time to reduce over the lifetime of the Plans.
- (c) Success will be measured by actions making a real difference in learners' lives. A robust monitoring and evaluation framework has been developed to make achievement visible in local communities and communities and ensure accountability.
- (d) Contribution by all key CLD partners is required to ensure that local Plans are effective. Support will be needed from decision makers and line managers facilitate proportionate contributions to the ongoing planning process.

8.3 Equalities

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

8.4 Acting Sustainably

- (a) The Plan aims to improve the Borders economy through developing skills and capacity of people of all ages to be economically active.
- (b) The Plan aims to improve the wellbeing of Borders communities through reducing inequalities. Actions are included to reduce social isolation, particularly amongst older people. Actions are included which will build capacity within communities, supporting them to use their skills, knowledge and experience to achieve their goals.
- (c) No adverse environmental effects are anticipated.

8.5 Carbon Management

No adverse effects on carbon emissions are anticipated.

8.6 Rural Proofing

The Strategy has been developed to meet the needs of localities and will improve access to CLD services across Scottish Borders.

8.7 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.

9 CONSULTATION

- 9.1 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 their comments will be incorporated into the final report.

Approved by

Name
Title

Signature

Author(s)

Name	Designation and Contact Number
Donna Manson	Service Director, Children and Young People

Background Papers:

Previous Minute Reference:

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

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Community Learning and Development

IN THE SCOTTISH BORDERS

STRATEGIC PLAN 2015 -18

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Foreword

Insert photo

Jeanette McDiarmid – Chair of Borders Community Planning Partnership’s Reducing Inequalities Theme Group and Deputy Chief Executive (People), Scottish Borders Council

Welcome to Scottish Borders’ Strategic Plan for Community Learning and Development (CLD) 2015-18.

Scottish Borders Council’s CLD service (CLDs) has invested considerable capacity over the last year to develop local partnerships in each of the nine high school clusters and in forming a region-wide CLD Strategic partnership.

The Partnership is keen to progress an ambitious programme of work over the next three years. This work will be intelligence led, driven by improved partnership working and greater integration of resources.

This strategy will constitute a key strand in our drive to reduce inequalities within the Scottish Borders. It will support partners to work together, using early intervention and prevention approaches in tackling inequalities in the Scottish Borders. Importantly it defines how third sector organisations, local community groups and public sector services in the partnership will provide Community Learning and Development (CLD) opportunities in the Scottish Borders over the next three years.

CLD aims to make a difference in people’s lives through learning. It is an approach used by many organisations and community groups. I saw several inspiring examples of how CLD has supported people of all ages to improve their life chances at the “Making a Difference” seminar in May 2015. I also heard how organisations and community groups are already working together to plan and deliver learning in local communities.

This strategy is an important foundation required to guide the commitment and ambition expressed by all stakeholders.

I commend this Plan to you and wish CLD partners every success as they work together to take it forward.

Introduction and National Context

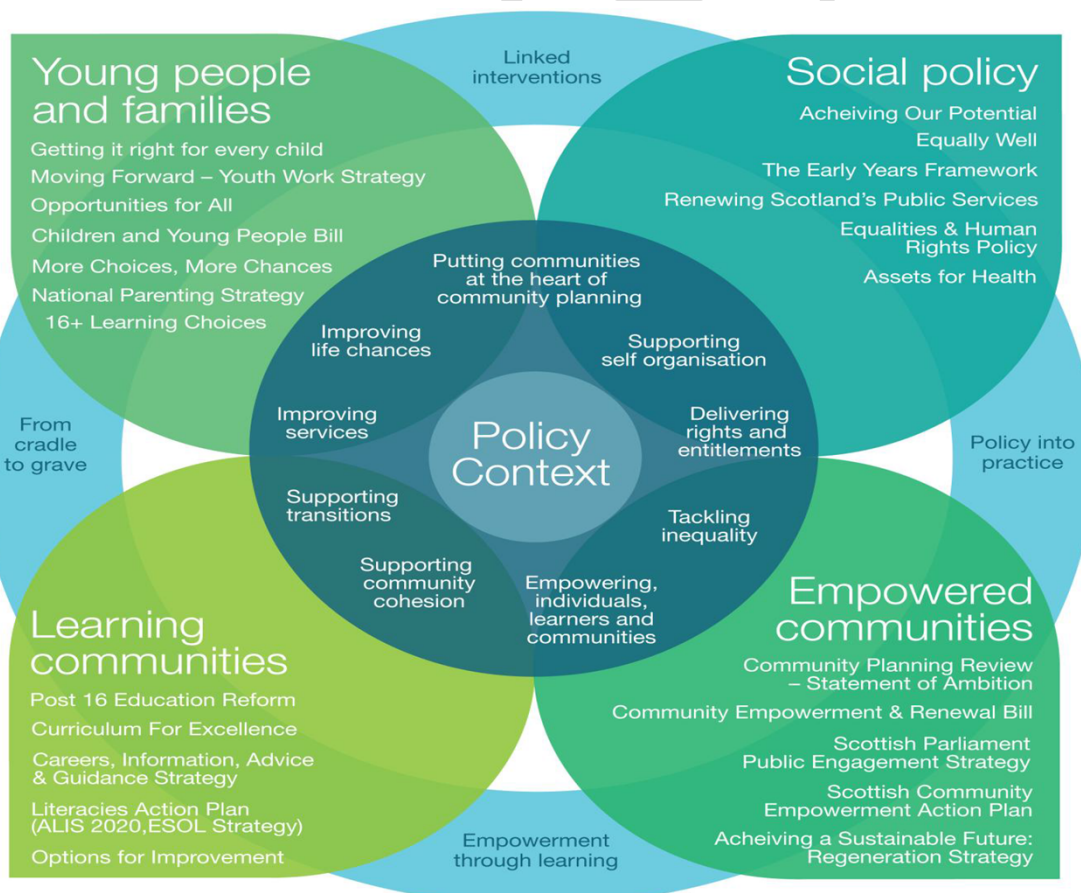
The Scottish Government's national strategic aims for CLD are to develop:

- Improved life chances for people of all ages, through learning, personal development and active citizenship
- Stronger, more resilient, supportive, influential and inclusive communities.

CLD Guidance and Regulations (Scottish Government, 2012 &13) place a duty on Scottish Borders Council to provide a three year plan for CLD. However the Scottish Government recognises that successful CLD delivery can only be achieved through partnership activity with third sector organisations and other providers of public services.

Local authorities are expected to support the development of partnership approaches in the delivery of public services. This involves providing leadership and direction for partners and encouraging cohesive partnership working. There should be a focus on the quality of CLD delivery as well as an appropriate means to evaluate service delivery.

The CLD local partnership model that has been developed in Scottish Borders supports the aspirations of the Christie Commission and the Community Empowerment (Scotland) Act. It involves people who live in learning communities shaping local services. With its focus on developing employability, particularly of young people, it supports the recommendations of Developing Scotland's Young Workforce.



Regional Context

“By 2023, quality of life will have improved for those who are currently living within our most deprived communities, through a stronger economy and through targeted partnership action”

Scottish Borders Community Planning Partnership Vision Statement

CLD partners have worked together in each of the nine Learning Communities to produce a detailed plan for their area. These nine plans have been collated to provide an overarching action plan for CLD in the Scottish Borders 2015-18.

