

Public Document Pack



EXECUTIVE COMMITTEE TUESDAY, 19 JANUARY 2021

A MEETING of the EXECUTIVE COMMITTEE will be held on TUESDAY, 19 JANUARY 2021 at 10.00 am. The Chairman has directed that this meeting will be conducted in accordance with Section 43 of the Local Government in Scotland Act 2003 and will be accessed remotely by Members via MS Teams. The meeting will be live-streamed to the public and a link will be on the Council website.

J. J. WILKINSON,
Clerk to the Council,

12 January 2021

BUSINESS		
1.	Apologies for Absence	
2.	Order of Business	
3.	Declarations of Interest	
EDUCATION BUSINESS		
4.	Approval of Final Draft of Nurturing Approaches Guidelines. (Pages 3 - 58) Consider report by Service Director, Young People Engagement & Inclusion (Copy attached.)	10 mins
5.	Approval of Final Draft of Learning, Teaching and Assessment Framework. (Pages 59 - 110) Consider report by Service Director, Young People Engagement & Inclusion (Copy attached.)	10 mins
OTHER BUSINESS		
6.	Minute (Pages 111 - 114) Minute of meeting held on 1 December 2020 to be approved for signature by the Chairman (copy attached).	5 mins
7.	Our Plan and Your Part in it: SBC Corporate Performance and Improvement Report Quarter 1 and Quarter 2 2020/21 (Pages 115 - 184)	20 mins

	Consider report by Executive Director, Corporate Improvement & Economy	
8.	Great Tapestry of Scotland Visitor Centre, Galashiels - Update (Pages 185 - 188) Consider joint report by Executive Director, Corporate Improvement & Economy and Service Director Assets and Infrastructure. (Copy attached.)	15 mins
9.	Any Other Items Previously Circulated	
10.	Any Other Items which the Chairman Decides are Urgent	

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 S. Haslam (Chairman), S. Aitchison (Vice-Chairman), G. Edgar, C. Hamilton, S. Hamilton, E. Jardine, S. Mountford, M. Rowley, R. Tatler, G. Turnbull and T. Weatherston

Please direct any enquiries to Fiona Henderson Tel:- 01835 826502
Email:- fhenderson@scotborders.gov.uk



APPROVAL OF FINAL DRAFT OF NURTURING APPROACHES GUIDELINES

Report by Service Director Young People Engagement & Inclusion EXECUTIVE COMMITTEE

19 January 2021

1 PURPOSE AND SUMMARY

- 1.1 **This report proposes that the attached Nurturing Approaches Guidelines - A practical guide for schools and settings to develop a whole school nurturing approach and targeted nurture intervention groups(Appendix 1) reflects and aligns with previous SBC Inclusion guidance and legislation to provide a clear strategic direction on Nurturing practice for all schools and Early Years settings in Scottish Borders Council.**
- 1.2 The Nurturing Approaches Guidelines (Appendix 1) form part of a suite of Inclusion documents described and presented to the Executive Committee in January 2020.
- 1.3 In line with National Legislation and Guidance listed in the previous Committee Report (June 18), recent documents have been published by Scottish Government (Education Scotland) to provide further guidance to Local Authorities and their policy making and outline Scotland's vision and underlying principles of inclusion:
- 1) [Guidance on the presumption to provide education in a mainstream setting](#) (March 2019)
 - 2) [Applying nurture as a whole school approach - A framework to support self-evaluation](#) (2018)

Scottish Borders Council has a clear commitment to ensuring children and young people are '*in our sight, in our minds, in our actions and are being heard*' as part of the Council's vision to raise attainment and achievement for all learners whilst ensuring full participation and inclusion. The Nurturing Approaches Guidelines, along with other associated documents, have been designed to provide learning establishments within Scottish Borders Council a clear framework to build on the developing inclusive culture.

2 RECOMMENDATIONS

2.1 I recommend that the Executive Committee:-

Agrees to approve the drafts of Scottish Borders Council's Nurturing Approaches Guidelines - A practical guide for schools and settings to develop a whole school nurturing approach and targeted nurture intervention groups (Appendix 1) and confirm this can be circulated to all learning establishments in Scottish Borders.

3 BACKGROUND

Nurturing Approaches features in the Council’s Education Improvement Plan 20-21 and will feature in the following two years. It is a key element of **STRATEGIC PRIORITY 2: Developing Inclusive Practice**.

The aim is to ensure that all of our Learning establishments are nurturing and inclusive; all staff will become inclusive practitioners and will understand their personal responsibility to deliver inclusive and nurturing education across SBC; Nurturing Approaches principles will be embedded in all schools and settings over the next 3 years.

- 3.1 The Nurturing Approaches Guidelines sits within a suite of documents. These six policies and guidelines align with Scottish Borders Council Directorate’s vision for all young people – *In Our Sight, In Our Minds, In our Actions and Being Heard*. These essential documents promote the principles of Scottish Borders Inclusion agenda, ensuring all of our young people have access to an education that takes full account of their needs, celebrates who they are and supports them to flourish.

Inclusion Framework (Jan 2020)

Inclusion Policy (Jan 2020)

Staged Intervention Framework (Feb 2019)

Nurturing Approaches Guidelines (Jan 2021)

Attendance Policy (to be updated 2021)

Respectful Relationships Policy

(to be updated 2021)



- 3.2 The totality of these documents, aim to provide a clear framework which supports Scottish Borders Council to implement the national guidance and legislation for inclusion in educational settings whilst building upon the inclusive practice that has been a focus for development in recent years. They allow for flexibility within learning communities and clusters throughout the Scottish Borders to adapt strategies to best meet the needs of learners within their own unique context.

- 3.3 The Nurturing Approaches Guidelines details practical guidance and the actions required by all learning establishments to ensure that a nurturing approach is used to support behaviour, wellbeing, attainment and achievement within Scottish Borders Council. It provides guidance on how to develop this at a whole school level (a universal approach) and for targeted groups of children and young people.

4 CONSULTATION PROCESS

- 4.1 The Council consulted a range of stakeholders in order to ensure that the following aspects of the Nurturing Approaches Guidelines were reliable, relevant and valid. The aspects for consultation were:
- a) The guiding principles within the Nurturing Approaches Guidelines;
 - b) A 3 year training programme for all staff to support a Nurturing Approach in all schools/Early Years settings;
- 4.2 Aspects of SBC's Nurturing approaches and the Nurturing Approaches Guidelines document has been shared and out for consultation with a number of stakeholders, namely:
- a) Senior Leadership Teams in schools – March - October 2020
 - b) Cluster groups of school staff – October – December 2020
 - c) Parent Council Chairs (Introduction and engagement session – February 2020
 - d) Partner Agencies (Social Work, Borders College, Adult Community Learning) – February 2020
 - e) Strategic Nurture Steering Group – March 2020 and ongoing (Representatives from Early Years, Primary, Secondary, CLD and Educational Psychologists)
 - f) Quality Improvement Team – October 2020
 - g) Strategic Cluster Headteacher Chairs – October 2020 (who shared with other colleagues in the cluster and provided feedback)
 - h) Joint Trade Union Members – October 2020

Stakeholders' views have been incorporated within the Guidelines as appropriate.

- 4.2 The methods of consultation included:
- a) Online surveys for all school and setting staff
 - b) Attendance at Parent Council Chairs Meetings
 - c) Headteacher engagement day
 - d) Engagement with head teachers, teachers and wider staff
 - e) Strategic Nurture Steering Group meetings

5 CONCLUSION

- 5.1 This final document has been developed based on the information gathered during consultation, national guidance and supports ongoing Professional Learning for school and setting staff.
- 5.2 The remaining policies within the suite of Inclusion documents (Respectful Relationships Policy, Attendance Policy) are due to be revised and presented to the Executive Committee later this year.
- 5.3 The Council's approach will ensure that all young people living in Scottish Borders experience an inclusive education. The Council will work together to ensure that all children and young people are included, develop a sense of self-worth, a sense of belonging and a self-confidence to achieve.

6 IMPLICATIONS

6.1 Financial

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

6.2 Risk and Mitigations

The Council has considered national documentation and ensured that Council guidance takes account of all national advice, guidance and statute. Officers have fully consulted with a range of partners before finalising documents, therefore mitigating any potential risks to practice.

6.3 Equalities

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

6.4 Acting Sustainably

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

6.5 Carbon Management

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

6.6 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.

6.7 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.

7 CONSULTATION

- 7.1 The Monitoring Officer/Chief Legal Officer, the Chief Officer Audit and Risk, and the Service Director HR & Communications, have been consulted and any comments received have been incorporated into the final report.
- 7.2 The Chief Officer Education, has been consulted and any comments have been incorporated into the final report.

Approved by

Lesley Munro **Signature**
Service Director, Young People Engagement & Inclusion

Author(s)

Name	Designation and Contact Number
Carolyn Didcock	Quality Improvement Officer, Education

Background Papers:

Scottish Government papers:

Included, Engaged and Involved (Part 1) –A Positive Approach to promoting and Managing School Attendance (2019),

Included, Engaged and Involved (Part 2) –A Positive Approach to preventing and Managing School Exclusions (2017),

Guidance on the presumption to provide education in a mainstream setting (2019),

Developing a whole school ethos and culture – Relationships, Learning and behaviour (2018)

Applying nurture as a whole school approach - A framework to support self-evaluation (2018)

Children and Young People (Scotland) Act (2014),

National Improvement Framework (2016),

Getting it Right for Looked after Children and Young People Strategy (2015-2020)

Previous Minute Reference: January 2020

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

SBC INCLUDES:

NURTURING APPROACHES GUIDELINES

In our sight, in our minds, in our actions and being heard

A practical guide for schools and settings to develop a whole school nurturing approach and targeted nurture intervention groups.

**getting
it right**
for every child

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- 2 NATIONAL CONTEXT
- 3 LOCAL CONTEXT
- 4 KEY PRINCIPLES OF NURTURE
- 5 HOW TO IMPLEMENT A UNIVERSAL, WHOLE SCHOOL NURTURING APPROACH
- 6 ESSENTIAL COMPONENTS OF A NURTURING SCHOOL OR SETTING
- 7 HOW TO DEVELOP TARGETED NURTURE INTERVENTION GROUPS
- 8 FURTHER READING

APPENDICES

- APPENDIX 1 **SUPPORTING SELF-EVALUATION OF NURTURE GROUPS IN SCOTTISH BORDERS: A FRAMEWORK FOR NURTURE GROUP STAFF**

SBC INCLUDES: NURTURING APPROACHES GUIDELINES

In our sight, in our minds, in our actions and being heard

1. INTRODUCTION

This practical guidance details the actions required by all learning establishments to ensure that a nurturing approach is used to support behaviour, wellbeing, attainment and achievement within Scottish Borders Council. It complements and is integrated within a suite of policies and guidelines which are subsumed under the Inclusion Framework and aligns with Scottish Borders Council Directorate's vision for all young people – *In Our Sight, In Our Minds, In our Actions and Being Heard*.



A nurturing approach is at the heart of our core values, vision and ethos in the Scottish Borders as this is crucial for learning, wellbeing and ensuring positive relationships are a hallmark of our communities. Nurture recognises:

- The importance of early relationships and their link to children and young people's social and emotional development.
- It is the responsibility of all to understand and develop nurturing approaches to support and connect with all children, young people and families.
- Our relationships reflect our beliefs that everyone should be valued, respected and heard.
- We model and promote positive relationships through providing a balance of care and challenge, with a focus on achievement and attainment.

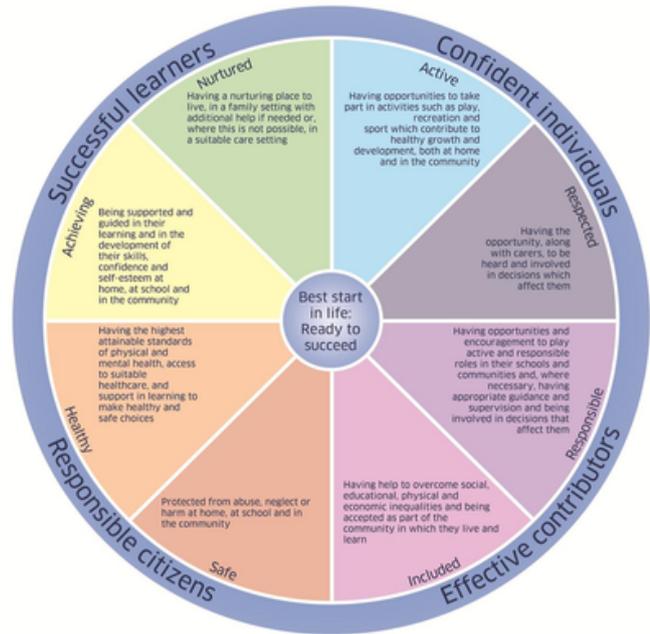
2. NATIONAL CONTEXT

Getting It Right For Every Child (GIRFEC) is the [national policy framework](#) aimed at supporting the wellbeing of children and young people. The framework embeds the articles of the [United Nations Convention on the rights of the Child \(UNCRC\)](#) into practice and promotes a rights-based approach.

GIRFEC places children’s wellbeing at the centre of planning and assessment. It is the key driver to improve outcomes for all children and young people. It recognises that all children and young people will have experienced differences in their lives and its strategic overarching framework supports all other legislation and policies related to meeting needs in our schools and early years establishments.

GIRFEC is design around four key principles:

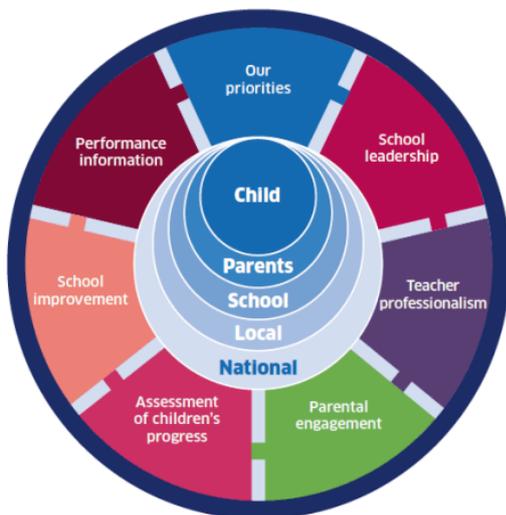
- **A child-focused approach** -ensuring the child or young person – and their family – is at the centre of decision-making and the support available to them.
- **An understanding of the wellbeing of a child in their current situation** - taking into consideration the wider influences on a child or young person and their developmental needs when thinking about their [wellbeing](#), so that the right support can be offered.
- **A preventative approach** - aiming to ensure needs are identified as early as possible to avoid bigger concerns or problems developing
- **A joined-up approach** - children, young people, parents and the services they need working together in a coordinated way to meet the specific needs and improve their wellbeing



This is now enshrined in legislation in the [Children and Young People \(Scotland\) Act \(2014\)](#).

Many of the key components of GIRFEC can be found within a nurturing approach, including a focus on wellbeing, an understanding of resilience and a need to implement a holistic assessment approach to support children and young people’s wellbeing needs.

The **National Improvement Framework** (NIF) sets out clear priorities to deliver excellence and equity, including: closing the attainment gap between the most and least disadvantaged children and young people and improving children and young people’s health and wellbeing.

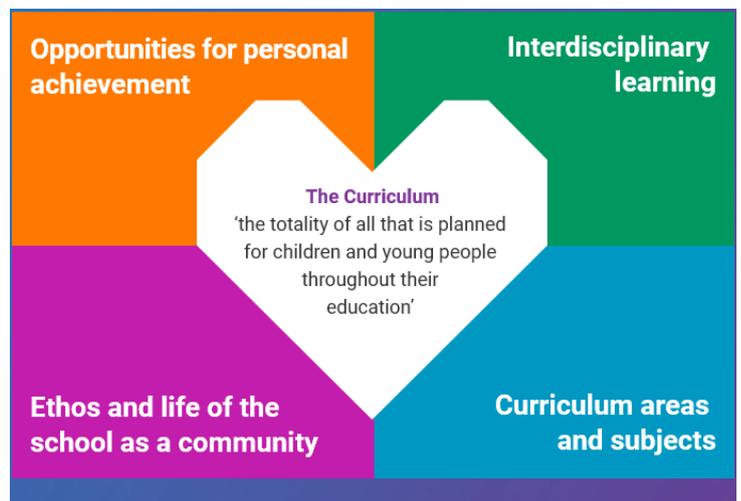


A nurturing approach places both of these priorities at the heart of schools and settings.

The NIF also has a number of key drivers for improvement which feeds into a school or settings self-evaluation process. A nurturing approach impacts on all aspects of schools and settings and when fully implemented, can impact on each of these drivers but in particular; School Improvement, School Leadership, Teacher Professionalism and Parental Engagement.

Our **Scottish Curriculum for Excellence** places learners at the heart of education. As part of their learner journey, all children and young people in Scotland are entitled to experience a coherent curriculum from 3 to 18, in order that they have opportunities to develop the knowledge, skills and attributes they need to adapt, think critically and flourish in today’s world. Schools and settings plan learning that is experienced by learners across **four contexts**:

However, the starting point for all learning is a **positive ethos and climate of respect and trust** based upon shared values across the school community. All learning establishments should promote positive, supportive relationships where children and young people will feel that they are listened to; promoting a climate in which children and young people feel safe and secure; modelling behaviour which promotes effective learning and wellbeing within the school community; and by being sensitive and responsive to each young person’s wellbeing.



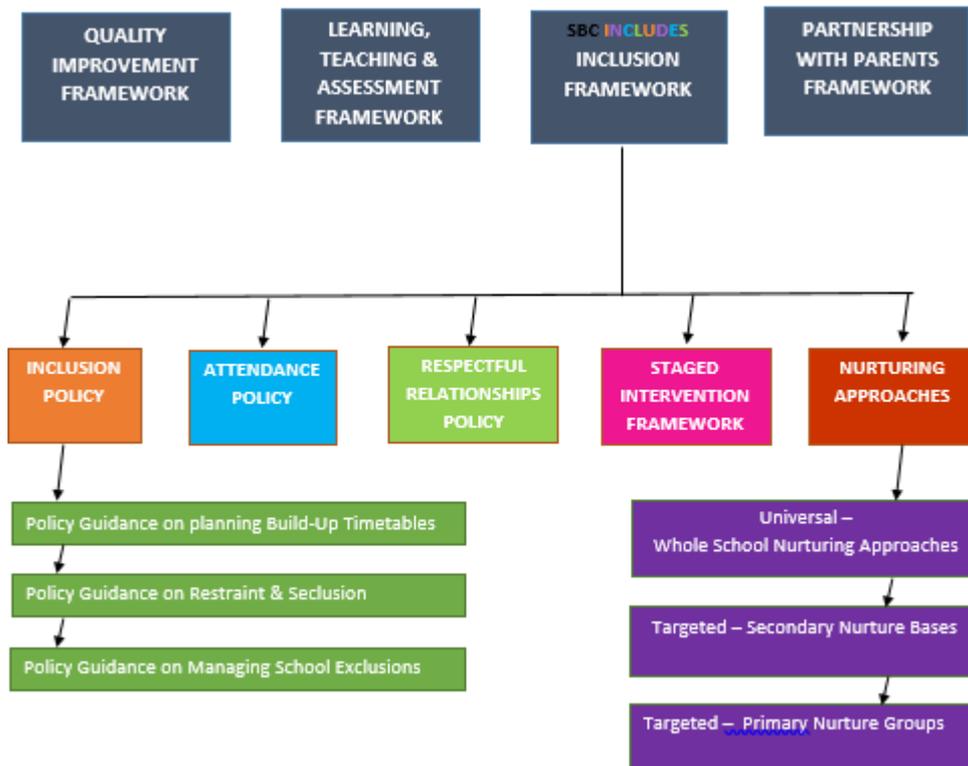
A focus on a nurturing approach provides schools with a framework to help develop and achieve these aims. Using self-evaluation to develop a nurturing approach can also help schools and settings to determine how culture and ethos impacts on overall attainment and achievement.

3. LOCAL CONTEXT

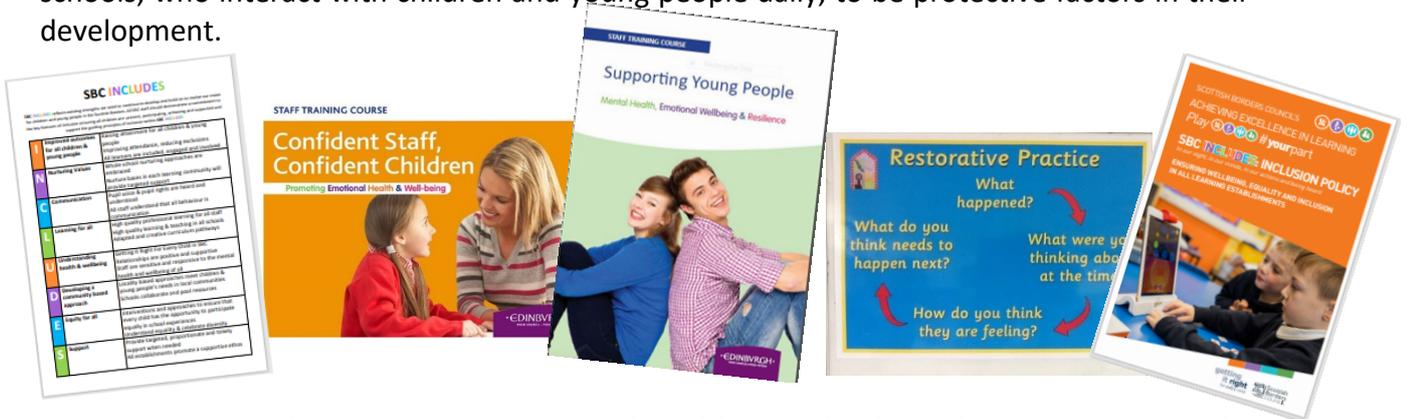
Nurturing approaches reflect our core values within Scottish Borders Council.

The development of this document is part of a suite of essential documents that promote the principles of Scottish Borders inclusion agenda, ensuring all of our young people have access to an education that takes full account of their needs, celebrates who they are and supports them to flourish.

All schools, settings and staff should be aware of the following documentation:-



Nurturing Approaches is about developing the ethos and culture in all our schools and settings. But it is **not** just another thing we are going to try. It fits well with other developments already in place in our schools: Growing Confidence, Restorative Practice because it emphasises the importance of relationships and the potential of all adults in our schools, who interact with children and young people daily, to be protective factors in their development.



SBC INCLUDES: NURTURING APPROACHES GUIDELINES | ACHIEVING EXCELLENCE IN LEARNING |

As an authority, SBC has planned a twin-track approach:

Universal - provide introductory, universal training on nurture to all adults working in schools or settings so that all our learning establishments can develop nurture as an everyday part of whole school life. The aim is to enhance our understanding of and relationships with pupils and support inclusive practice across all our schools.

Targeted - training teachers and support staff who will be using this as a targeted intervention in nurture groups in primary, secondary and Early Years settings for children and young people identified as having significant emotional difficulties.

4. KEY PRINCIPLES OF NURTURE

A nurturing approach in a school or setting recognises that positive relationships are central to both learning and wellbeing. A key aspect of a nurturing approach is an understanding of attachment theory and how early experiences can have significant impact on a child or young person's development.

It recognises that all staff in a school or early years setting have a role to play in establishing the positive relationships that are required to promote healthy social and emotional development and that these relationships should be reliable, predictable and consistent where possible.

A nurturing approach has a key focus on the school environment and emphasises the balance between care and challenge which incorporates attunement, warmth and connection alongside structure, high expectations and a focus on achievement and attainment. It is based on the understanding of six Nurturing Principles:

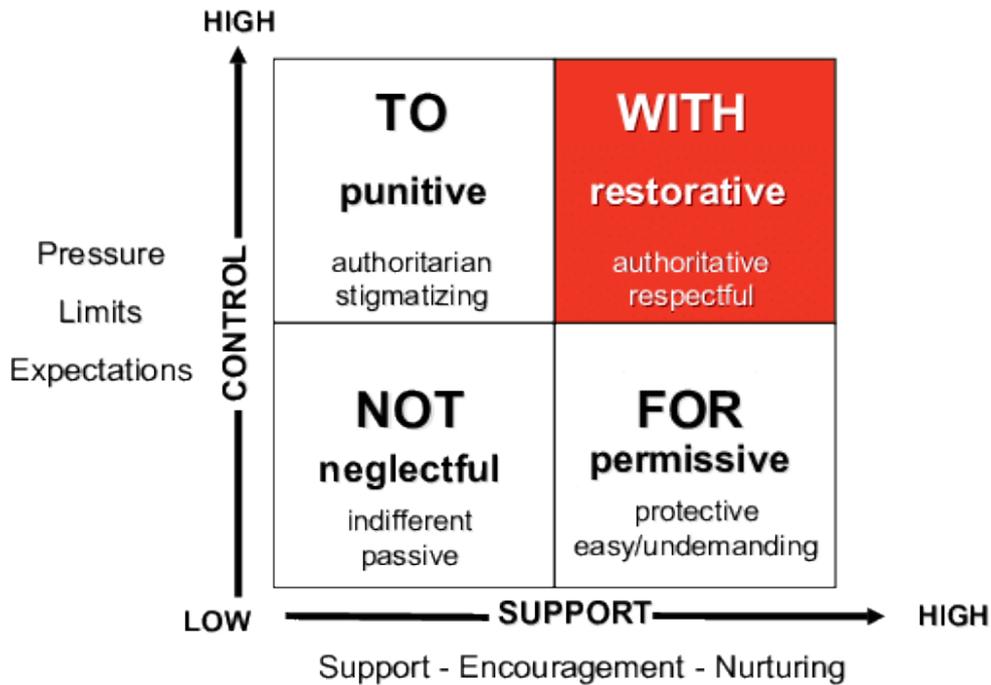
- NP1. Children and young people's learning is understood developmentally**
- NP2. The classroom/playroom offers a safe base**
- NP3. The importance of nurture for the development of wellbeing**
- NP4. Language is a vital means of communication**
- NP5. All behaviour is communication**
- NP6. The Importance of transition in children and young people's lives**

These principles are individual principles, but are all also interlinked. How we manage one impacts on the others.

They are essentially about how we do things as an individual, a school or setting, a community and as a local authority. We need everyone to exude nurture, to be nurturing and to develop a nurturing environment in everything they do.

A nurturing approach can be applied at both a universal level – across a whole school community and setting and also a targeted level – targeting groups of children and young people, where a more intensive nurture programme is required to meet needs.

Nurture builds on all the evidence about the effectiveness of relationships, wellbeing approaches, health improving schools, but is it distinct and the biggest danger is we give it a cursory look and say "we are doing that already", because unless we have looked specifically at it, we almost definitely are not. For example, nurture is an attachment based intervention, and thorough understanding of attachment principles is an essential feature. We need to take a whole child perspective. Nurture is not, as some would think, about providing just the care and empathy, without any structure of boundaries. There is no evidence base for this and nurture is placed firmly in the authoritative quadrant of the "social discipline window", which offers strong emotional support but also challenge and high expectations.



Evidence of an understanding of nurture would mean that schools and settings are able to differentiate when to vary more mainstream pedagogical practice like praise and feedback to avoid shame. Attachment theories such as attunement, claiming and promoting belonging and connectedness are very relevant.

Nurturing approaches are not overly permissive and are not the road to anarchy and chaos, providing there is a balance of care and warmth together with structure, boundaries and expectations. Many of the nurturing strategies and practices can be implemented for no cost in seconds, for instance daily greetings, checks in, whilst others will need planning and resources, e.g. effective calm spaces.

Not all schools and settings need to have a distinct nurture group to evolve to be a nurturing school. In many schools the whole school approach should be the first starting place and will have the most sustainable impact.

5. HOW TO IMPLEMENT A UNIVERSAL, WHOLE SCHOOL NURTURING APPROACH

Professional Learning

In Scottish Borders, all staff in schools and Early Years settings received training through accessing an online presentation called “**SBC INCLUDES: Introduction to Nurturing Approaches**”. This presentation was developed by SBC Educational Psychologists, Glasgow Educational Psychologists and the SBC Nurture Steering Group. This presentation can and should be accessed by all new staff joining a learning community. It will also form part of Induction training for Newly Qualified Teachers (NQTs) joining Scottish borders Council. The link to the presentation can be found [here](#) or by simply typing “SBC INCLUDES: Introduction to Nurturing Approaches” in the YouTube search bar.

Essential documents

All staff should be familiar with and have full access to:

- **SBC INCLUDES: NURTURING APPROACHES GUIDELINES** (2020) – these provide a guide for all staff on SBC’s expectations around Universal and Targeted approaches and the expectations for all schools and settings. It details the purpose of a Nurturing approach, makes links with current national and local guidance and also details the purpose and benefits of a Nurture Group and what this can look like in a primary and secondary setting.
- **Applying Nurture as a Whole School Approach: A framework to support the Self-Evaluation of Nurturing Approaches in schools and Early Learning and Childcare (ELC) Settings** (Education Scotland 2018) - This self-evaluation framework provides a tool to support schools and early learning and childcare (ELC) settings who are applying a whole-school approach to nurture. It provides:
 - links to the Scottish drivers and policy context;
 - a definition of nurturing approaches;
 - a guide to the self-evaluation process and a framework that links nurturing approaches to the Quality Indicators used in [How Good is Our School \(HGIOS\) 4?](#) and [How Good is our Early Learning and Childcare \(HGIOELC\)?](#);
 - explicit links between the Quality Indicators and the Nurturing Principles so that schools can link their self-evaluation with these principles.

It also provides a range of practical tools that can be used to triangulate self-evaluation information and support the implementation of nurturing approaches, along with focus group prompts, a questionnaire for staff and parents, and readiness checklists.

This can be downloaded in full as a document or can be found online [here](#).

SBC’s Online Surveys

In Scottish Borders, we have developed two online surveys for staff:

- An **Individual Staff Readiness Questionnaire** – This survey will serve two main purposes. It will enable the Nurture Steering Group and SBC Educational Psychology Service to design specific bespoke training packages for schools, settings and clusters to support the development of a whole school nurturing approach over the next three years. Once completed a second time, it will also evidence impact of training and highlight further developments.

The links to this online surveys have been sent out to all Headteachers.