The CLD Strategy directly supports the following SBC strategic priorities:

- Priority 2:** Improving attainment and achievement levels for all our children and young people, both within and out with the formal curriculum
- Priority 4:** Building the capacity and resilience of our communities and voluntary sector
- Priority 6:** Developing our workforce
- Priority 8:** Ensuring excellent, adaptable, collaborative and accessible public services.

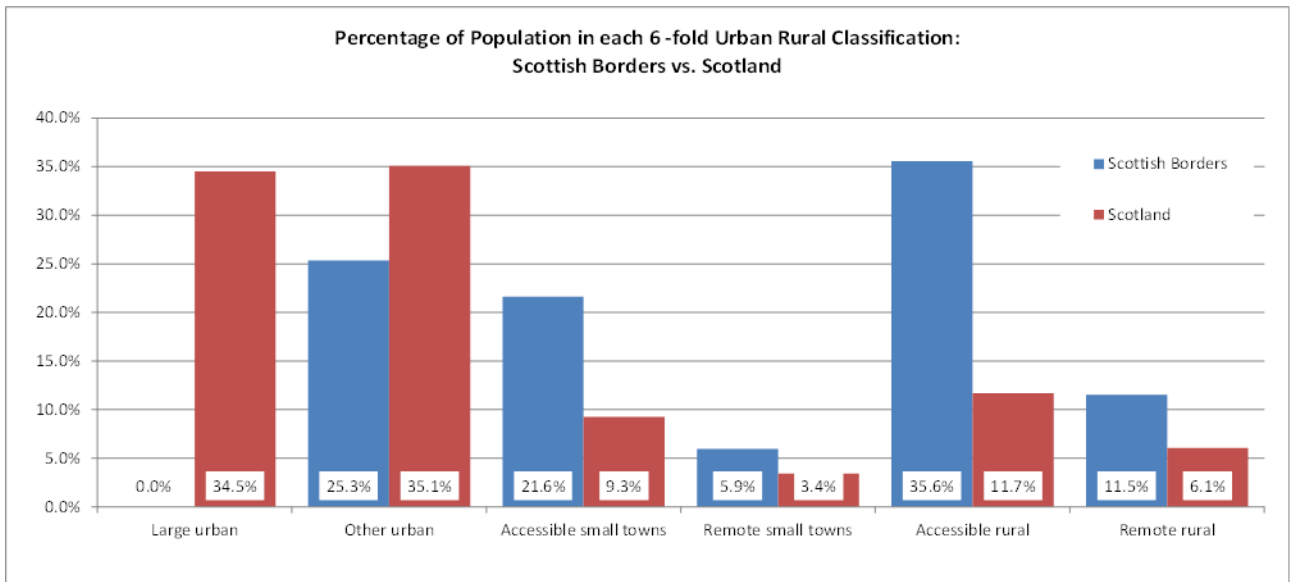
The Strategy will also support the delivery the following priorities as outlined in the Scottish Borders Community Planning Partnership’s single outcome agreement:

- Grow our economy
- Reduce inequalities.

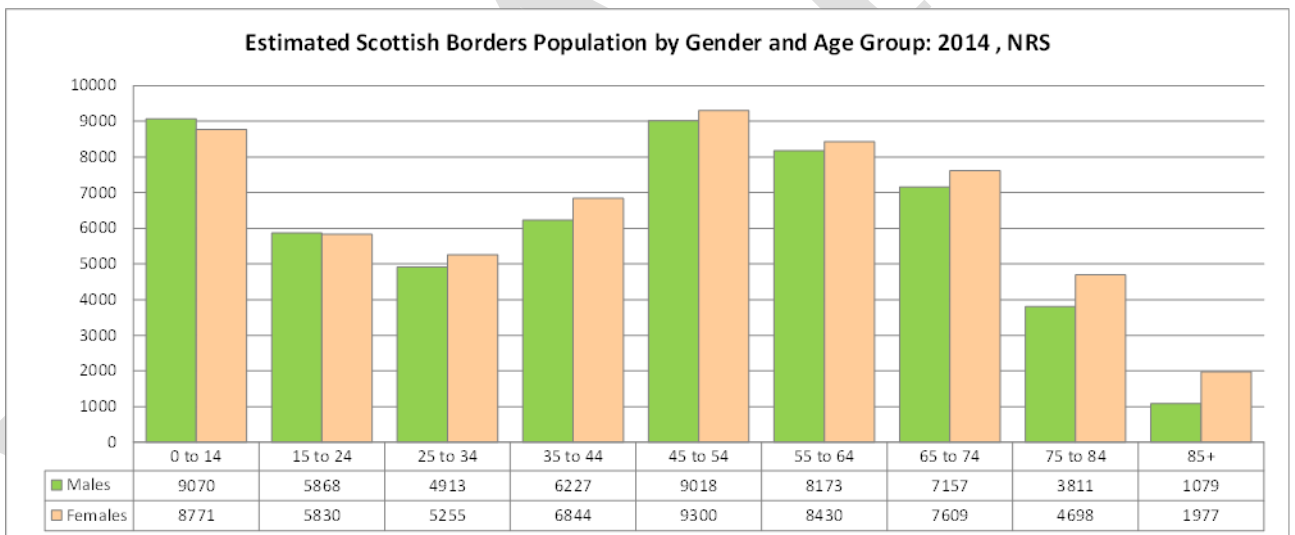
In addition the Strategy will support the achievement of the priorities outlined in the Scottish Border’s Children & Young People’s Plan 2015 – 2018 which are:

- Raising attainment and achievement for all and closing the gap between the lowest and highest achievers
- Promoting the health and wellbeing of all children and young people and reducing health inequalities
- Keeping Children and young people safe
- Improving the wellbeing and life chances for our most vulnerable children and young people
- Increasing participation and engagement.