- **How Nurturing is our School or Setting?** – this online survey is a self-evaluation tool, based on the environmental checklists from “*Applying Nurture as a Wholes School Approach*” document. It is designed to be used by educational practitioners who work in a classroom or early years setting. The purpose of this is to highlight strengths and areas for development in schools. This is one of three surveys. Each survey will include self-evaluation questions from two Nurture Principles. Over three education sessions, all the Nurture Principles will be addressed. The first survey will focus on:

NP 2 - The classroom/playroom offers a safe base
NP 5 - All behaviour is communication

The first survey is to be completed by staff by the end of term **December 2020**.

Results for this survey will be collated by school/setting. It is expected that the results will provide baseline information for each school, inform and support improvement planning and evidence improvement and further developments.

The links to this online surveys have been sent out to all Headteachers.

Improvement planning

It is expected that all schools and settings will use the self-evaluation toolkits as part of their school Improvement Planning cycle.

All schools and settings are expected to feature Nurturing Approaches in all schools and settings’ Improvement Plans in the next three sessions (**Session 1:** 2020 – 2021, **Session 2:** 2021 – 2022, **Session 3:** 2022 – 2023), as part of the authority’s Inclusion agenda.

Quality Assurance

Using *SBC’s Nurturing Approaches Guidelines, Applying Nurture as a Whole School Approach* and *How Good Is Our School/ELC 4*, we will build in a Quality Assurance programme for schools as part of their Quality Assurance/Attainment meetings throughout each Educational session.

6. ESSENTIAL COMPONENTS OF A NURTURING SCHOOL OR SETTING

The Nurture Principles should be embedded and communicated every day in schools and settings. Using the self-evaluation toolkits in the “Applying Nurture as a Whole School Approach” document will support this, but here are some suggestions:

- Agree Vision and Aims statements around Nurture (at cluster, school/setting, classroom/playroom level). Set firm boundaries and expectations around high standards of behaviour – creating a whole school/setting charter and displaying these in corridors, classrooms, playrooms etc. Don't be afraid to provide firm, but fair boundaries and consequences, or “authoritative limit setting” but always go for a restorative approach and avoid shaming and punishment- this is really counter-productive to your overall goals.
- Ensure that there is a named “lead” in your school or setting for Nurture. In secondary schools, the responsibility is expected to lie with a DHT. They will have responsibility for Pupil Support as a whole and Quality Assurance around Nurturing Approaches will be part of their remit. Progress should be monitored in line with the School's Improvement Plan and be embedded into the school. In Primary schools, this could lie with one of the Senior Leadership Team and/or Support for Learning Teacher. In Early Years Settings, the responsibility may lie with the Centre Manager or lead officer.
- Design and display posters highlighting the Nurture Principles and what this looks like in your setting – use photographs to convey real life examples.
- Involve parents and partner agencies. Plan and develop nurturing approaches with parents and partners – work with them. Set out clear expectations for your school or setting and how will you evidence success. Regularly share nurturing approaches with them e.g. on a notice board or through a leaflet, newsletter.
- Highlight the links with SBC's Inclusion agenda (**SBC INCLUDES** poster), our Health & Wellbeing Curriculum and Growing Confidence/Building Resilience programmes already in school.
- Include and highlight nurturing approaches in assemblies.
- Agree on a shared language that all adults adhere to. Encouraging mutual respect between staff and pupils – clear expectations about what this looks/sounds like. Use symbols from Boardmaker or photographs to include everyone and support the message. Schools and settings also need to agree and be mindful of language used at pupil review meetings, parent consultation meetings and emails. Messages such “We can't meet your child's needs” or “your child's behaviour is not appropriate” simply sets a cycle of anxiety in motion. Suzanne Zeedyk reports that changing the language we use can be a real vehicle for systemic change - noting the powerful impact of changing a way of description across a school of behaviour from “challenging behaviour” to “distressed behaviour” - this not only reflects better understanding and can generate empathy, but needs to sit within systems change in all settings.
- A nurturing classroom or playroom has to provide the pupils with a safe and secure environment that provides the right conditions for emotional, social and cognitive development – designate “quiet”, cosy area where children and young people can go to if feeling overwhelmed.

- The nurture of self-esteem is an important focus. This will not come through mere praise and positive feedback. In fact young people who have lacked nurture in their early experiences may struggle with praise /regard as they do not believe themselves worthy of this. Environments which promote some choice/independence are associated with higher self-esteem and nurturing classrooms should seek to encourage choice and cooperative learning. The focus should be on routine, well-paced, high quality relationship building and positive regard. We cannot **give** children and young people self-esteem but we need to set the conditions to make it more likely. This is way beyond praise and reward. It is radically different from behaviour management programmes or assertive discipline.
- Children and young people are encouraged to explore language in nurturing schools and settings and the use of relaxed activities is a way of encouraging discussion/self-expression. There is explicit use of vocabulary of emotion and of problem solving issues. Really focus on the communication side of things, including language to support the young person to feel;
 - *You belong here*
 - *You are welcome here*
 - *I like you*
 - *You are safe here*
 - *I am here to help and support you*
 - *You can explore and learn*
 - *Your feelings are okay with me*
 - *You can work with me on this problem that is getting in the way right now*
 - *I will be thinking about you, and keeping you in mind*

In a nurturing relationship, when confronted with angry physical or verbal outbursts, staff will be asking “**what is this child or young person trying to communicate to me?**” and will try to understand the behaviour this way. An example might be a pupil who goes into a tantrum when confronted with a piece of work he/she cannot do. This is not just a way of avoiding work. This is potentially communication of feeling out of control as they are confronted with something they cannot do and they feel in chaos/unsafe/. Staff should model the ways in which they communicate and model ownership of their own feelings, not ‘you are making me upset’...instead ‘I am feeling upset when I think about what just happened’. In situations like these, there should always be an opportunity for a restorative conversation to take place, where all parties are able to express how they were feeling. Adults should be able to move on from challenging situations after they have occurred by behaving in a clam and fair manner with the pupil and modelling that working relationships can be restored.

- Transitions at all levels should be supported by including the child or young person in arrangements. Information needs to be shared with the right people at shared at key transition points. Smaller transitions can be significant for pupils. Think about periods of transition, is there inexplicable behaviour just before the end of the day? Do staff feel frustrated by pupils who cause disruption as they move around the school? Consider this in the light of transition being an important and possibly stressful time - particularly for a child where the relationship with a teacher is the one reliable adult in their life.

On a daily basis there are numerous transitions every child/young person makes e.g. transition from home to school, between classes and working with different adults. Also at key stages in education there are ‘big’ transitions e.g. between stages, settings and moving schools.

It is important that we recognise that these transitions need to be carefully planned and prepared for so that children/young people are prepared for changes.

- All staff need to fully understand “attuned de-escalation” and the impact of trauma, and attachment and Adverse Childhood Experiences (ACES). Use this and your knowledge of child development and GIRFEC to develop deep understanding of the children and young people in your care - how many ACEs have they experienced? Explore the reading recommendations in the **Further Reading** section of this document. Contact your allocated Educational Psychologist – they can provide bespoke training around ACES to suit your school or setting’s context.
- Aim for consistency across all staff in your school or setting. It’s important to address and tackle the interschool variability (class to class/playroom) which, as we know is a bigger factor than between school variability.
- It’s important that as a whole school or setting, you develop a “whole” school culture”, but recognise that some staff may need a nurturing approach shaped, modelled and supported, as new practices develop. This also includes adult to adult interactions - how staff manage other staff. In a whole school approach this is about the culture of the whole school so interactions between adults should be conducted in the same way as those between adults and young people.
- Be clear about what (adult) behaviours, practices and policies do not fit into your nurturing school culture, for example, where do punishment exercises fit in and what impact do they have in terms of motivation and engagement? Consider long “rows” from promoted members of staff - with a heavy emphasis on monologue. There is evidence that the language processing part of the brain is not engaged significantly through monologue but the emotional bit of the brain is more likely to be engaged (negatively) - especially for teenagers. There is a time for talk and remonstrance absolutely, but restorative approaches and philosophy again can guide this.
- Ensure that even for our most vulnerable children, we work towards at least having one “good adult” who has an attachment-informed relationship with the child in your school or setting.

General Nurturing Strategies for classes/playrooms

To support feeling secure:

- Maintain structured predictable routines, rules and responses. Provide visual timetables, notes in planners.
- Create firm boundaries – expectations need to be clear, this is about containing individuals when they are unable to do it for themselves.
- Introduce new ideas in a familiar / repetitive context’
- Provide a safe place for the pupil to go when they feel a heightened state of arousal. There should be an agreed, and consistently applied approach that lets them access this, e.g. time out cards (they may not always use it, but they like to know they have an exit).

- Body mapping activities may help them identify the signs that their emotional state is becoming heightened.
- Safe spaces, positive looks, smiles.
- 5 senses tour of the school (e.g. smell of the dinner hall, fire alarm bell).
- Think about the displays in the classroom – they should be purposeful and not too “busy” or overwhelming.
- Consider your tone of voice – not shouting or using too angry an expression.
- Create calming boxes.
- Adults who think about behaviour as communication - recognise the signs of heightened stress through a change in body language and anxiety and help to bring these down.
- Grounding (to help keep someone in the present): counting breaths in and out, watching clouds, counting backwards from 20, how many steps can they walk with a bean bag on their head.
- Let the child know they are safe and secure - "I can see you and I'm going to stay near you and make sure you stay safe."

Over time the reliability of the classroom and the whole school will become the secure base and enhance emotional development and, therefore, engagement in learning. The key point here is that things won't change overnight! You have to keep at it!

Building relationships:

A shared focus on the task can protect the pupil from exposure to the relationship. Over time this enables the pupil experience the sensitivity of the teacher to their anxiety and to begin to feel understood and hence the beginnings of a more secure experience. Greater trust in the teacher makes it more possible to ask for help and so over time learning can be greatly enhanced.

- Use a high ratio of positive prompts and praise for reassurance
- Give the child special jobs and roles of responsibilities
- Board games can be used to teach turn taking and teach independence within the context as well as managing hostility when losing
- Reassure the student that you will get back to them i.e. “try the first three questions on your own then I will come back and check” (repeated experiences of being ‘held in mind’). Make sure you come back, and if you get distracted let the student know. For example “I’m sorry I didn’t get back to you, you might have thought I had forgotten you but I hadn’t” (remember the ‘good enough’ principle).
- Attuned adults: To support children with attachment needs, they require adults who are **‘tuned in’** to their behaviour and respond to their underlying needs (at whatever developmental stage required).

- Develop social skills with the key adult and then with peers, facilitated by the key adult before managing independence (dependence, interdependence, independence).
- Experience laughter and joy – use humour. Savour the moment, share the moment. Hold on to these special times together by photos, video clips and a personal ‘book of success.’

Learning / work activities:

- Use tasks to mediate a positive relationship between the child and the adult. Work through a task to develop a relationship around it, be collaborative.
- Provide tasks with clear structure, rules and set outcomes.
- Differentiate task to suit needs – these still need to have the right amount of challenge, but with added support where needed.
- Design tasks which involve a product rather than a process – this will support a feeling of success.
- Give the child some choice over what they do – tasks which they enjoy and can be fairly ‘self-directed’ with.
- Organise group and project work – give the student a specific task, for example writing notes for the group – a task where they can be involved without having to interact too much with the group (cooperative learning).
- Involve students in the routines of the class by giving tasks such as sorting, organising categorising etc.
- Break longer tasks down into short independent steps; well differentiated and small steps.
- Set small timed tasks, gradually increasing the duration of the tasks.
- Avoid the temptation to over-help.

Supporting transitions:

- Transitions and endings need to be carefully planned and acknowledged (e.g. between classes, key stages and schools). Some children may need even more support with transitions (i.e. transition between home and school).
- Create memory boxes, photo books, whole class activities, countdowns to endings – really important youngsters are prepared.
- Transitional objects lets the pupil know they are ‘kept in mind’ by adults at home or at school. Objects can also be used to ‘hold them’ to aid concentration. They need repeated reminders that they are ‘held in mind’ by the teacher.
- Flag up any changes to the routines in advance, and acknowledge with the student how difficult this may be for them. Let them know that they will still have their needs met.

- If there are going to be staff changes to a session, consider allowing the student to complete the tasks with a trusted member of support staff.
- Some pupils may also have experienced prolonged absences and their sense of time and distance can be confused. The use of diaries and calendars in the classroom can begin to establish a sense of dates and times and forthcoming events – especially endings and beginnings of the week and terms.
- Transition planning tools. Communication and sharing of knowledge – agree how to share information with parents/carers.
- Be proactive, rather than waiting for problems to arise. Think about support at unstructured times as well as curriculum-based needs.

Organisational skills:

- The rational brain needs to be well-developed and well-connected for taking in, analysing and responding to information from a range of sources so reasoning and organisational skills may take time and require specific help to develop.
- Use situations that arise naturally to explain any links or logic as generalisation can be difficult.
- Give explicit, practical and repeated help with self-organisation skills and don't expect adolescents to manage this on their own! Ask staff to be patient. Might need to show them how to use their diary planner. Work with them to set up a system, highlighting key information, homework deadlines – planning and organisational skills that we might all take for granted but they often don't come naturally to some young people.

Language:

- Use literal language and give concrete examples.
- Develop the child's emotional literacy wonder with them e.g. 'I wonder if you are feeling frustrated because you didn't finish in time?'
- Wonder with them about options e.g. 'I wonder if we did this' - when offering support.
- Use metaphor and stories to explore issues rather than asking them to speak directly about themselves.

Physical/sensory needs:

- Sensory boxes - water beads (from Amazon).
- Sensory circuits.
- Activities to regulate the lowest part of the brain. This needs to be achieved through patterned, rhythmic activities or somatosensory activities - pushing, deep touch pressure, weighted blankets, running, jumping, dancing, deep breathing, colouring, trampolining,

swinging, drumming, tug of war, bouncing on a fitness ball, walking along balance beams, balance board, measuring heart rate.

General points

- Do not reject the student.
- Do not blame yourself if things don't work immediately, accept that things will work sometimes and not at other times.
- Use running commentaries to describe feelings and behaviour – this gives a good model of language and particularly “feelings” vocabulary.
- Think about what underlying defence mechanisms might be in operation – think about it for yourself – what comes from you and what comes from the student?
- Practise using all your senses to notice what is happening. Put yourselves in their shoes - what could be a threat in the environment for a student?
- Develop real active listening skills – taking time to listen rather than jumping to solutions is a powerful way to help a student feel validated and build on your relationship with them.
- Notice staff who are working well with pupils and learn from them. What do they believe about these young people? How do they act around them? How do they respond to incidents?

7. HOW TO DEVELOP TARGETED, NURTURE INTERVENTION GROUPS

What is a Nurture Group?

A nurture group is a small class of 6 – 8 pupils in either a mainstream primary or secondary school, but further development is being considered about setting up similar groups in Scottish Borders in early years settings. A child or young person will spend a substantial part of their week in the group but remain part of their mainstream class, joining the other children in their class or year group daily for planned activities. It is essential that all staff in schools understands the purpose and workings of a nurture group so that the child or young person is given consistent support.

At times, children and young people need extra support to help them with their learning, making friends and growing into confident and successful individuals. Nurture groups can help provide that support for children and parents to give them the skills they need to do well at school, and deal more confidently and calmly with the trials and tribulations of everyday life. Most children start school with confidence and enthusiasm but not all. Some do not respond to teachers or teaching methods, leaving them disengaged from their surroundings. This can evidence itself in a child being withdrawn and inward-looking, or 'acting out', behaving aggressively to teachers, fellow pupils or others around them. These behaviour traits limit the child's ability to absorb information and learn and may even reach the stage of exclusion from school, a damaging and emotionally charged experience for both child and parents. The behaviour of these children also impacts adversely on others in the class, disrupting lessons and taking up a disproportionate share of the teacher's time and attention. Class morale suffers, learning is inhibited and standards and levels of attainment can fall. In many cases this can be prevented.