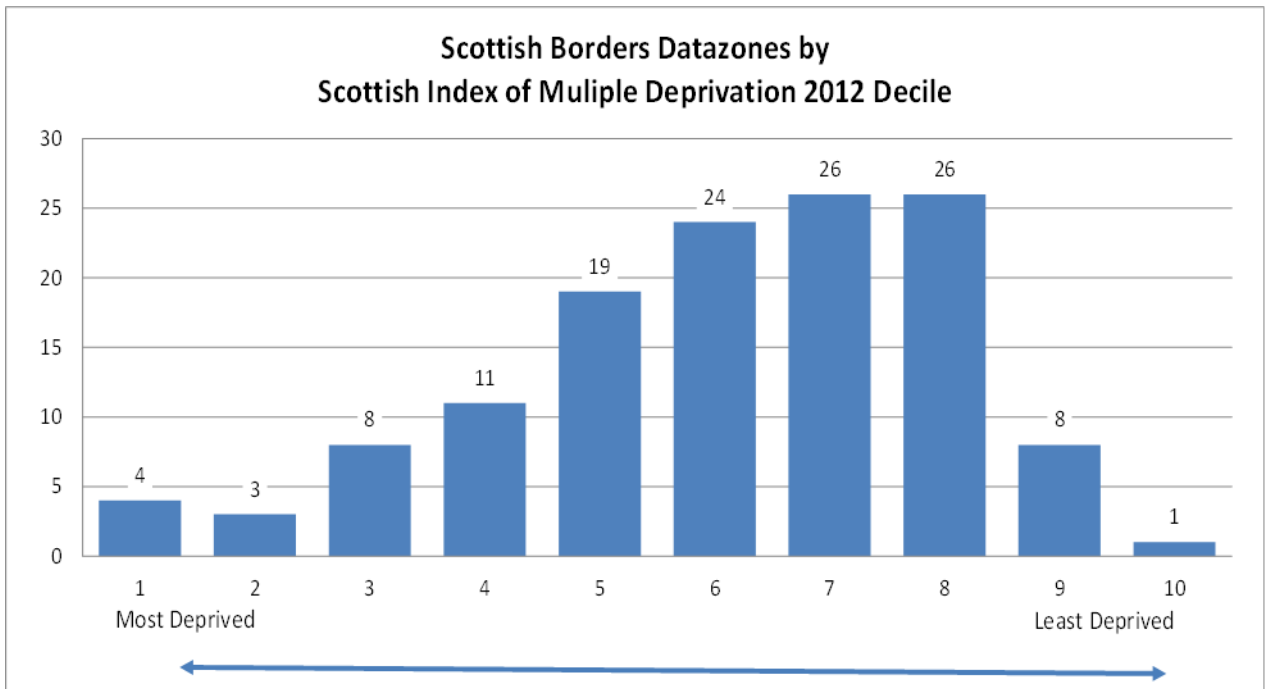
The Scottish Borders is a rural local authority. There are five towns with a population of between 5,000 and 15,000 (Hawick, Galashiels, Peebles, Kelso and Selkirk) and a further five towns with a population of 2,000 to 5,000 (Jedburgh, Eyemouth, Innerleithen, Duns and Melrose). According to the Scottish Government’s 6-fold urban-rural classification, 47% of the population of the Scottish Borders live in rural areas compared to 18% for all of Scotland, as seen in the graph below. The rural nature of the Scottish Borders can lead to additional challenges for those experiencing inequalities.



In 2014 it was estimated that there are 114,030 people living in the Scottish Borders. The age-group and gender breakdown can be seen in the graph below. Compared to Scotland the Scottish Borders has a similar proportion of children (16%), fewer people of working age (61% vs. 66%), but more people aged 65 and older (23% vs. 18%).



Of a total of 130 Data Zones the majority (104) fall into the least deprived deciles of 5 to 10. The remaining 26 Data Zones fall into deciles 1-4 with 7 falling into the most deprived deciles 1-2.



The largest areas of deprivation exist in the towns of Galashiels, Hawick, Selkirk and Eyemouth. Although certain geographical areas of deprivation are clearly defined, in our less deprived areas there are also pockets of identified need.

Through the development of our data sets on Inequalities in the Scottish Borders there is an increasingly clear understanding of the socio-economic needs profiles of our Localities. This will enable effective geographic and thematic targeting of CLD resources through effective partnership working. The data-sets are organised to cover the following themes:



These themes have been mapped to the CLD Strategic Plan and used to develop our core objectives. These are:

Objective 1: Reduce inequalities and improve wellbeing of Borders communities over the six Inequalities Themes through early intervention and prevention

Objective 2: Build the capacity and resilience of our nine Learning Communities and the Voluntary Sector

Objective 3: Improve partnership working

DRAFT

Governance of Community Learning & Development in the Scottish Borders

A wide range of organisations deliver CLD activity within the Scottish Borders. These organisations cover the public and third sector working with children, young people and adults.

The strategic direction and partnership working in CLD is managed by the Scottish Borders CLD Strategic Partnership. Collectively, the Partnership aims to meet our core objectives through delivery of the following activities:

- Community development (building the capacity of communities to meet their own needs, engaging with and influencing decision makers)
- Youth work, family learning and other early intervention work with children, young people and families
- Community-based adult learning, including adult literacies and English for speakers of other languages (ESOL)
- Volunteer development
- Learning for vulnerable and disadvantaged groups in the community, for example, people with disabilities, care leavers or offenders
- Learning support and guidance in the community

Foundation of the Strategic Plan

For the purposes of this Plan, we use the term Learning Community to mean a High School catchment area. Each Learning Community has a local CLD partnership coordinated by an SBC CLDs Worker.

What have local CLD partnerships done so far?

- Analysed and prioritised local need using reducing inequalities data
- Mapped current CLD activity
- Identified gaps
- Consulted with learners and community groups
- Developed new/additional partnership actions to address these gaps
- Highlighted issues that still need to be addressed

What will local CLD partnerships do next?

- Carry out their planned actions (Needs Hyperlink to Action Plan)
- Identify current provision gaps and responses
- Continue to share information, network and seek out new options for joint working
- Continue to consult with learners and community groups
- Evaluate what's working well and decide on improvements

How will the Community Planning Partnership support the Plan?

- Recognition of the Learning Community Partnership approach to delivering CLD
- Support to enable key CLD partners to contribute to this Learning Community approach
- Make the strategic links to key policy areas e.g. Reducing Inequalities, Locality Planning, Community Justice, senior phase planning, 16+ transitions, Developing the Young Workforce, GIRFEC, How Good is Our School 4 (family learning) and the Community Empowerment Act
- Develop dialogue with communities which supports more targeted use of resources – linked to identified need
- Promote and support the movement of partnership resources to areas/themes of identified need
- Support the development of management information systems which improve partnership working

How will the Plan be monitored and evaluated?

- An annual partnership evaluation and quality improvement process
- Quality Improvement Framework suite "How Good is Our... School, Community Learning and Development, Culture and Sport, Third Sector Organisation"
- A multi-agency review team will undertake peer review in two Learning Communities each year (piloted in the Hawick Learning Community in 2015)

Core Objectives of the Strategic Plan

Objective 1: Reduce inequalities and improve wellbeing of Borders communities over the six Inequalities Themes through early intervention and prevention

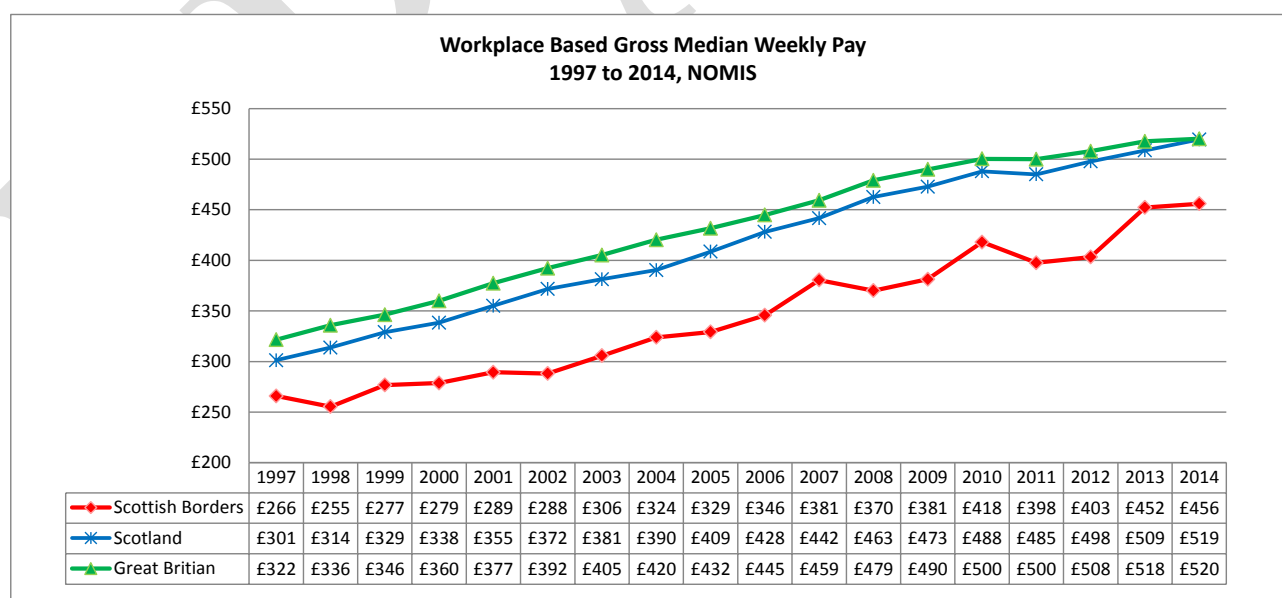
The Plan will do this through delivering learning opportunities in communities targeted at the six Inequalities Themes:

- Employment and Income
- Health and Wellbeing
- Attainment, Achievement and Inclusion
- Keeping People Safe
- Housing and Neighbourhood
- Rurality and Accessibility

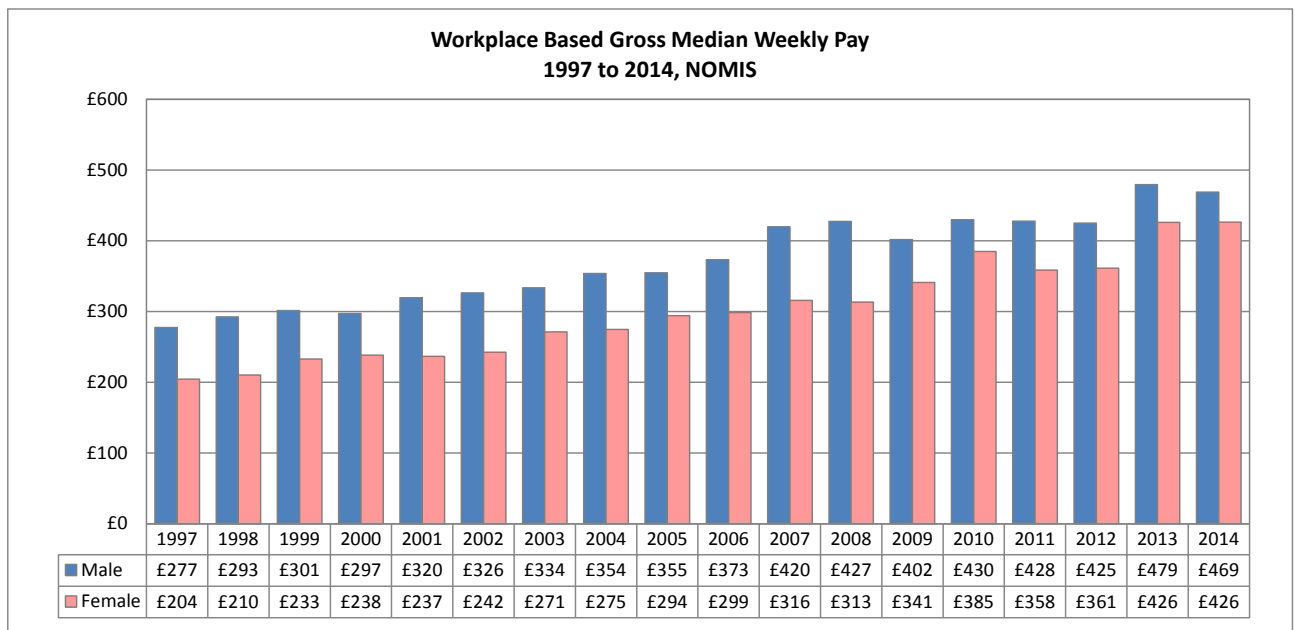
1.1 Reduce inequalities in EMPLOYMENT AND INCOME

Context

Workplace based gross median weekly pay in the Scottish Borders has consistently been below the wage level for Scotland and Great Britain. Between 1997 and 2014 the workplace based gross median weekly pay in the Scottish Borders has been 17% below the level for Scotland, equating to over £70.



Women's workplace based gross median weekly pay has improved compared to men's in the Scottish Borders from being 73.7% in 1997 to 90.9% in 2014. This change is better than the change for Scotland 72.4% in 1997 to 82.4% in 2014



Planned Outcomes

- People in the learning community will increase their employability through improving their skills, knowledge and confidence for life, learning and work
- Young people will have increased awareness of their employability and use it to progress to further learning, training, volunteering or work
- More people will engage in volunteering opportunities

Examples of planned programmes to deliver outcomes

- Earlston Local Partnership: SQA Award programme for vulnerable S4s
- Selkirk Local Partnership: deliver Introduction to IT courses at Philiphaugh and Selkirk Library with a particular focus on engaging older, working age men living in the community
- Hawick Local Partnership: Options and Choices programme delivered in Burnfoot to improve employability skills of young women (16+)

Who will benefit?

People who are unemployed and seeking employment, especially groups who find it hard to gain and sustain employment, eg:

- young people
- older people with few qualifications
- people who need support with literacy, English language and IT skills.

Who will deliver the learning?

Schools, CLD service, SB Libraries, Skills Development Scotland, Employability Training providers, Opportunities for All Partnership, Employers, Voluntary Sector e.g. Citizens Advice, Social Enterprise Companies.

How does CLD make a difference to employment and income?

Activity Agreements are an alternative to continuing in school for some young people. For example, a young man on a social work behaviour order who had been asked to leave yet another school was offered an Activity Agreement. He had become a known face with the police and was offending regularly, had no qualifications, no friends and was disinterested in everything.

Since starting his Activity Agreement in October 2014 this young person has:

- gained two Bronze Youth Achievement Awards
- gained a John Muir award in conservation
- taken part in a film with Voice Of My Own
- held the role of treasurer in an enterprise project at Christmas.

He has now moved into a positive destination working with a large knitwear company in the Borders.

How will we know the objective is being achieved?

We will measure how many people, as a result of their learning:

- progress into/through work
- progress into further learning/training
- progress into volunteering
- report increased employability
- develop increased financial capability
- gain accreditation and/or nationally recognised awards

1.2 Health and wellbeing

Context

Between 2012 and 2037 the number of people aged 75 and over in the Scottish Borders will grow from 11,072 to 21,610, an increase of 95%.

In the most deprived areas of the Scottish Borders:

- Life expectancy is lower for men and women than the Scottish average (Galashiels West and Galashiels North)
- There are higher rates of emergency admissions to hospital
- Smoking during pregnancy is higher than the Scottish average
- Rates of coronary heart disease, respiratory disease, disease of the digestive system and alcohol related hospital admissions are higher
- People have poorer mental health and have higher rates of claiming health related benefits
- There is a higher level of early deaths (langlee, Selkirk, Jedburgh, and Coldstream)
- People rated their health below the Scottish average (Hawick West End, Eyemouth, Coldstream and area, Hawick Central, Burnfoot and area, Kelso South and Langlee)

Planned Outcomes

- Individuals and groups will have the capacity and capability to take action to improve their own health and well-being
- Community-led health and peer support approaches will be developed to increase the availability of informal social support networks in communities (with a specific focus on older people)

Examples of planned programmes to deliver outcomes

- Peebles Local Partnership: increase health and wellbeing among older learners by providing a Friday Drop-in PCC offering a range of activities
- Gala Local Partnership: develop and implement a Langlee Food Plan
- Jedburgh Local Partnership: Mentors in Violence Prevention programme to increase young people's resilience and active participation in the community

Who will benefit?