For more than 40 years, research and evidence shows nurture groups have demonstrated that, with the right help, support and resources applied, these children and young people can be taught successfully, cost-effectively, and reintroduced to mainstream classrooms to continue their education with their peers. The development of nurture groups led by trained practitioners, offers an effective intervention both in primary and secondary education (indicating that it is never too late). The nurture group solution has been shown to be effective in enabling emotionally vulnerable children to engage in, and benefit from, mainstream education.

Many studies have found that the use of nurture rooms have improved children's social, emotional and mental health needs that they may have been experiencing. It also shows improvement in areas such as pupils' self-management, social skills, behaviours, and self-awareness.

A nurture group is aimed to help to boost confidence and self-esteem and provide children with additional support to improve social skills and independence, for example:

- To engage
- To settle
- To listen
- To concentrate
- To share and take turns
- To accept losing a game or failure
- To build friendship with their classmates
- Gives opportunities to talk about and understand their feelings
- To work on curriculum based activities from their classrooms
- To experience and practice the development of positive relationships

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Nurture Staff

A nurture group can only be supported by adults who have attended the accredited four day Nurture training. This is provided by Glasgow Psychological Services, Glasgow Online Training or by Nurture UK.

Nurture groups should be run by at least two adults – and one of these adults must be a teacher. These adults need to have a good understanding of the nurture principles and should be carefully selected. The role of nurture staff is to form an explicitly supportive relationship with members of the nurture group and provide good models for children and young people to observe and learn from. They will be skilled at encouraging children and young people to better express themselves through language – rephrasing and extending things that a student has said to extend their vocabulary and self-awareness. When disagreements take place in a nurture group, staff can support talking these through and enable children and young people to think of better ways to deal with similar situations in the future. The staffs' job is to make the children feel accepted and valued. They will do this by engaging them in learning and in the life of the class – helping them relate to each other and using the group's dynamics to foster good relationships. As the child or young person becomes more confident, they will hopefully respond to teaching which should be aimed at their development level and linked to the curriculum and the rest of their class.

Referral Process

Children and young people are offered places in groups following a screening process. A simple screening tool, the Boxall Profile, will be used to identify children and young people who would most benefit from inclusion in a nurture group. The profile should be administered by the trained nurture staff pre and post intervention. The post intervention profile is used to demonstrate improvement.

SBC will be registering and purchasing an Authority-wide, online licence for Boxall Profile so that each school will have access to this screening tool.

Practice Considerations for Setting up and Running of a Nurture Group

A Nurture Group will only be effective when offered within a whole school nurturing approach and supported by clear policy and practice guidelines. All schools in the Scottish Borders are expected to fully embrace the training and self-evaluation tools in whole school nurturing approaches.

The accredited, four day, professional learning training provided for Nurture group staff is intended to support participants to both take forward nurturing approaches at a whole school level and at a Nurture Group level. Clear support for this is provided within the training. However, there are a number of key considerations that school leaders must consider when setting up a Nurture Group. In particular, policy and practice guidelines will need to give clear consideration to the following:

- The role of the Senior Leadership Team of the school – identify who will have responsibility for managing and coordinating the nurture groups.
- On-going training and coaching for all staff in an establishment, including inducting new staff, and maintaining skills of established staff.

- Liaison arrangements within the establishment to ensure progress of children and young people across the establishment. The overall approach should be the responsibility of all – but planned regularly.
- Liaison within the staff group of the nurture group – this should be planned and regular.
- Where intervention in the nurture group sits in terms of staged intervention and children’s planning, and what assessment resources are used. (A child or young person accessing a Nurture group will be at least at Stage 2 of the Staged Intervention process)
- Partnership working with other agencies
- Partnership working with parents – Involving parents at every stage of their child’s involvement in the school’s nurture group is vital. Build parental confidence by making it clear that should the evidence at any point tell us that the child no longer needs the on-going support of nurture, then you will contact them to discuss the next stage in supporting their child’s learning and development. Parents must be in agreement.
- Learning follows a wellbeing plan, each child works towards their own individualised targets.
- Children’s learning approached in a developmentally appropriate way.
- Staffing arrangements, most establishments operate with 2 or more staff – one staff should be a teacher, but support members of staff could be an ANA, Home Link Worker, Youth Worker etc. In secondary schools, a nurture group will be staffed within the Pupil Support Department.
- Clear plans for the role of adults and consideration of who the significant adult will be after the child or young person has left the group – for example, who in the school or setting will provide ongoing “touch base” support as and when needed. This can be flexible and is in line with attachment based practice.
- Referral pathway and assessment arrangements - Rigorous assessment is used to identify children and there should be a structured access and exit strategy. The aim is to see each child or young person progress from bespoke supported learning to independent learning within a differentiated, quality-first environment – from a supported normal way of working to an independent one.
- Numbers of pupils - most common practice is 6-8 young people
- Age / year group focus
- Length of time of intervention – children and young people usually attend a nurture group for 3 – 4 terms.
- All aspects of the nurture groups are informed by the six principles of nurture.
- The nurture room is a carefully planned physical environment that has many home like features (see below for more information)
- There are clear routines and rituals in the nurture group that support children’s feelings of safety.
- There is a clear understanding of the relationship between the Nurture room and the mainstream classroom.
- Regular and recorded arrangements for quality assurance (see below)

Self-evaluation, Improvement planning and Quality Assurance

Scottish Borders Council has developed a self-evaluation toolkit specifically for Nurture Groups - ***Supporting Self-Evaluation of Nurture Groups in Scottish Borders: Guidelines for Nurture Group Staff*** (Appendix 1).

This tool is designed to support Nurture staff in self-evaluating the Nurture Group in their establishment. The document should be completed by the Nurture staff, and where appropriate, with the support of an Inclusion Officer.

It is expected that all schools and settings with an established Nurture Group/Base will use the self-evaluation toolkit (Appendix 1) as part of their school Improvement Planning cycle.

The Quality Indicators should be evaluated by the Nurture staff on an annual basis, as part of the Improvement Planning process, grade themselves using the six-point scale and next steps regularly evaluated and updated.

Using *Supporting Self-Evaluation of Nurture Groups in Scottish Borders* and *How Good Is Our School 4/ELC*, SBC will build in a Quality Assurance programme for schools and settings as part of their Quality Assurance/Attainment meetings throughout each educational session.

It is recognised that Nurture group staff should be well-supported. A centrally appointed Inclusion Officer, with responsibility for coordinating Nurturing approaches across Scottish Borders, will provide support and challenge to schools with nurture groups and the nurture staff. Nurture group staff and Senior Leaders with a responsibility for Nurture, will meet as a team and participate in regular on-going training that continue to build and enhance their understanding and application of nurturing approaches. Nurture group staff have a key role in developing nurturing approaches across the wider schools.

What should a Nurture Room look like?

The nurture room where classes meet, is a bridge between home and school. It should be provide a warm and welcoming environment. A nurture room should provide a comfortable environment where the child feels safe and relaxed. When a child feels more relaxed it relieves a lot of pressure that may be holding them back. The primary aim is to improve the emotional wellbeing of children and young people who are struggling. It is important for a child or young person to receive help in order to grow and maximise their potential.

Creating a relaxing environment

A sofa, bean bags or comfy chairs is essential for providing a nice, comfy, relaxed space for a child or young person to relax. You can use any size or shape of sofa, however, make sure that there is enough room for everyone to sit down and also enough space for a child or young person to have their own space and not feel suffocated.

Bean bags are common in nurture rooms. Smaller ones for a seated area to chill, and larger ones, if you have space, which a child or young person can crash on are useful to have. Having different areas where they can relax reinforces the idea that the room is a comfortable and safe environment.

A small coffee table, depending on the space you have it can either be a small one that can be moved easily or one that stays, this is a good place to put drinks, food, etc. To maximise storage space try to find one with storage space included underneath.

Creating a working environment

It is essential to include a learning environment – so create an area for desks and chairs, where children and young people can work, separate from the fun play area, so they associate this area with learning.

A noticeboard to showcase children and young people’s work and progression will allow for reflection on progression and opportunities to share success.

A bookcase for reading for enjoyment or to hold files.

A few extra bits to consider if there is space

- A mirror, which is important for both self-image and speech therapy, one that can lean against a wall, and turn around to reduce distractions.
- Storage space, enough so all toys and anything that could distract the child from working is able to be put out of sight to maximise concentration.
- Hooks to hang the chairs on, this is to create more space, the desk and chair are easy to move to one side to maximise play space.
- Hooks for coats, this adds to the homely feel. We also used ‘no more nails’ to stick the hooks to the wall. Any posters to the wall can be easily removed/ changed.
- A white board – either fixed to the wall or a roll away whiteboard. This is useful for working on, and is easily wipeable.
- Plants for the window, to create a more comfortable and chilled out environment.
- A few posters/photographs/artwork on the wall, both big and small – to add to a relaxed atmosphere.

Cooking facilities

Food is seen as one of the most fundamental expressions of care which engages every child. In nurture groups, “breakfast time” or a shared break where food can be jointly prepared, is a formal routine which will provide opportunities for social learning – helping children wait their turn, attend to others and learn acceptable ways of making their needs, likes and dislikes known. It would be helpful for nurture rooms to have basic cooking facilities either in the room or nearby, but this is not essential.

Secondary Nurture Groups

Nurture groups are an approach to inclusion designed to open up learning for children who are struggling for a variety of reasons. They usually take the form of a small discrete class, offering a safe, structured and predictable environment.

Essentially, there are four stages of setting up and developing a secondary nurture group:

- Identifying need.
- Finding a name and an identity.
- Identifying a way of working to suit your school.
- Developing your version of the group.

Progress depends on provision – which in turn depends on identifying need. You can't really have a nurture group unless you can identify the need for one. If you are going to assess and evidence the impact of your group, you must be clear what provision you will have – and therefore what needs the provision is intended to meet. Base plans on the following.

- Early planning with associated primary schools and transition information you have is crucial. Plan specific cluster transition meetings to identify P7 pupils who might need additional, different and alternative support to adjust to the expectations and culture of a high school.
- Also key is effective identification of needs in the first instance. Work as partners with primaries on the basis that this should be done not solely on the basis of formal assessments but increasingly from closer and more regular meetings and conversations with parents.
- Involving parents at every stage of their child's involvement in the school's nurture group is also vital. They may have accessed a nurture group in primary school and have some knowledge of the process, but they equally, they not have and the needs around a nurture group are to do with the transition to secondary school.

Name and identity

Creating a name and for a secondary nurture group sends a clear message of ethos and values. The choice of name needs to be simple and direct.

Staff leading the nurture provision in a secondary school need to be good communicators, not only to children and parents but also to other staff – teaching and non-teaching – across and beyond the school. Some suggestions are:

- Be pro-active: involve colleagues at every level and at every stage of your plans.
- Meet with colleagues across the curriculum to promote and facilitate understanding of how a nurture approach can have a positive impact on both the learning of their students and on their work as professionals. Meet with them at the outset and at regular intervals.
- Share strategies with your colleagues: how can understanding child development affect learning, how can difficulties be overcome and problems solved?
- Invite colleagues to visit, have an open-door policy and think about "open mornings" when your students can learn how to receive visitors, how to provide refreshments and show off their achievements.
- How can you develop understanding and experience of a nurture philosophy among trainee teachers and other adult students?

- Be prepared to work constructively with any doubters: a control group can be a useful way of tracking the impact of a nurture group on learning, comparing outcomes with similar students not in the group.
- Be the consultant with an open door on how to differentiate – visibly and with impact – and how to innovate to meet the needs of a child: guide, coach and advise colleagues.
- Be pro-active when it comes to advocacy for students – and even better if you can successfully facilitate them to self-advocate in terms of their needs and meta-cognition. A self-written student passport is ideal for this – person-centred practice in action.

Identify a way of working

Every nurture group, particularly in secondary schools, is different in terms of how it works. Decisions on this are instrumental in building parental and staff confidence in your group: clarity and transparency are crucial, as is the flexibility to adapt your provision within a framework which responds to ever-changing need.

Your approach will be a cornerstone to the partnership element of your group and so always remember that your way of working, your model of provision, will need to adapt each time you have a new intake of young people because their needs will be slightly different.

The key questions you should ask

- What should the pattern of attendance for the group be? When do they attend?
- Should being in the nurture group be full-time until each individual is able to re-engage with the full range of learning opportunities across the curriculum? What are the pros and cons of this for each of your young people?
- Should young people be in the group for a fixed time so that you can be sure that skills are embedded?
- Should there be a maximum size of the group? If so, what is your rationale for this?
- Can you build a provision which is subject-based and is this appropriate for your students' needs?
- In this respect, how can you make best use of the subject background and experience of your nurture group staff? This can be reflected in your programme of study and schemes of work.
- What does the room need to look like?
- What rules/expectations do you need and how do you communicate them?

Key features to bear in mind

- Rules of the room ideally need to be few and simple. They work better if everyone in a nurture room, including visitors, can see that the rules apply to them – not just to the young people. Rules or expectations need to be printed and displayed using a large, clear font and at eye-level.
- Your room should be large enough to enable flexible working methods: how you set out your room, possibly moving things around regularly, is an excellent and visible means of differentiation.
- Your room should be welcoming, reflecting the needs and the achievements of your students. Displays of work promote ownership, meta-cognitive thinking and remind students of your belief in them – that you and the whole-school are proud to see their work displayed for everyone to see.

Develop your school's version of nurture groups

Your nurture group philosophy will remain the same. However, your practice will need to develop as you respond to the changing needs of your young people, both on entry to the group and as they move through stages.

Your curriculum map and programme of study will need carefully designed and justified to meet the needs of each group, not just for the Senior Leadership Team, central Quality Improvement staff or HMIE where appropriate, but more for your own thought processes in how the nurture course can progress over time to meet needs. Reflective marking and self-evaluation can inform how your provision should develop.

Be pro-active in receiving feedback from mainstream colleagues on the impact of your nurture group across the curriculum.

Be open to constructive criticism and encourage colleagues to ask for certain concepts or vocabulary to be pre-taught; this is an excellent way of embedding the ethos that nurture provision is whole-school.

Use SBC's self-evaluation toolkit ***Supporting Self-Evaluation of Nurture Groups in Scottish Borders: Guidelines for Nurture Group Staff*** ([Appendix 1](#)) to support this.

8. FURTHER READING

Author	Publication
Louise Bomber	Inside I'm Hurting: Practical Strategies for Supporting Children with Attachment Difficulties (2007) What About Me?: Inclusive Strategies to Support Pupils with Attachment Difficulties Make it Through The Day (2011) Settling Troubled Pupils to Learn: Why Relationships Matter in School (2013)
Marjorie Boxall	Nurture Groups in Schools: Principles and Practice (<i>Revised 2010</i>)
Debbie Garvey	Nurturing Personal, Social and Emotional Development in Early Childhood: A Practical Guide to Understanding Brain Development and young Children's Behaviour (2017)
Daniel A Hughes	Teenagers and Attachment: Helping Adolescents Engage with Life and Learning (2009)
Steve Peter	My Hidden Chimp (2018)
Suzanne Zeedyk	Sabre Toothed Tigers and Teddy Bears: The Connected Baby Guide to Attachment (2020)

SBC INCLUDES:

SUPPORTING SELF-EVALUATION OF
NURTURE GROUPS IN SCOTTISH BORDERS
– A FRAMEWORK FOR NURTURE GROUP
STAFF

**getting
it right**
for every child

APPENDIX 1

SUPPORTING SELF-EVALUATION OF NURTURE GROUPS IN SCOTTISH BORDERS: A FRAMEWORK FOR NURTURE GROUP STAFF

This self-evaluation Tool is designed to support Nurture Group staff in self-evaluating the Nurture Group in their establishment. (*Applying Nurture as a Whole School Approach* is used to self-evaluate Nurturing approaches across a whole school or setting and is available on Education Scotland's website). The document should be completed by the Nurture Group staff and, where appropriate, with the support of a member of the school's SLT, the central Inclusion Officer or member of the Quality Improvement team.

This toolkit emphasises and supports collaborative self-evaluation between the Nurture Group, class teachers and with the wider range of stakeholders who contribute to children and young people's learning and development within this targeted intervention. Where appropriate, children and young people's active participation in self-evaluation is an important factor.

The following Quality Indicators should be evaluated by the Nurture Staff on an annual basis and next steps regularly evaluated and updated. It is not expected for groups to use the entire framework each session. However, over a three year period, it would be useful to demonstrate self-evaluation using all of the quality indicators below. In this way you will build a complete picture of your Nurture Group's work and its capacity for improvement over time and ensure no important aspects are overlooked.

Evidence gathered should arise from your ongoing work. The most important thing is being able to demonstrate impact in relation to improved outcomes for your children and young people. To achieve this you must continuously track and monitor successes and achievements and use self-evaluation to identify where your Nurture Group is performing well and where it could do better.

- 1.2 Leadership of Learning**
- 2.1 Safeguarding and Child Protection**
- 2.2 Curriculum**
- 2.3 Learning, Teaching and Assessment**
- 2.4 Personalised Support**
- 2.5 Family Learning**
- 2.6 Transitions**
- 2.7 Partnerships**
- 3.1 Ensuring Wellbeing, Equality and Inclusion**
- 3.2 Raising Attainment and Achievement**

Glossary of Terms

This self-evaluation Tool is designed to support staff in Primary and Secondary. Please note the following terms used throughout the document:

"Nurture Group"	refers to the targeted nurture provision in primary or secondary schools
"Nurture staff"	the adults who lead and work in a Nurture Group
"school"	refers to all primary and secondary schools
"SLT"	refers to Senior Leadership Team within an establishment
"play"	refers to directed, developmentally appropriate activity which is enjoyable and social

Quality Indicator 1.2: Leadership of Learning	
Features of highly effective practice	Challenge Questions
<p>Nurture staff take the opportunity to embark on professional learning in nurturing approaches including attachment and other related approaches.</p> <p>They look inwards and outwards to enhance professional knowledge and understanding.</p> <p>Nurturing approaches underpin professional learning and collegiate working.</p> <p>Nurture staff lead and promote Nurturing approaches throughout the school. They provide support to all staff within the school.</p>	<p>What opportunities have you undertaken to enhance your professional knowledge on attachment, child/young person development and the Nurture Principles?</p> <p>What opportunities have arisen for you to lead discussion around Nurturing Approaches and Nurture Group work with other staff?</p> <p>What online resources and digital learning have you used to update your knowledge and skills around Nurture Groups and Nurturing Approaches?</p> <p>What aspects of Nurturing practices have you led on?</p>
Suggested evidence	
<ul style="list-style-type: none"> • CPD record and evaluations • Presentations to staff at collegiate meetings • School staff evaluations of presentations • Records and evaluations of visits to other schools • Personal projects – Professional Enquiry 	<p>Have you had a particular interest which you have further researched and what benefits have there been?</p> <p>In what ways do you model Nurturing Approaches throughout the school? (to staff, parents, children and young people)?</p> <p>Do you update staff regularly at staff meetings?</p> <p>Are you up to date with the concept of emotional containment and trauma informed practice and how do you support a child or young person in this area?</p>

Quality Indicator 1.2: Leadership of Learning
Nurture Group Self Evaluation

Where are we now?

How do we know? (Evidence)

Overall Evaluation (Using six-point scale)

Next Steps

Quality Indicator 2.1: Safeguarding and Child Protection	
Features of highly effective practice	Challenge Questions
<p>The Nurture staff understand the wide range of duties required to ensure that all children and young people are safe, well cared for and enabled to flourish.</p> <p>The Nurture Staff form strong partnerships between the school, local community and families to safeguard all children and young people.</p> <p>The Nurture staff promote resilience and personal safety through well-planned learning opportunities.</p> <p>Nurturing approaches underpin structures and processes around wellbeing.</p> <p>Nurturing approaches are used to support and promote children and young people’s wellbeing and self esteem.</p>	<p>Do you offer opportunities for children or young people to seek support when they need it?</p> <p>How do you keep up to date with safeguarding practice? (For example learning on extremism, e-safety, FGM, child sexual exploitation, domestic abuse etc.)</p> <p>How do you use the Wellbeing Indicators to further develop Nurturing approaches? (For example linking to NP2 The Classroom is a safe base)</p> <p>How well do you support the social and emotional needs of children and young people? Do you receive adequate training to do this?</p> <p>How well are the Wellbeing Indicators discussed within nurture training and how do you link them to the Nurture Principles and your approaches?</p>
Suggested evidence	
<ul style="list-style-type: none"> • Child Protection Register • Evaluation of CPD on safeguarding and Child Protection • Record Keeping on Pastoral Notes and Wellbeing Application on SEEMIS • Social and Emotional programmes of study • Curriculum and activity planning 	<p>How do you support families to access relevant and helpful information that would support them?</p>

**Quality Indicator 2.1 Safeguarding and Child Protection
Nurture Group Self Evaluation**

Where are we now?

How do we know? (Evidence)

Overall Evaluation (Using six-point scale)

Next Steps

Quality Indicator 2.2 Curriculum

Features of highly effective practice	Challenge Questions
<p>The needs of all learners are at the centre of curricular design and development.</p> <p>Nurturing approaches are embedded within the Health and Wellbeing (HWB) Curriculum.</p> <p>Learning is understood developmentally and this is reflected in a variety of learning pathways provided for children and young people.</p> <p>The curriculum is adapted to according to individual needs and supports social and emotional needs.</p> <p>An understanding of Nurturing Approaches, attachment and child development is evident in planning to develop a wide range of skills and support resilience and self-esteem.</p>	<p>How do you enable the child or young person?</p> <p>How do you bridge the gap between missed home experiences throughout the curriculum?</p> <p>In what ways do you adapt the curriculum to meet the needs of individual children or young people?</p> <p>To what extent does the curriculum provide opportunities for children and young people to practise “selective attachment” to give support when needed but to also develop independence?</p> <p>How do you use HWB skills, Growing Confidence and Building resilience materials to support readiness to learn?</p> <p>How are children and young people involved in planning? How are their families involved?</p> <p>How do you use your knowledge of key stages in a child or young person’s development to support social and emotional development?</p> <p>Do you refer to and use the resilience matrix to inform planning?</p> <p>How well is play used to support social and emotional development?</p> <p>How well are transitions supported?</p>
Suggested evidence	
<ul style="list-style-type: none"> Individual Boxall Profiles Individual and group target setting Long and short term targets Measurable Success Criteria Curricular programmes and pathways Evaluations Activity Planning Pupil Voice Parent/Carer evaluations 	

**Quality Indicator 2.2 Curriculum
Nurture Group Self Evaluation**

Where are we now?

How do we know? (Evidence)

Overall Evaluation (Using six-point scale)

Next Steps

Quality Indicator 2.3 Learning, Teaching and Assessment

Features of highly effective practice	Challenge Questions
<p>Learning and teaching in the Nurture room engages children and young people and promotes a nurturing approach.</p> <p>Approaches to a variety of assessment reflects staff awareness that a child or young person’s learning is understood developmentally.</p> <p>Assessment information is used skilfully to plan and meet individual needs.</p> <p>Where appropriate, children and young people’s achievements are recognised and shared with the nurture group and mainstream class and peers.</p> <p>A learning environment that promotes a safe base for all and conducive to learning is created.</p> <p>Effective learning takes place through high quality communication and feedback.</p> <p>Nurture staff model effective communication in their interaction with all staff, children and young people and families.</p>	<p>What range of tools do you use to support assessment of Health and Wellbeing? (HWB)</p> <p>To what extent does a high quality, critical analysis of the Boxall Profile support your assessment of needs?</p> <p>How well do you link the outcomes of assessment to interventions that will support a child or young person in their learning?</p> <p>Is the language used to support children and young people congruent with nurturing approaches?</p> <p>What measures do you put in place to ensure that the learning environment is welcoming, offers a safe base and conducive to learning?</p> <p>How do you elicit the views of children and young people on learning and teaching?</p> <p>Is there adequate space to relax, calm down and feel safe?</p> <p>How do you ensure you are responsive, attuned and attentive?</p>
Suggested evidence	
<ul style="list-style-type: none"> • Critical analysis of Boxall Profile • Planning tools • Relevant, reliable assessment • Self/peer assessment • The learning environment • Target setting • Measurable Success Criteria • Evaluations 	<p>Have you attended attunement training?</p> <p>Are your routines and structures explicit for all?</p> <p>Are all Nurturing Principles and approaches embedded in all learning, teaching and assessment activities?</p>

**Quality Indicator 2.3 Learning, Teaching and Assessment
Nurture Group Self Evaluation**

Where are we now?

How do we know? (Evidence)

Overall Evaluation (Using six-point scale)

Next Steps

Quality Indicator 2.4 Personalised Support	
Features of highly effective practice	Challenge Questions
<p>High quality support enables all children and young people to achieve success.</p> <p>Nurturing approaches are embedded within a staged intervention approach to allow children and young people to be supported by specific, individualised and targeted support.</p> <p>All behaviour is recognised as communication. Relationships reflect a nurturing approach.</p> <p>Nurture staff relate positively to children and young people within the Nurture Group and promote positive behaviour and relationships.</p> <p>It is ensured that the assessment of social and emotional needs is linked to targeted interventions to meet individual needs.</p> <p>Strong partnerships with parents/carers, families and other partners are essential to support children and young people.</p> <p>Monitoring interventions and timely adjustments are key to providing highly effective and targeted support.</p>	<p>How well do you know and use background information to plan targeted support?</p> <p>How good and how regular is the communication between Nurture staff and mainstream staff?</p> <p>How effectively do relevant staff contribute to ideas and strategies to support behaviour?</p> <p>How well are you able to reflect on the reasons for this behaviour?</p> <p>How do you ensure that children and young people are able to move on after incidents have occurred?</p> <p>How do you promote and use different approaches to support positive, trusting relationships? (e.g. nurturing approaches, restorative approaches.)</p> <p>Are targets for children and young people in nurture groups developed and shared with mainstream staff?</p> <p>Is there a clear timetable of events in your Nurture Group?</p>
Suggested evidence	<p>To what extent do you recognise that targeted input for emotional needs is a key aspect of progress in attainment</p>
<ul style="list-style-type: none"> • Critical analysis of Boxall profile • Long and short term targets • Measurable success criteria • Appropriate activities and interventions • Evaluations • Reliable, relevant assessment • Discussions with mainstream staff 	

Quality Indicator 2.4 Personalised Support
Nurture Group Self Evaluation

Where are we now?

How do we know? (Evidence)

Overall Evaluation (Using six-point scale)

Next Steps

Quality Indicator 2.5 Family Learning

Features of highly effective practice	Challenge Questions
<p>All communication with families has a respectful open tone and encourages positive partnership.</p> <p>Nurture staff:</p> <ul style="list-style-type: none"> • Recognise the need to support vulnerable families and carers as well as individual learners. • Support families through key transitions (e.g. moving into a new house, moving on to a new class, supporting relationships with new class teachers etc) • Invite families to contribute to evaluation tasks through consultation and focus groups, where appropriate. • Share their nurturing strategies with families to enable them to extend this support in the family home. • Focus on the positive aspects of a child or young person’s development. • Understand their role in linking with services beyond the school to enable families to access support/recreation. <p>There is clear evidence of staff breaking down cultural and language barriers.</p>	<p>Is there an open, welcoming ethos that allows families to feel comfortable in approaching Nurture Staff?</p> <p>Are there clear attempts to ensure that communication with families is respectful and open?</p> <p>Do Nurture Staff support families to enable communication with others (other family members, services beyond the school etc.)?</p> <p>Do Nurture Staff encourage families to attend and engage in family learning?</p> <p>Do Nurture Staff work with partners to support families, in particular, in times of crisis?</p> <p>To what extent has this supportive approach impacted on engagement with mainstream school staff and activities?</p> <p>Is there a range of opportunities for parents/carers to comment and give feedback on Nurture Approaches?</p>
Suggested evidence	
<ul style="list-style-type: none"> • Samples of home/school communication • Records/Calendars of meetings • Samples of feedback from families/carers • Examples of partnership working • Discussions with parents/carers • Parents contributions to children and young people’s plans 	

**Quality Indicator 2.5 Family Learning
Nurture Group Self Evaluation**

Where are we now?

How do we know? (Evidence)

Overall Evaluation (Using six-point scale)

Next Steps

Quality Indicator 2.6 Transitions

Features of highly effective practice	Challenge Questions
<p>Nurture Staff demonstrate a clear understanding that there are many types of transitions that exist with regard to school life. They take these into account when supporting individual learners.</p> <p>Nurture staff work with staff across the school, parents/carers and learners to appropriately support, enable others to support all transitions.</p> <p>Individual plans reflect specific planning for transitions, where appropriate.</p> <p>Nurture staff demonstrate a clear understanding of the importance of managing transitions to ensure that all children and young people are in the best frame of mind to access learning.</p> <p>Nurture staff promote a welcoming routine on entry to the Nurture Group at the start of each session and before other transitions.</p>	<p>To what extent do Nurture staff regularly review and discuss the different transitions throughout the whole school day and the impact of these on children and young people?</p> <p>Are children and young people consulted on the structure and routines of the school day?</p> <p>Do Nurture staff build time into the school day to help support transitions in all areas of the school, in order that children and young people have time to adjust?</p> <p>Do Nurture staff individualise and target the level of support that children and young people receive for significant transitions?</p> <p>Is family background information shared and taken into account when planning transition arrangements?</p>
Suggested evidence	
<ul style="list-style-type: none"> • Transition procedures • Evidence of transition facilitation • Curricular programmes and pathways • Nurture Group routines • Examples of specific materials e.g. Seasons for Growth, Building Resilience • Discussions with children, young people and their families • Discussions with mainstream staff 	

**Quality Indicator 2.6 Transitions
Nurture Group Self Evaluation**

Where are we now?