People and communities who want to improve their emotional and physical health and prevent longer term health problems, eg:

- young people
- older people with few qualifications
- young families.

Who will deliver the learning?

Schools, Children and Young People's services, CLD service, SB Libraries, NHS services including Health Improvement, Borders Sport and Leisure Trust, SHAPE, Early Years Centres, Older People's Capacity Building Project, Voluntary Sector eg LGBT Youth, Penumbra, Action for Children.

How does CLD make a difference to health and wellbeing?

My Main Man programme

This programme enables children (P5) and the main men in their lives to spend quality time together, strengthening relationships and bonds through experiencing a range of activities which promote emotional wellbeing and good mental health.

The programme provides much needed opportunities for men to engage in a positive healthy learning environment with their children. Over four one day sessions they experience a range of activities that enable them to work together, get to know each other better and broaden their view of the world.

'We're creating memories'

'We don't get the chance to do stuff together ... this has been great'

'I've got to know more about my grandson'

'It was fantastic (Child)'

'I'd like to do more of this (child)'

How will we know the objective is being achieved?

We will measure how many people as a result of a planned programme:

- make a lifestyle change
- volunteer in community led health and peer support groups and
- how many new community led health and peer support groups are developed to support health and wellbeing.

1.3 Keeping People Safe

Context

The Scottish Borders is a relatively safe place to live and work with low levels of crime and anti-social behaviour. Areas of high deprivation have higher rates of crime, anti-social behaviour, preventable injuries and drug and alcohol misuse.

Planned Outcomes

- People (especially vulnerable young people) will have increased skills, knowledge and confidence to make positive lifestyle choices for themselves
- People in targeted communities will increase participation in Resilient Communities

Examples of planned programmes to deliver outcomes

- Hawick Local Partnership: deliver a Rural and Urban Training Scheme Programme to reduce anti-social behaviour/offending, increase confidence and provide new skills.
- Gala Local Partnership: recruit and deploy Alcohol Development Officer
- Selkirk Local Partnership: deliver a Selkirk Resilient Communities project in Selkirk High School with senior pupils

Who will benefit?

People of all ages who may be more vulnerable to harm, eg:

- young people
- women
- older people
- people with a disability or with emotional health issues
- people in the criminal justice system.

Who will deliver the learning?

Safer Communities Team, Resilient Communities Team, Alcohol and Drug Partnership, Schools, CLD service, Residents Associations, Voluntary Sector eg Penumbra, Action for Children.

How does CLD keep people safe?

Respectful Relationships Group and Youth Media, Gala Academy

A group of young people from the school set out to improve relationships in their school in line with SBC's Respectful Relationships Policy. The group comprises between 20-30 young people from S1-S6. In small groups they looked at how media could further their ideas of how to promote Respectful Relationships Policy.

A poster campaign was launched around the school using the designs created by the group. Young people were able to voice their opinion using radio and other media such as an audio visual presentation. This was produced and shown around the school and is available to the wider public via the internet. A Wired Audioboo page has also been created.

How will we know the objective is being achieved?

We will measure:

- how many people, as a result of learning, make a positive lifestyle choice to support their health & wellbeing
- how many people participate in Resilient Communities

1.4 Skills and Attainment

Context

The Scottish Borders performs well in terms of positive destinations for our children and young people sitting in the top quartile of Local Authorities. However, within the Scottish Borders there were 6 areas where less than 85% of the school leavers were in a positive destination at 6 months. These were: Hawick Central., Innerleithen and Walkerburn area, Eyemouth, Coldstream and area, Galashiels North and Langlee.

According to the 2011 Census the Scottish Borders has marginally more adults (aged 16 and over) with no or low qualifications compared to Scotland; 50.6% and 49.9% respectively. Within the Scottish Borders there are 8 IZ areas where 60% or more of the adult population (aged 16 and over) have no or relatively low qualifications. These are Burnfoot and area, Langlee, Eyemouth, Hawick North, Kelso North, Hawick West End, Jedburgh, and Hawick Central.

Planned Outcomes

- Partners will increase their commitment to promote and deliver more opportunities to support targeted young people into positive destinations
- More Looked After Children and young people from areas of deprivation will be supported through positive transitions at all stages of their learning
- Families in the most deprived areas will have raised aspirations and ambition to support key transitions and positive destinations

Examples of planned programmes to deliver outcomes

- Berwickshire Local Partnership: deliver Living with Parents courses in local Primary Schools (start in Greenlaw, Coldstream & Chirnside)
- Peebles Local Partnership: Peebles Mural Community Involvement Programme - Partnership learning programme to enhance life skills particularly to support key stages of transition
- Hawick Local Partnership: deliver Primary Futures programme to raise aspirations of girls aged 6/7 years in Burnfoot

Who will benefit?

People of all ages who experience barriers to successful learning, including:

- Looked after and vulnerable young people
- families in deprived areas
- non English speakers.

Who will deliver the learning?

Schools, Borders College, CLD service, SB Libraries and Museums, Skills Development Scotland, Borders Sport and Leisure Trust, SHAPE, Opportunities For All Partnership, Early Years services, Regeneration projects, Housing Associations, Voluntary Sector eg Voice of My Own, Connect Berwickshire Youth Project

How does CLD make a difference to skills and attainment?

Peebles ESOL Conversation Group

This group meets one morning each week at Peebles Community Centre. Up to 6 learners of mixed ability and nationality attend regularly. It is truly international with learners coming from Bulgaria, Portugal, Spain, Korea and Brazil. The sessions are topic based and offer very practical English for everyday living. Subjects have included travel at home and abroad, health matters and the history of the Beltane Festival in Peebles.

- 6 learners attended and evidenced improvement in their spoken English, both listening and speaking
- 6 learners report more confidence in their ability to take part in everyday activities such as shopping, visiting the doctor and talking to the school.
- 6 learners are better prepared to take part in ESOL classes at all levels.

How will we know the objective is being achieved?

We will measure:

- how many young people aged 16+, as a result of learning, progress to positive destinations
- how many families, as a result of learning, feel better able to support their children's learning

1.5 Housing

The Scottish Borders:

- Has one of the highest private rented sectors in Scotland and it continues to grow (17% compared with Scotland's 13%)
- Has the lowest Local Housing Allowance rate in Scotland, £72 a week for a one bedroomed property
- In its deprived areas has two thirds of households renting from social landlords compared to only a fifth in the least deprived areas.
- Has 10% of people claiming Housing benefit or Council tax Benefit. Increasing to 20% for those that are 65 or older. The areas with the highest levels of claimants are Hawick and Galashiels

Planned Outcomes

- Partners will increase the opportunities for tenancy support
- Partners will increase opportunities for improving financial capabilities to maintain tenancies and mitigate Welfare Reform
- Partners will increase opportunities for digital inclusion to mitigate welfare reform

Examples of planned programmes to deliver outcomes

- All Local Partnerships: delivery of locality based partnership training on financial inclusion

Who will benefit?

People who find it difficult to sustain tenancies, eg:

- vulnerable young people
- adults on low income

Who will deliver the learning?

Housing Associations, Welfare Benefits Team, Homelessness Service, Through Care and After Care Team, Safer Communities Team, Schools, CLD service, Voluntary Sector eg Penumbra Supported Living Service

How does CLD make a difference to housing inequalities?

Next Steps

This project is delivered by Berwickshire Housing Association in Berwickshire High School to help, support and prepare vulnerable young people for future tenancies. The young people learn skills around independent living such as cooking and how to budget for outgoings including rent and food.

How will we know the objective is being achieved?

We will measure how many people:

- maintain tenancies
- increase their financial capability
- increase their IT skills

Objective 2: Build the capacity and resilience of our nine Learning Communities and the Voluntary Sector

Planned Outcomes

- Partners will increase the capacity of organisations and community groups to support more volunteering opportunities
- Partners will increase the capacity of organisations and community groups to provide opportunities to support learning through all life stages
- Partners will increase the capacity of organisations and community groups to provide opportunities to mitigate welfare reform and develop digital inclusion
- Partners will support more community groups to have active and influential roles in their local and wider communities (with a specific focus on developing the participation processes of the Community Empowerment Bill)
- All Learning Communities have an increased awareness of the resources and opportunities provided by local partner
- Effective networks will support referral of targeted groups to CLD LC opportunities and community groups

Examples of planned programmes to deliver outcomes

- Berwickshire Local Partnership: set up a Transport Consultation Group in Berwickshire High School for and by young people to make sure their voice is heard on the new Berwickshire Free Transport Pilot Project
- Eyemouth Local Partnership: develop a shared Eyemouth Learning Community Partnership calendar of learning activity
- Kelso Local Partnership: develop and deliver a biennial locality careers / employability fayre in Kelso High School

Who will benefit?

Local communities

Who will deliver the learning?

Community capacity building organisations across the Voluntary and Public Sector eg The Bridge, Burnfoot Community Futures, Older People's Community Capacity Building project, Volunteer Centre Borders, CLD Learning Community Partnerships, Schools, YouthBorders and member organisations, Scottish Borders Social Enterprise Chamber, Residents Associations, NHS Health Improvement, SB Engagement and Participation, Resilient Communities

How does CLD build community capacity?

Volunteering at Wilton Lodge Park, Hawick

Almost 80 volunteers are registered to work in the Park and garden and the building which houses Hawick Museum. Volunteers are supported by a Volunteer Coordinator, with Volunteer Centre Borders providing registration support and advice. Individual volunteers come from all walks of life and are developing a range of skills, including horticulture and curating museum exhibitions.

"We had chippers, mashers, bakers. We also had a bumper crop of runner beans and huge pumpkins, squash and courgettes."

"I took one of the courgettes home to my mum. It was massive."

"We've catalogued 1,600 items this year - sheet music, films, photographs and artefacts. It takes about 20 minutes for us to catalogue each item.... You are involved in things you wouldn't believe."

How will we know the objective is being achieved?

We will measure how many community groups, as a result of community capacity building:

- are supporting learning
- are delivering services
- are supporting opportunities that increase digital inclusion and mitigate welfare reform
- have active and influential roles in local and wider decision making

Objective 3: Improve partnership working

Planned Outcomes

- Partners confidently use shared frameworks and tools for joint planning and self-evaluation
- Each of the nine Learning Community CLD plans evidences impact of achievement in each of the CLD Key Objectives
- Each of the nine Learning Community CLD plans uses evidenced based evaluation to support improvements for the Learning Community

Examples of planned programmes to deliver outcomes

- All Local Partnerships will develop a shared framework for self-evaluation and improvement planning
- All Local Partnerships will develop a shared reporting framework that supports base-lining performance indicators, monitoring, evaluation and improvement planning for individual and community participation, achievement and progression
- All Local Partnerships: Develop shared workforce development opportunities

Who will benefit from improved partnership working?

CLD learning providers and organisations who refer into CLD provision eg Jobcentre Plus. Ultimately, individual learners and community groups will benefit.

Who will deliver the learning?

It will be delivered by CLD Strategic Partners and other organisations such as Education Scotland and Evaluation Support Scotland.

How does CLD improve partnership working?

Outcome focused planning training

This training was funded by Education Scotland and delivered in four locations in the Borders. The training was designed for CLD partners, especially those from the Voluntary Sector, and sought to increase confidence and capacity of organisations to plan and evaluate their work. It also aimed to support organisations to contribute to CLD planning through Learning Community Partnerships. Ultimately this will increase the strength of the Borders CLD Strategic Plan.

A total of 42 staff from 31 different organisations completed the training. They gained new skills and broke down barriers and concerns around planning and evaluation. They increased familiarity with the tools which are being used to support planning in Learning Community Partnerships.

How will we know the objective is being achieved?

We will measure:

- how many joint training opportunities are delivered that improve partnership working
- how many CLD partners contribute to Learning Community Plans
- how many CLD partners contribute annual quantitative data to Learning Community partnerships

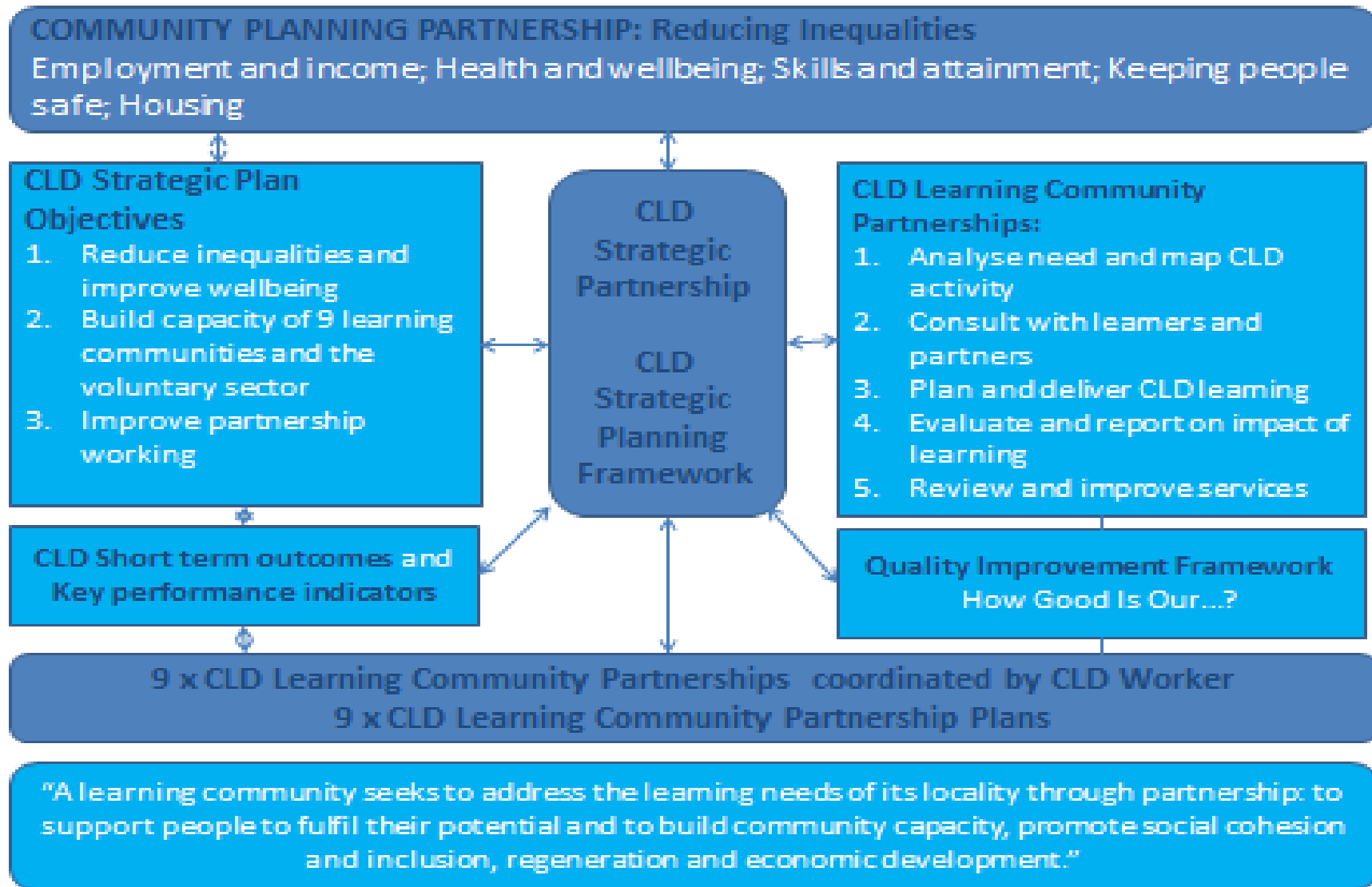
- how many CLD partners contribute to Learning Community self-evaluation and improvement planning process