How do we know? (Evidence)

Overall Evaluation (Using six-point scale)

Next Steps

Quality Indicator 2.7 Partnerships

Features of highly effective practice	Challenge Questions
<p>Nurture staff engage readily and effectively with partner organisations (e.g. Educational Psychology team, Social Work, allied Health professionals, third sector organisations etc.).</p> <p>These partnerships enable Nurture staff to refine plans and support strategies as well as enabling family support outwith school to continue to promote a nurturing approach within the family home.</p> <p>Data is used to outline how staff can work alongside partners to meet the needs of children and young people in a meaningful way.</p> <p>Nurture staff effectively use the local community as a resource and forge appropriate partnerships within it to support children and young people. (e.g. local library, community centres etc)</p>	<p>How do we develop a shared vision, values and aims around Nurture and our partners?</p> <p>In what ways are partners involved in professional learning opportunities for Nurture staff?</p> <p>To what extent to Nurture staff discuss how partners can fully support their attempts to take a nurturing approach forward? E.g. Do they have different opportunities to work directly with families so they can help outwith school?</p> <p>Are there positive relationships between Nurture staff and partners to develop a trust in sharing information?</p>
Suggested evidence	
<ul style="list-style-type: none"> • Minutes of meetings • Individual support plans • Planning for community visits • Discussions with families and community 	

Quality Indicator 2.7 Partnerships
Nurture Group Self Evaluation

Where are we now?

How do we know? (Evidence)

Overall Evaluation (Using six-point scale)

Next Steps

Quality Indicator 3.1 Ensuring Wellbeing, Equality and Inclusion

Features of highly effective practice	Challenge Questions
<p>Wellbeing is at the core of the Nurture Curriculum and is delivered effectively.</p> <p>There is a positive impact on pupil wellbeing.</p> <p>There are opportunities for high quality active learning both indoors and outdoors.</p> <p>Nurture staff:</p> <ul style="list-style-type: none"> • Display positive respectful relationships that can be observed by themselves, parents and carers, children and young people and partners. • Provide a safe and happy environment. • Offer support and respond to the social, emotional and cognitive development needs of children and young people on an individual basis. • Demonstrate a clear understanding of the purpose and relevance of play and plan accordingly. • Are trained in up-to-date, regular child protection legislation and are confident in referral procedures. Communication in Child Protection matters are of a high standard. • Ensure that children and young people are developing an understanding of safety within the home and community. • Gather relevant information to support an understanding of family history, background, culture and beliefs and use this knowledge to contribute to effective pupil planning. 	<p>How well do Nurture staff know and understand their responsibilities to support wellbeing – and seek further support when required?</p> <p>Do Nurture staff employ a range of approaches that are effective in supporting attachment needs?</p> <p>How well do Nurture staff understand the importance of trusting and nurturing relationships of self-worth?</p> <p>How well do Nurture staff make use of SBC resources on inclusion and wellbeing? E.g. Inclusion Policy, Wellbeing Wheel, Growing Confidence materials, Building Resilience and Restorative practice resources</p> <p>How well do Nurture staff use a variety of calming, de-escalation strategies to ensure that children and young people’s behaviour is supported?</p> <p>Do Nurture staff enable children and young people to access curriculum input from external partners? E.g. fire brigade, police</p> <p>How well do Nurture staff gather relevant information and how is this used to support learning?</p>
Suggested evidence	
<ul style="list-style-type: none"> • Individual wellbeing assessment and plans • Children and young people can discuss targets, achievements and progress • Individual planning • Timetables • Boxall Profiles • Observations • Child Protection records on Pastoral Support and Wellbeing app on SEEMIS 	

**Quality Indicator 3.1 Ensuring Wellbeing, Equality and Inclusion
Nurture Group Self Evaluation**

Where are we now?

How do we know? (Evidence)

Overall Evaluation (Using six-point scale)

Next Steps

Quality Indicator 3.2 Raising Attainment and Achievement

Features of highly effective practice	Challenge Questions
<p>The curriculum is tailored to promote children and young people’s talents, interests and resilience and helps promote their readiness to learn.</p> <p>Social, emotional and curricular achievements are celebrated in a planned and appropriate way.</p> <p>Children and young people are:</p> <ul style="list-style-type: none"> • Supported to access wider achievement across the school community. • Supported to describe their progress in their own learning. • Encouraged and supported to take on a range of responsibilities within their Nurture Group, school and wider community. <p>Nurture staff recognise the importance of Nurturing approaches and how it can contribute to higher attainment. They set appropriate, high expectations for all children and young people.</p> <p>Nurture staffs’ approach to children and young people has a positive outcome on their attainment over time.</p>	<p>Is there a clear focus on children and young people’s readiness to learn, with individualised approaches to encourage this?</p> <p>How well do Nurture staff use Boxall Profile assessments to create individualised targets?</p> <p>Do children and young people show an understanding of their targets and their progress?</p> <p>Do children and young people contribute to setting their own targets?</p> <p>Are success criteria specific, reliable, measurable and do they directly link to individual targets?</p> <p>How well do Nurture staff use data to track the progress of children and young people and evidence improvement from targeted support?</p> <p>Do Nurture staff enable and support children and young people to access lunch time or after school clubs?</p>
Suggested evidence	
<ul style="list-style-type: none"> • Planning and target setting • Robust tracking of individual progress over time • Evidence of celebrating wider achievement • Discussions with children and young people • Discussions with mainstream staff • Measurable success criteria 	

**Quality Indicator 3.2 Raising Attainment and Achievement
Nurture Group Self Evaluation**

Where are we now?

How do we know? (Evidence)

Overall Evaluation (Using six-point scale)

Next Steps



APPROVAL OF FINAL DRAFT OF LEARNING, TEACHING AND ASSESSMENT FRAMEWORK

Report by Service Director, Young People Engagement & Inclusion

EXECUTIVE COMMITTEE

19 January 2021

1 PURPOSE AND SUMMARY

- 1.1 This report proposes that the attached Learning, Teaching and Assessment Framework (Appendix 1) reflects and aligns with National guidance and legislation to provide strategic direction for Learning, Teaching and Assessment in all schools and Early Years settings within Scottish Borders Council.**
- 1.2 The development of this Learning, Teaching and Assessment Framework was a key priority for this year's Education Service Plan. Analysis of data and self-evaluation highlighted a need to provide consistent guidance for all schools and settings.
- 1.3 Adherence to this guidance and focused attention on key areas will ensure the highest possible standards of learning and teaching for all children and young people across Scottish Borders Schools and Settings.
- 1.4 The consistency provided by this Framework will support quality assurance activity and the identification of any improvement needs for schools and professional learning needs for our staff.

2 RECOMMENDATIONS

- 2.1 I recommend that the Committee agrees to approve this Draft of the Learning, Teaching and Assessment Framework (Appendix 1) and confirm it can be circulated to all learning establishments in the Scottish Borders.**

3 BACKGROUND

3.1 The Learning, Teaching and Assessment Framework sits within a suite of frameworks:

- a) Quality Improvement
- b) Learning Teaching & Assessment
- c) Inclusion
- d) Partnerships with Parents

Each of these frameworks are informed by research and strategies known to be successful in pursuit of the overarching aim of raising attainment. They form part of the Council's strategy to raise attainment for all – "Achieving Excellence in Learning play #yourpart". The Learning, Teaching and Assessment Framework outlines key principles recognised to be essential for excellent learning. It aims to support schools and settings across the Scottish Borders to develop learning teaching and assessment guidance aligned to these principles whilst retaining local flexibility, reflecting the unique contexts of each of our schools and their communities.

3.2 Literacy and Numeracy Strategies are included as essential parts of the Learning, Teaching and Assessment Framework. These strategies provide consistent guidance for all schools and settings in the Scottish Borders for Literacy and English and Numeracy and Mathematics.

3.3 Integral to this Learning Teaching and Assessment Framework is the Inspire Learning Programme which aims to deliver the very best technology to enhance the learning and teaching experience in the classroom. Clear links exist between both Strategic Groups to ensure consistent messages for schools in improving the quality of Learning and Teaching.

4 CONSULTATION PROCESS

4.1 The Learning, Teaching and Assessment Framework has gone through extensive consultation, namely:

- a) Learning Teaching and assessment Steering Group (representatives from Educational Psychology Service, Support for Learning Teachers, Early Years Teaching Team, Specialist Outreach teacher.)
- b) Quality Improvement Team
- c) Head Teachers
- d) Depute Head Teachers
- e) Strategic Cluster Head teacher Chairs –(who shared with other colleagues in the cluster and provided feedback)
- f) Senior Education Officer and Education Officer from Regional Education Scotland Team via e-mail and online meetings.

Views have been incorporated within the framework as appropriate.

4.2 The Council consulted a range of stakeholders in the development of this Framework. Matters for consultations included:

- a) The overarching principles within the Learning, Teaching and Assessment Framework;

- b) Roles and Responsibilities for Senior Officers, School Leaders and All School and establishment staff;
- c) The Key messages within the Literacy and Numeracy Strategies

4.3 The methods of consultation included:

- a) Online surveys for staff in schools
- c) Engagement with head teachers, teachers and wider staff
- d) Learning Teaching and Assessment Steering Group

4.4 Since bringing the draft Literacy and Numeracy strategies to the Executive Committee in 2019, the documents have also been out for consultation with a number of stakeholders, namely:

- a) Head teachers
- b) Cluster groups of school staff (Literacy and Numeracy Champions)
- c) Focus groups of parents – (Parent council Chairs and School Parent Group- Jan- Feb 2020)

4.5 The Literacy and Numeracy Strategies are now in use in schools and supporting Schools with identifying Improvement Priorities.

5 CONCLUSION

5.1 This final draft of the Learning Teaching and Assessment Framework has been amended and developed based on the information gathered during consultation and national guidance.

5.2 This Framework will support schools and settings with developing their own local level frameworks and areas of strength or for improvement.

5.3 The Council's approach will ensure that all young people living in Scottish Borders experience their entitlement to high quality Learning Teaching an assessment supporting the highest possible standards of attainment an achievement for individuals.

6 IMPLICATIONS

6.1 Financial

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

6.2 Risk and Mitigations

The Council has considered national documentation and ensures that Council policy and guidance takes account of all national advice, guidance and statute. Officers have fully consulted with a range of partners before finalising documents, therefore mitigating any potential risks to practice.

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

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**Scottish Borders Council
Equality and Diversity Impact Assessment**

1. Policy Details

Title: **LEARNING, TEACHING AND ASSESSMENT FRAMEWORK**

2. Which communities, groups of people, employees or thematic groups do you think will be, or potentially could be, impacted upon by the implementation of this policy? Please indicate whether these would be positive or negative impacts

1. Who does the proposed piece of work/policy/proposal affect?

Staff	Service Users/Carers	Communities/Voluntary Groups	Public
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Tick all that apply. Note that a policy might be aimed at one particular group but still affect others

2. What are the aims and objectives of the work/policy/proposal being assessed?

The Learning, Teaching and Assessment Framework outlines key principles recognised to be essential for excellent learning. It aims to supports schools and settings across the Scottish Borders to develop learning teaching and assessment guidance aligned to these principles whilst retaining local flexibility, reflecting the unique contexts of each of our schools and their communities

Yes	No
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3.	Will the proposal have any impact on equality of opportunity, discrimination between groups or relations between groups? <i>Could this policy reduce or help make progress towards reducing discrimination and harassment for particular communities or groups, including employees?</i> <i>Could the implementation of this policy improve or reduce access to the service provided for any groups?</i>		√
4.	Is the proposal controversial in any way in terms of equality and diversity (including media, academic, voluntary or sector specific interest)? <i>Could the implications of the policy be seen as controversial in anyway e.g. a decision to remove funding, cut or change a service.</i>		√
5.	Will the workforce or users of the service be disadvantaged as a result of the proposed work? <i>Could this policy possibly have a negative impact on any of our workforce or service users</i>		√
6.	Is there doubt about answers to any of the above questions (e.g. there is not enough information to draw a conclusion)? <i>If you are unsure of any of the answers tick yes and do a full impact assessment.</i>		√

If the answer to any of the above questions is yes or you are unsure of your answers to any of the above a full impact assessment is recommended.

7.	Given the above statement, do you recommend a full impact assessment is completed? <i>Simply indicate by selecting 'yes' or 'no' whether your assessment above indicates a need to conduct an equality impact assessment.</i>		√
8.	If a full impact assessment is not required briefly explain why and provide evidence for the decision. <i>This Framework provide provides guidance for schools to then develop local level guidance to meet the needs of their particular school community. With the overall aim of achieving the highest possible standards of learning and teaching and building in quality assurance activity to this, it is anticipated that all users will be positively affected. No adverse impacts can be identified due to the overarching aim of raising attainment for all.</i>		

Completed By

Name	Catriona McKinnon	Dept.	Education
Post	Development Officer, Literacy and Numeracy	Date	18/12/20

For your records, keep one copy of this Equality Scoping Assessment form and send an electronic copy plus any supporting documentation to evidence your decision to simone.doyle@scotborders.gov.uk

Record of Equality Impact Assessment (EIA)

Section One:

Details of Service	
1.1	<p>Name and brief description of the service, policy or function:</p> <p><i>Insert the name and a short description of the policy, strategy, project, funding application, initiative or financial decision</i></p>
1.2	<p>What are the aims and purpose of the service, policy or function? (consider explicit and implicit aims and outcomes)</p> <p><i>Give a brief summary of the aims of the policy i.e. its purpose. This should include reference to other relevant documents such as the Council Corporate Plan and/or Directorate Plans. Give a brief summary of the expected outcomes of the policy i.e. what you hope to achieve.</i></p>
1.3	<p>Which groups or individuals have you involved or consulted with about your service, policy or function? (see guidance: Issues you will need to consider when undertaking an Equality Impact Assessment.)</p> <p><i>Both the relevant equalities legislation and the duty to achieve best value demand effective consultation and engagement. This question allows the policy maker to describe how this was achieved. Setting out the details can also help to identify those groups that may have been unintentionally missed out</i></p> <p><i>Auditors will expect to see evidence of engagement with relevant groups where policies are targeted those groups. For example if a policy has been developed for a group of people with a particular disability, have people from that group been involved in its development?</i></p>

Please use the table below to assess the impact of the service, policy or function on different equality groups. Please mark negative or positive impacts for each equality group.

Equality Groups	Nature of Impact					Please set out details of negative and positive impacts
	Negative	Positive	No Impact			
Age: Effects on children, young people and older people	low	med	high	√		<i>Positive impacts are anticipated for Children and Young People. Improvement made to the overall quality of learning a detaching will ultimately improve attainment for our school leavers and more likely to achieve positive destinations. .</i>
Disability e.g. Effects on people with mental, physical, sensory impairment, learning disability, visible/invisible, progressive or recurring	low	med	high		√	<i>This Framework will not adversely impact upon access to Education.</i>
Gender: Effects on Male, Female, Transgender and Transsexual people	low	med	high		√	<i>The Framework applies to all and has no adverse impact upon male, female, transgender or transsexual people.</i>

Equality Groups	Nature of Impact				Please set out details of positive and negative impacts	
	low	med	high	No impact		
Effects on Race Groups: including colour, nationality, ethnic origins, including minorities (e.g. gypsy travellers, refugees, migrants and asylum seekers)	low	med	high		√	<i>Schools will retain local level flexibility to adapt the framework to meet the needs of their particular local community if required.</i>
Effects on people with Religious or other Beliefs: different beliefs, customs (including atheists and those with no aligned belief)	low	med	high		√	<i>There is no reference to religion or religious belief's within this Framework.</i>
Effects on Sexual Orientation, e.g. Lesbian, Gay, Bisexual, Heterosexual	low	med	high		√	<i>There is no impact of this Framework on LGB individuals and applies equally to all within Education.</i>

Equality Groups	Nature of Impact				Please set out details of positive and negative impacts	
	Negative			Positive		No Impact
Effects on Poverty Groups: (including impacts on communities in rural areas, people on low wages, who have literacy and other difficulties etc.)	low	med	high	√		<i>The Framework seeks to improve people's life circumstances through improving overall levels of attainment and achievement in Scottish Borders Schools and Settings.</i>
Effects on people with health problems/issues or needs (including those with recognised medical and mental health conditions). The effects on public health and the general health of the population caused by the service change should also be assessed here.	low	med	high		√	<i>This Framework places relationships at the very heart of guidance for all schools and settings. Schools are supported to consider the foundations for high quality learning and teaching as underpinned by strong relationships and a focus on wellbeing.</i>

Section 3: Summary Findings of Equality Impact Assessment

3.1	<p>Please summarise the general impact of the service, policy or function and its impact on the equality groups:</p> <p>This Framework has been produced to enhance the experience of all children and young people in our schools and settings. As such we seek to achieve increase in attainment an achievement resulting in improved life chances and positive destinations for our school leavers.</p> <p>Schools will retain local level flexibility to adapt the framework to meet the needs of their particular local community if required.</p>
3.2	<p>Please summarise mitigation actions to deal with negative impacts of the service, policy or function:</p> <p>n/a.</p>

Section 4: Signing off your Equality Impact Assessment

I confirm that this report is an accurate and correct account of the EIA findings for this service change and I am satisfied with the conclusion and outcome of the impact assessment:

**Agreed by
Manager or
Head of Service**

Name/Job Title:

Date:

The Head of Service Responsible for the policy must be satisfied with the findings and sign of the EIA.

We are required by law to publish our EIA findings:

Fill out this section and forward it to
simone.doyle@scotborders.gov.uk so that it can be
 published on the website.

Equality Impact Assessment (EIA) SUMMARY (Publishing Form)	
Title of Policy/Function/Service:	Learning, Teaching and Assessment Framework
Directorate/Department: Head of Service:	Education
Telephone No: Email Address:	
Names/ Job titles of Assessors	
Summary of Policy / Service /Function aims:	
Strands Impacted: Please note: If you leave any box blank in this section you will have decided that your proposed service or function has no impact on that particular strand.	Age <input type="checkbox"/> Disability <input type="checkbox"/> Gender <input type="checkbox"/> Race <input type="checkbox"/> Religion or Belief <input type="checkbox"/> Sexual Orientation <input type="checkbox"/> Poverty/Social Exclusion <input type="checkbox"/> Health <input type="checkbox"/>
Summary of key issues arising and decisions made	
Summary of key recommendations	
Agreed by Head of	Name: _____ Date: _____

For further information, a copy of the full assessment or if you require this information in an alternative format or language please contact:
**Equality & Diversity Officer, Business Consultancy Unit, Scottish Borders Council HQ,
 Newtown St Boswells, TD6 0SA.**

Tel: 01835 824000

APPENDIX 4

SUSTAINABLE DEVELOPMENT CHECKLIST

By completing this checklist you will help the Council to demonstrate that we are acting sustainably, and you will ensure that your project has comprehensively considered its positive and negative impacts.

Report Title:			
Learning, Teaching and Assessment Framework			
Author/Responsible Officer:			
Catriona Mckinnon, Head Teacher Lead, Literacy and Numeracy			
Does the project or activity:			
		Yes	No
	N/A		
1	Economy and Work		
	Create new jobs or safeguard existing employment		X
	Benefit small and/or locally-based business		X
	Increase employment/vocational training opportunities		X
	Link local production with local consumption		X
	Improve local business environmental awareness		X
2	Community and Participation		
	Involve the community in developing and implementing the project		X
	Take into account under-represented or excluded groups		X
	Take into account equal opportunities		X
	Encourage volunteering		X
	Improve community facilities		X
	Improve community quality of life		
	Improve community capacity		X
	Encourage local action and decision making		X
3	Transport		
	Encourage walking or cycling		X
	Encourage use of public/community transport		X
	Improve access to facilities for those without a car		X
	Reduce travel requirements or encourage mode shift to more sustainable forms of transport		X
4	Pollution		
	Reduce/ prevent pollution, e.g. noise, air, water, land		X
	Reverse negative impacts of pollution, e.g. restore polluted environments		X
5	Energy		
	Maximise energy efficiency		X
	Generate energy from waste or renewable resources		X
	Contribution to carbon reduction targets		X

		Yes	No	N/A
6	Waste and Resources			
	Reduce waste and/or maximise resource use			x
	Encourage re-use and/or repair			x
	Encourage recycling and/or use of recycled materials			x
	Does a 'whole life costing' assessment support the favoured option			x
7	Buildings and Land Use			x
	Provide or improve local amenities			x
	Re-use/conservate buildings			x
	Improve disabled access			x
8	Wildlife and Green/ Open Spaces			
	Encourage use of green/open spaces for community benefit			x
	Increase public access to green/open space			x
	Improve access to green space where it is currently most limited			x
	Encourage environmentally sensitive / sustainable land use and/ or land management			x
	Increase or enhance semi-natural habitats			x
	Increase biodiversity			x
	Is a Strategic Environmental Assessment required under the EU SEA Directive			x
9	Integration			
	Seek to combine social, economic and environmental issues into integrated solutions			x
	Seek to use and nurture local talent and resources where possible			x

Version 1.0
August 2011

APPENDIX 5

The rural proofing checklist – 2009/10

Consider all the questions below. Will your initiative encounter the challenges presented by rural circumstances? Answering 'Yes' indicates a potential negative impact which should be highlighted and, where appropriate, adjustments should be made. Some potential solutions are indicated to help you consider appropriate adjustments. *Please refer to the guidance note 'Frequently Asked Questions' before completing the checklist.*

Name of policy/ strategy: Learning, Teaching and Assessment Framework

Date checklist completed: 18/12/20

Completed by: Catriona Mckinnon, Head Teacher Lead, Literacy and Numeracy

Page 77		Yes	No	Summary of likely negative impacts:
<p>1 Will the policy have a negative affect on the availability or delivery of services for people living in rural areas?</p> <p><i>For example, might it encourage closure or centralisation, and will this have an unequal/negative effect in rural areas where services are already limited?</i></p> <p><i>Rural solutions: improve transport/ accessibility to compensate for the centralisation of services; encourage other funds for threatened rural services; provide more money to rural outlets to maintain service standards.</i></p>			<p>x</p>	
				Summary of adjustments made:

	Yes	No	Summary of likely negative impacts:

	Yes	No	Summary of likely negative impacts:
<p>2. Will access to the service be restricted for people living in rural areas? (If yes, how will the service be made available to people living in rural areas?)</p> <p>For example, will the policy result in the need for increased travel, or have a negative impact on the ease and/ or cost of travel? Will the impact be different in sparsely populated or remote rural areas, where journey times tend to be longer, public transport is poor, more people rely on a car and travel options are limited or expensive?</p> <p><i>Rural solutions: reduce the need to travel by using mobile services, local delivery or telephone / internet; ease travel by coordinating or improving transport links (e.g. additional services, on-demand transport, community transport/ community car schemes, taxi vouchers); reduce the costs of travel by subsidising services or individuals (remembering that there may be no public transport service between many locations; share premises or staff with other service providers to maintain or create a rural outlet ('joint provision')).</i></p>		x	<p>Summary of adjustments made:</p>

<p>3. Will the cost of delivery be higher in rural areas (where customers are more widely dispersed or it is hard to be cost-effective)? (If yes, how will this extra cost be met or lessened?)</p> <p>For example, will longer travel times or distances to clients add to the cost of service provision? Will services need to be run out of smaller outlets, reducing cost-effectiveness?</p> <p><i>Rural solutions: allow for higher unit delivery costs when calculating costs (e.g. a 'sparsity' factor) or when specifying cost-efficiency criteria; encourage joint provision to reduce costs.</i></p>	<p>Yes</p>	<p>No</p> <p>x</p>	<p>Summary of likely negative impacts:</p> <hr/> <p>Summary of adjustments made:</p>
<p>4. Will the policy have a negative affect on the availability of affordable housing in rural areas?</p> <p>For example, have all the knock-on consequences been considered which might affect or reduce the number of houses available or make it more difficult for people to find a housing solution in rural areas?</p> <p><i>Rural solutions: consider provision of alternative affordable rural housing solutions.</i></p>	<p>Yes</p>	<p>No</p> <p>x</p>	<p>Summary of likely negative impacts:</p>

	Yes	No	Summary of likely negative impacts: Summary of adjustments made:

	Yes	No	Summary of likely negative impacts:
<p>5. Will the policy be delivered by the private sector, or through a public-private partnership or local institution that may limit provision in rural areas?</p> <p>For example, will the smaller, scattered population in rural areas provide a sufficient market to attract the private sector? Will there be similar opportunities for choice and competition? Does the private sector in rural areas have the capacity to deliver? Will the policy be as effective in rural areas, where private, public and voluntary sector organisations tend to be smaller and have less capacity? If funds or services are to be allocated via a bidding process, will small organisations be able to compete fairly?</p> <p><i>Rural solutions: consider the use of regulation, including universal service obligations; set rural delivery targets; draw up contracts that prevent cherry picking of the most profitable (urban) markets; encourage commercial providers with incentives; offset higher rural costs (e.g. through rate relief); provide specific support for capacity building; allow longer timescales for bidding; simplify the bidding process; allow an increased level of public or voluntary sector input to compensate for limited private sector input.</i></p>		x	<p>Summary of adjustments made:</p>

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	Yes	No	Summary of likely negative impacts:
<p>6. Does the policy rely on infrastructure for delivery (e.g. mobile phone coverage, broadband ICT, main roads, utilities) that may be limited in rural areas?</p> <p><u>For example</u>, how will the policy work in rural areas where the existing infrastructure is typically less developed (e.g. no mobile phone coverage), or where infrastructure does not exist (e.g. cable TV, mains gas), and / or where upgrading of infrastructure may be difficult or expensive?</p> <p><i>Rural solutions: consider using regulation or licences to encourage the development of better infrastructure; encourage or coordinate demand to make supply viable; use the public sector's collective demand to stimulate supply; provide other ways of accessing the service. Use local radio and existing local communication networks to disseminate information.</i></p>		x	<p>Summary of adjustments made:</p>

	Yes	No	Summary of likely negative impacts:
<p>7. Will the policy have a negative impact on rural businesses, or land-based businesses, (including the self-employed) and therefore, on rural economies and environments?</p> <p>For example, will it have a different effect on smaller businesses (which employ a larger part of the workforce in rural areas) or those sectors which are typically more important in rural areas – farming, forestry, tourism? Will the higher proportion of self-employed people in rural areas be affected (including those running part-time businesses)?</p> <p><i>Rural solutions: ensure the needs of small businesses are specifically addressed; take support, advice and training out to businesses; where possible avoid too much red tape that will unduly affect small firms. Consider opportunities for innovative local service delivery mechanisms which may also boost local employment and income; identify 'win-win' solutions which deliver economic, social and environmental benefits (e.g. identify local delivery solutions; consider incentives for environmentally friendly practices; promote local supply chains; allow for and encourage a wide range of rural enterprises).</i></p>		x	<p>Summary of adjustments made:</p>

	Yes	No	Summary of likely negative impacts:
<p>8. Will the policy have a negative impact on employment in rural areas?</p> <p>For example, will any full or part-time posts be lost as a result? Will the existing jobs become less attractive and therefore harder to fill in a rural location? What will be the impact on other services provided in the area?</p> <p><i>Rural solutions: consider if part-time jobs can be 'rolled up' to create a more sustainable post; look for a local delivery solution; consider measures to improve the choice of work (e.g. increasing skills, improving local childcare, improving transport to work).</i></p>		<p>x</p>	<p>Summary of adjustments made:</p>

Page 85

	Yes	No	Summary of likely negative impacts:
<p>9. Will the policy have a negative impact on people who are disadvantaged in rural areas? (If the policy is targeted at addressing disadvantage, how will it target rural disadvantage, which is not usually concentrated in neighbourhoods?)</p> <p>For example, do the indicators used for identifying need measure rural deprivation issues (e.g. access to services, access to job opportunities, low earnings and housing affordability)?</p> <p><i>Rural solutions: use small area statistics to identify pockets of hardship; adjust the indicators or their weighting to accommodate both urban and rural aspects of deprivation; choose larger areas for targeting to pick up scattered disadvantage; target population groups rather than areas.</i></p>		x	<p>Summary of adjustments made:</p>

	Yes	No	Summary of likely negative impacts:

	Yes	No	Summary of likely negative impacts:
<p>10. Does the policy assume 'one size fits all', and fail to take into account the different size and specific circumstances of smaller rural schools and other isolated rural service facilities?</p> <p>For example, would centralisation of a service reduce local purchasing and job opportunities in the rural area, or create increase travel time and energy costs?</p> <p><i>Rural solutions: consider the possibility of creating localised and alternative solutions in rural areas.</i></p>		x	
			Summary of adjustments made:

Steps to take

1. Ensure you are clear about the objectives of the proposed policy, its intended impacts or outcomes (including which areas, groups or organisations should benefit) and the means of delivery.
2. Run through each question in the checklist, identifying where the proposed policy is likely to have a different impact in rural areas, focusing on potential negative impacts.
3. Where there is uncertainty or a potentially different (worse) impact, this should be investigated further (and included in the overall assessment of the costs and benefits of the policy).
4. Where the impact in rural areas will be significantly different, explore policy options to produce the desired outcomes in rural areas or avoid/ reduce any undesirable impacts. This exercise may also highlight opportunities to maximise positive impacts in rural areas.

Feed the results of your appraisal, including solutions, into the decision-making process and ensure a record is kept, to be included in your Department's annual proofing report

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SCOTTISH BORDERS COUNCIL'S
ACHIEVING EXCELLENCE IN
LEARNING
Play #yourpart

SBC LEARNS

**LEARNING, TEACHING AND
ASSESSMENT
FRAMEWORK**

In Our Sight, In Our Minds, In our Actions and Being Heard.

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Overview

National and Local Context

Principles of Learning, Teaching and Assessment Framework

Roles and Responsibilities

SBC Literacy and English and Numeracy and Mathematics Strategies

Appendix 1- Relevant Research and Reading (Appendix 1)

Appendix 2- Planning for effective learning (Appendix 2)

Appendix 3- Summary of Principles of Instruction (Appendix 3)

OVERVIEW

Achieving Excellence in Learning play #yourpart, the council strategy to Raise Attainment for All comprises of four frameworks:

Quality Improvement
Learning, Teaching & Assessment
Inclusion (Including Equity, Mental health and Wellbeing)
Partnership with Parents

Each of these frameworks are informed by research and strategies known to be successful in pursuit of the overarching aim of raising attainment. This Learning Teaching and Assessment Framework details the actions required by all to ensure the ongoing development of learning teaching and assessment in all learning Establishments within Scottish Borders Council.

This framework is the overarching document of a suite of policies and guidelines which align with Scottish Borders Council Directorate’s vision for all young people – *In Our Sight, In Our Minds, In our Actions and Being Heard*



This **Learning, Teaching and Assessment Framework** outlines key principles recognised to be essential for excellent learning. It aims to support schools and settings across The Scottish Borders to develop learning teaching and assessment guidance aligned to these principles whilst retaining local flexibility, reflecting the unique contexts of each of our schools and their communities. The principles within this framework are intended for all who are involved in supporting the learning of our children and young people and consequently apply to learners of all ages and within all settings where learning occurs.