We will record:

- Realignment and pooling of resources to target agreed partnership priorities

DRAFT

Strategic Functions Map



DRAFT

SCOTTISH BORDERS COUNCIL
EXECUTIVE COMMITTEE

MINUTE of MEETING of the EXECUTIVE COMMITTEE held in the Council Chamber, Council Headquarters, Newtown St. Boswells on Tuesday, 29 September 2015 at 10.00 a.m.

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

Also Present:- Councillors G. Garvie, I. Gillespie, G. Logan, S. Mountford.

Apology:- Councillor Moffat.

In Attendance:- Chief Executive, Chief Financial Officer, Corporate Transformation and Services Director, Clerk to the Council, Democratic Services Officer (K. Mason).

1. **MINUTE**

The Minute of meeting of the Executive Committee of 15 September 2015 had been circulated.

DECISION

APPROVED for signature by the Chairman.

2. **SUPPORT FOR THE BORDERS ECONOMY AND THE COUNCIL'S CORPORATE TRANSFORMATION PROGRAMME – PROPOSED ADDITIONAL INVESTMENT**

There had been circulated copies of a report by the Chief Executive seeking approval for additional investment to support the Scottish Borders economy and the Council's Corporate Transformation Programme. The report explained that an annual review of the Balance Sheet was undertaken during 2014/15 and identified further additional resources of £500k not included in the 2015/16 Financial Plan. The Executive Committee had agreed that proposals regarding the expenditure of these additional resources be considered at a future meeting. It was proposed that the additional funding should be used to meet key corporate priorities and ambitions set out in 'Ambitious for the Borders 2015'. The key themes that this additional investment was targeted at were firstly, inward investment, particularly across the wider Scottish Borders area; secondly, youth employment and employability; thirdly, continued support for the Council's Culture Strategy; and finally, Corporate Transformation action to deliver savings in relation to staff travel. Members welcomed the report and, in response to a question, the Chief Financial Officer advised that opportunities for matched funding were always investigated.

DECISION

AGREED:

- (a) **the allocation of resources as set out in the report; and**
- (b) **to monitor progress on these actions through the regular Revenue Budget monitoring, Corporate Transformation and Performance Management reports.**

3. **SYNTHETIC PITCH PROGRAMME – PEEBLES AND HAWICK 3G PROJECTS**

There had been circulated copies of a report by the Corporate Transformation and Services Director proposing that the 3G synthetic pitch proposed for Peebles be located at Victoria Park as detailed in Appendix B to the report, and that the budget be increased by the sum of £564,200 in accordance with project estimates; the budget for Hawick 3G synthetic pitch at Volunteer Park, as detailed in Appendix F to the report, be increased by £287,000 in accordance with project estimates; and both the Peebles and Hawick pitches were constructed during 2016. The report explained that, in respect of Peebles, studies

had been carried out on locations at the Gytes Leisure Centre, Victoria Park, Craigerne Lane, the High School and Haylodge Park. Public consultations had been carried out on locations at Peebles High School, Craigerne Lane and Victoria Park. The public consultations had indicated that Victoria Park was the most suitable location for a 3G pitch in Peebles. The location at the Gytes Leisure Centre was rejected owing to the risk posed by flooding and Scottish Environment Protection Agency's opposition to development on a functional floodplain. Haylodge Park was rejected because of the need to undo previous improvement works if a full size pitch was to be created. Craigerne Lane options were rejected because of the strength of local resident objections. In respect of Hawick, the location at the present rugby club pitch at Volunteer Park had been the settled position since project inception. It was noted that meetings would take place shortly relating to funding with Sport Scotland and stakeholder work was still to be carried out with Scottish Borders Leisure Trust and sporting clubs in both the Peebles and Hawick areas. The Chief Financial Officer confirmed that a decision regarding funding was not being sought at this meeting but it was necessary to embark on preparatory work at this juncture to enable the projects to be delivered timeously. Everything needed to be ready to go at the end of March/beginning of April 2016 to allow completion of the pitches by August, particularly in Hawick, so they could be available to be used for league football and rugby matches. Councillor Bell expressed concern about the increased cost of the Peebles project and the contribution from Sport Scotland, and proposed a further two recommendations, as follows: (e) to request that the Chief Executive continue to engage with Sport Scotland to seek to agree an equitable contribution from both parties to the costs of Peebles and Hawick 3G Pitches so that all such pitches in the Council's programme could be delivered without significant disadvantage to the Council's Capital budget; and (f) that Officers engage with the communities to see if they could access funding sources. Councillor Bell's recommendations were unanimously accepted. Members discussed the impact improved facilities could have on sports achievements, the funding for the projects and the potential impact on the capital programme.

**DECISION
AGREED:-**

- (a) that Victoria Park was the preferred location for a 3G synthetic pitch in Peebles;**
- (b) that Council consider the addition of £564,200 to the Peebles 3G Project Budget as part of the construction of the 2016/17 capital programme and noted that the increased cost might have an impact on the scope and timing of other capital projects and the revenue budget;**
- (c) that Council consider the addition of £287,000 to the Hawick 3G Project Budget as part of the construction of the 2016/17 capital programme and note that the increased cost may have an impact on the scope and timing of other capital projects and the revenue budget;**
- (d) the timelines for delivery within the report and consequently agreed that:**
 - (i) planning applications could be submitted to allow construction of both projects during 2016;**
 - (ii) procurement of the necessary construction contracts should proceed with contract award awaiting confirmation of final budgets, again to allow project delivery in 2016;**
 - (iii) the necessary reports should be submitted to Hawick and Peebles Common Good Committees to agree the appropriate leases of ground for the new pitches;**

- (e) to request that the Chief Executive continue to engage with Sport Scotland to seek to agree an equitable contribution from both parties to the costs of Peebles and Hawick 3G Pitches so that all such pitches in the Council's programme could be delivered without significant disadvantage to the Council's Capital budget; and
- (f) that Officers engage with the communities to see if they could access funding sources.

MEMBERS

Councillor Smith joined the meeting for the above item of business, and left the meeting at the conclusion of the discussion.

Councillor Aitchison joined the meeting during the discussion of the above item of business.

4. DEFINING A SECONDARY SALTING ROUTE NETWORK FOR INTRODUCTION IN WINTER 2015/16

There had been circulated copies of a joint report by the Service Director Commercial Services and the Service Director Neighbourhood Services seeking approval to amend the Winter Service Plan 2015/16 by defining a Secondary Salting Route Network in urban communities and rural areas across the Scottish Borders. The report explained that in determining a definitive secondary network, Officers followed two distinct processes in respect to Rural and Urban areas. These were, for rural areas – identified network to meet defined criteria; and for urban areas – identified network through consultation with ward members and local communities. In identifying a secondary salting network in rural areas, officers had applied the following criteria to define a rural secondary salting network:- previously removed 6% primary salting network; any A and B class roads not covered under primary Treatment; remaining school transport routes; and remaining identified timer transport routes. This exercise had defined the section of road network which would be covered under rural secondary treatment and those were listed in Appendix B to the report and coloured black on the plan in Appendix C to the report. The Infrastructure Manager and the Asset Manager were in attendance and answered Members' questions on specific routes. Officers also confirmed that there would be a review of footpath/pavement works in the following year and Officers would report directly to Community Councils on the amendments to the Winter Service Plan 2015/16. Members welcomed the report.

DECISION

AGREED to amend the Winter Service Plan in 2015/16 by defining and including a secondary salting route network in urban communities and rural areas across the Scottish Borders.

5. SCOTTISH BORDERS COUNCIL FINAL REPORTS AND ACCOUNTS 2014/15

There had been circulated copies of a report by the Chief Financial Officer presenting the Council's annual Audited of Accounts for 2014/15, together with the associated Report from the Council's External Auditors, KPMG. The report advised that the Council's External Auditors, KPMG, had now completed the audit of the Council's 2014/15 Annual Accounts. The Annual Audit Report summarised KPMG's conclusions, including: an unqualified audit opinion; the Accounts had been prepared in accordance with relevant legislation, Codes of Practice and accounting requirements; and high quality working papers. The financial statements reflected a surplus on the provision of services of £0.2m compared to a deficit of £6.4m in 2013/14. At 31 March 2015 the Council had net assets of £18.3m, compared to net liabilities of £26.6m at 31 March 2014. The Council had useable reserves of £27.9m as at 31 March 2015, of which £19m related to general fund reserves. At £31.4m, capital expenditure in the year was £3.4m below budget and reflected £2.3m of project re-profiling. Major capital projects in 2014/15 included £8.9m on flood protection schemes and £3.8m on Galashiels Transport Interchange, in preparation for the Borders Railway. The revenue budget for 2015/16 was £254.6m and anticipated a breakeven position which required a planned draw down of £0.5m from the Council's reserves. The Council's five year financial strategy assumed that council tax rates would remain frozen throughout this period and that

service cost pressures would be met from service transformation projects and efficiency savings. Efficiency savings of £8.1m were delivered during 2014/15 in order to balance the cost of delivering services with available resources. The Council had set a 10 year capital plan. In 2015/16 the Council planned to spend £48.3m on a range of capital projects and a further £10.1m on business process transformation projects. KPMG identified four Grade 3 (minor) recommendations requiring action and these had been accepted by management and would be enacted within the agreed timescales. The audited Annual Accounts for Scottish Borders Council, SBC Common Good Funds, the SBC Charitable Trusts and Bridge Homes LLP as contained in Appendices 1 - 4 to the report were presented to the Executive Committee for approval prior to signature. The Chief Financial Officer provided answers to questions relating to reserves and it was noted that plans were in place for the recruitment of the Chief Financial Officer's post in Health and Social Care Integration. Members paid tribute to Officers and thanked all staff for all their hard work in relation to the Council's financial reports and accounts 2014/15.

DECISION

AGREED to approve the following for signature by the appropriate individuals:-

- (a) Scottish Borders Council's audited Annual Accounts for the year to 31 March 2015 as contained in Appendix 1 to the report;**
- (b) Scottish Borders Council Common Good Funds' (Charity SC031538) audited Annual Accounts for the year to 31 March 2015 as contained in Appendix 2 to the report;**
- (c) SBC Welfare Trust (Charity SC044765) audited Annual Accounts for the year to 31 March 2015 as contained in Appendix 3(i) to the report;**
- (d) SBC Education Trust (Charity SC044762) audited Annual Accounts for the year to 31 March 2015 as contained in Appendix 3(ii) to the report;**
- (e) SBC Community Enhancement Trust (Charity SC044764) audited Annual Accounts for the year to 31 March 2015 as contained in Appendix 3(iii) to the report;**
- (f) Thomas Howden Wildlife Trust (Charity SC015647) audited Annual Accounts for the year to 31 March 2015 as contained in Appendix 3(iv) to the report;**
- (g) Ormiston Trust for Institute Fund (Charity SC019162) audited Annual Accounts for the year to 31 March 2015 as contained in Appendix 3(v) to the report;**
- (h) Scottish Borders Council Charitable Trust (Charity SC043896) audited Annual Accounts for the year to 31 March 2015 as contained in Appendix 3(vi) to the report; and**
- (i) Bridge Homes LLP audited Annual Accounts for the period 7 February 2014 to 31 March 2015 as contained in Appendix 4 to the report.**

6. SCOTTISH BORDERS COUNCIL PENSION FUND ANNUAL REPORT AND ACCOUNTS 2014/15

There had been circulated copies of a report presenting the Scottish Borders Council Pension Fund's audited Annual Accounts for 2014/15 together with the associated report from the Council's External Auditors, KPMG. The report explained that the Council's External Auditors, KPMG, had now completed the audit of the Council's 2014/15 Annual Accounts. KPMG had prepared the Annual Audit Report and had provided an unqualified independent audit opinion. The Annual Audit Report summarised KPMG's conclusions, including: an unqualified audit opinion; the Accounts had been prepared in accordance with relevant legislation, Codes of Practice and accounting requirements; and High quality

working papers. The audited Annual Accounts for Scottish Borders Council Pension Fund as contained in Appendix 1 to the report were presented to the Executive Committee for approval prior to signature.

DECISION

AGREED to approve the audited Scottish Borders Pension Fund Annual Report and Accounts 2014/15 for signature by the Chair of the Pension Fund Committee and the Chief Financial Officer.

7. **PRIVATE BUSINESS**

DECISION

AGREED under Section 50A(4) of the Local Government (Scotland) Act 1973 to exclude the public from the meeting during consideration of the business detailed in the Appendix to this Minute on the grounds that it involved the likely disclosure of exempt information as defined in Paragraphs 8 and 9 of Part I of Schedule 7A to the Act.

SUMMARY OF PRIVATE BUSINESS

8. **Synthetic Pitch Programme – Peebles and Hawick 3G Projects**

The Executive Committee noted a report detailing costings and cost comparisons relating to para 3 above.

The meeting concluded at 11.25 a.m.

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