Aims and Outcomes

This framework aims to support schools and establishments to:

- Support high quality learning, teaching and assessment in all of our schools and settings for every learner, every day
- Maintain a relentless focus on excellent learning, teaching and assessment
- Plan learning, teaching and assessment with Inspire Learning technology in mind
- Deliver inclusive practice through effective learning and teaching and maintain positive learning environments for all children and young people
- Recognise the knowledge, skills and attributes that children and young people need to acquire to thrive in our interconnected, digital and rapidly changing world
- Ensure that every child and young person achieves the highest standards in literacy and numeracy and a range of skills, qualifications and achievements to allow them to succeed.
- Ensure that every child and young person has the same opportunity to succeed, with a particular focus on closing the poverty-related attainment gap.
- Support the implementation of evidence-based approaches by identifying and providing core professional learning and development for staff.
- Uphold and promote the purposes of education as outlined within Curriculum for Excellence and the central importance of the 4 capacities.

Our Aims and Objectives further mirror the National Aims of Curriculum for Excellence and the [4 Priorities of the National Improvement Framework](#).

In order to realise our vision, all partners must work together to ensure successful outcomes for all children and young people and so this Framework must be considered in tandem with our [SBC Partnerships Framework](#)

Crucially, relationships lie at the heart of our Learning, Teaching and Assessment Framework and so, additionally, this framework must also be considered in tandem with our [SBC](#)

[Inclusion Framework](#) and the aims and objectives therein.

In order to ensure a relentless focus on improving learning, teaching and assessment this framework, must also be considered in conjunction with the [SBC Quality Improvement Framework](#).

NATIONAL AND LOCAL CONTEXTS

This framework outlines our local approach to key national priorities and provides local guidance in relation to Learning, Teaching and Assessment.

National guidance is provided through Curriculum for Excellence, How Good is our Early Learning and Childcare? and How Good Is Our School 4?

<https://education.gov.scot/improvement/self-evaluation/HGIOS4>

How Good is our School? provides a suite of quality indicators that support staff in all sectors to look inwards, to scrutinise their work and evaluate what is working well for learners and what could be better. It is a key aspect of the Scottish approach to school improvement. The framework is designed to be used to support self-evaluation and reflection by practitioners at all levels. All have a clear focus on ensuring high-quality learning experiences for all children and young people

Quality Indicator 2.3 Learning, Teaching and Assessment is routinely used by schools in conjunction with this Local Framework.

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements.

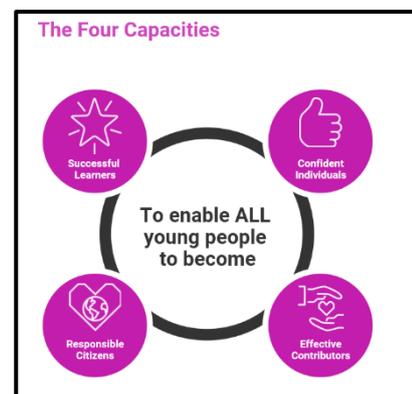
4 Capacities

Our Framework fully upholds and promotes the purposes of education as outlined within Curriculum for Excellence and the central importance of the [4 capacities](#).

These capacities reflect and recognise the lifelong nature of education and learning. They:

- recognise the need for all children and young people to know themselves as individuals and to develop their relationships with others, in families and in communities
- recognise the knowledge, skills and attributes that children and young people need to acquire to thrive in our interconnected, digital and rapidly changing world
- enable children and young people to be democratic citizens and active shapers of that world

(<https://scotlandscurriculum.scot/>)



Local Context

Inspire Learning

The Inspire Learning Programme is the Council’s strategic education transformation programme which aims to deliver the very best technology to enhance the learning and teaching experience in the classroom. It is a sustainable commitment to technology at the heart of learning with a focus on improving outcomes for children and young people and our communities

What does it deliver?

Teachers and learners in P4-P6 have:

- technology at the heart of learning in school or at home
- the same device with the same tool and apps
- the ability to engage with learners in the same way

In addition:

- Every parent can engage with their child’s learning
- Every school has an education trainer and Inspire Cluster Leaders
- Every teacher can access the same professional learning

This Framework focusses on Learning, Teaching and Assessment, recognising however that outcomes for our children and young people rely additionally on their entitlement to a cohesive curriculum. Whilst this Framework does not specify the curricular frameworks that schools will adopt, the expectation is that within an empowered system our schools and settings are closely monitoring their curriculum to ensure it meets the needs of their learners.

Schools and settings across the Scottish Borders, as described within CfE are *empowered to make the decisions needed to provide a coherent, flexible and enriched curriculum that is adaptable and responsive to the diverse needs of individual learners and which reflects the uniqueness of their communities.*



Principles of the Learning, Teaching and Assessment Framework

What do we mean?

Learning is at the heart of this framework.

Everything our schools and settings do should be directly related to maximising learning

Learning, teaching and assessment, whilst independent elements, are interdependent

Learning, teaching and assessment looks different at the key phases of learning i.e. Early Years, BGE, Senior Phase

Learning teaching and assessment are underpinned by a foundation of quality relationships

How does this fit?

Our schools and settings are guided by national policy as set out in CfE, GIRFEC, HGIOS4? and the National Improvement Framework

Our schools and settings should have clear visions, values and aims that drive core business

Our school and settings should have a curriculum rationale that drives the curriculum decisions

Our schools and settings should have a Learning, Teaching and Assessment Framework that drives a relentless focus on high quality learning and teaching

What do we want?

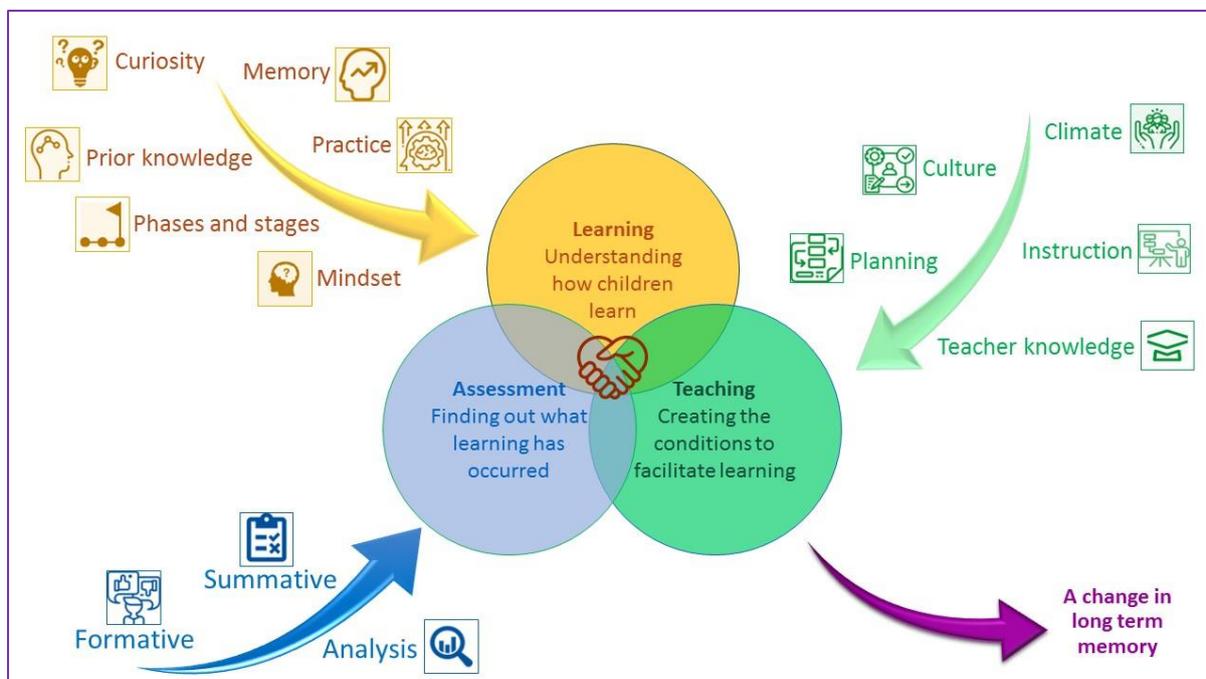
To provide excellent teaching for every learner, every day

To provide excellent learning for every learner every day

Our leaders to maintain a relentless focus on ensuring excellent learning every day

Our profession to be informed by current educational research

In order to improve the learning, teaching and assessment within our schools and settings the principles and detail within the visuals below must inform and be visible in all our practice. It should also be reflected throughout Quality Assurance activity, policy, planning, and professional learning.



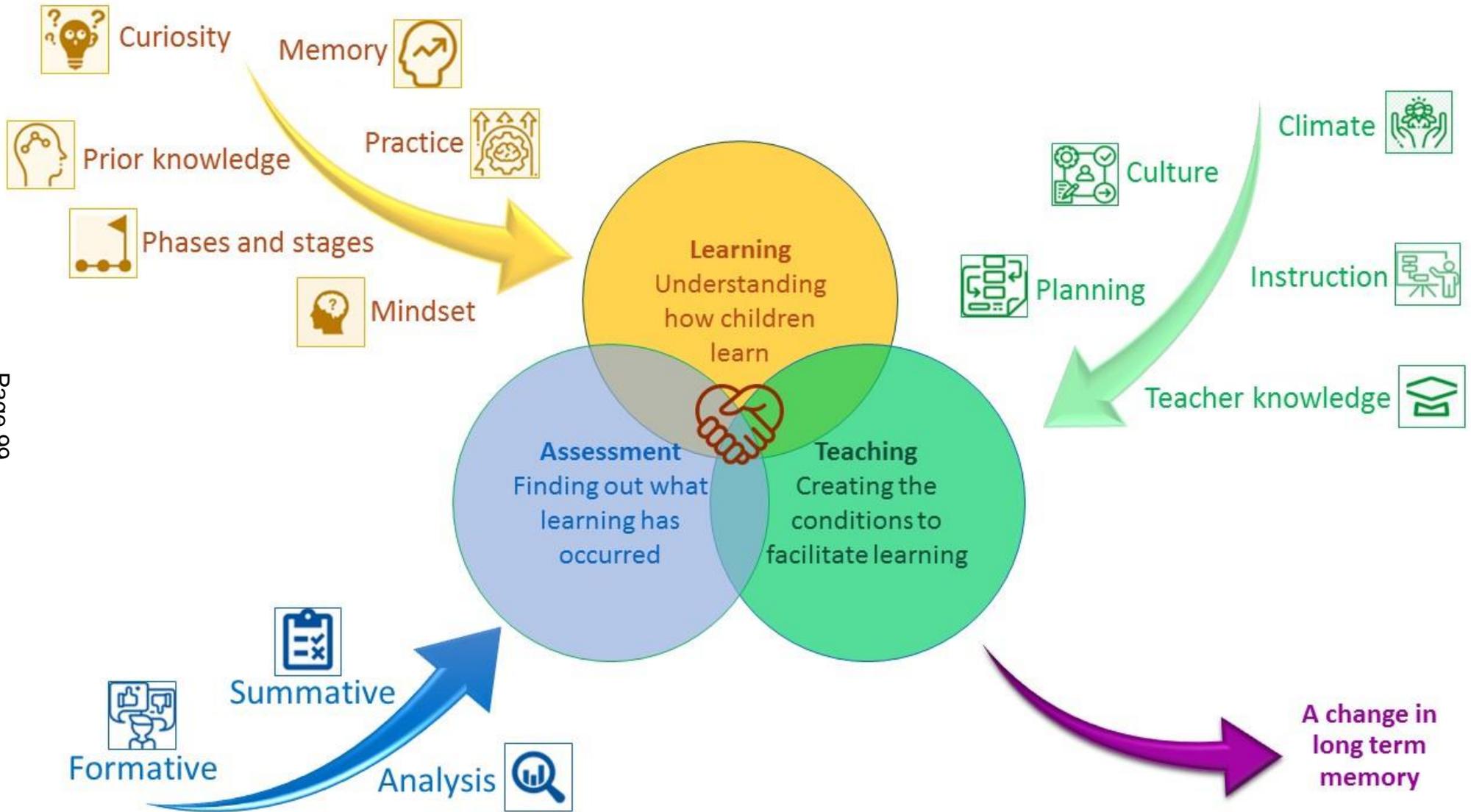
Principles of SBC's Learning, Teaching and Assessment Framework

These 'top level' principles set out what we believe are the essential components of high quality learning, teaching and assessment that lead to improved knowledge, understanding and skills for learners. We have identified and agreed a definition for each of the three elements; learning, teaching and assessment. We treat these elements as independent and interdependent at the same time; each element can and should be explored separately but all three elements are intricately linked.

The essential components that feed into each of the 3 elements have been identified as an attempt to synthesise the wealth of educational research and literature on learning, teaching and assessment. These components are the 'top level' principles that schools should consider and explore when developing their own learning, teaching and assessment guidance.

On the following pages, each of these essential components are explored in more detail, giving specific evidence-based statements to explain the principle. An *SBC LEARNS* Glow Blog provides examples of each principle and supporting professional learning resources.

The expectation is that individual schools use these principles and the supporting detail to support their own approach. Schools should consider each principle in turn and determine which principles will be the focus for improvement activity, using the Glow Blog to support professional learning (the lynch pin of improvements in learning and teaching).



LEARNING

A change in long term memory



Curiosity is key

- Learning requires engagement (interests, hooks, questions, stimulus).
- Learners are actively engaged cognitive work that poses moderate challenge.
- Learners actively encouraged to question / ask questions.



Mindset matters

- Knowledge, understanding and skills can be changed through purposeful and sustained effort



Prior knowledge matters

- New knowledge needs to connect to prior knowledge.
- Identify and bridge the knowledge gap.
- Knowledge before skills..
- Identify and address misconceptions.



Practice makes memory long lasting

- Proficiency requires practice.
- Automaticity reduces cognitive load
- Be aware of stages of competence moving from novice to proficient



Phases and stages of learning

- Be aware of the learner's stage of learning and how thinking develops over time (Piaget)
- Consider how to move from surface to deep learning (SOLO)



Memory is the residue of thought

- Consider what learners are thinking and attending.
- Direct attention at intended learning and consider possible distractions.
- Check for learner understanding.
- Concentration differs from attention (do learners know how to concentrate?)

TEACHING

Creating the conditions to facilitate learning



Climate (What it feels like)

- Positive, respectful relationships are essential
- Positive ethos based on nurture principles
- Teach for a positive learning mindset
- Praise effort not ability.
- Promote 'thinking hard'
- Embrace mistakes as an essential part of learning



Culture (how we do it)

- Learning environments are well organised
- Learning environments are a planned and purposeful tool for learning
- Shared understanding of purposeful routines which promote independence
- Metacognition strategies are taught explicitly and made visible
- High quality questioning is embedded
- High quality interactions are the norm
- 'Home / school' partnerships enhance learning



Planning

- Learner's needs are central to the planning process.
- Learning intentions reflect standards within the curriculum framework
- Success criteria are clear, relevant and measureable
- Learner's needs are met through differentiation
- The planning process takes into account spaced practice, interleaving and sequencing
- Regular assessment opportunities which meet learner's



Instruction

- Explicit instruction of new materials in small chunks (cognitive overload, dual coding, "I do, we do, you do")
- Guide student practice
- Opportunities for 'independent' practice
- Scaffolding for difficult tasks
- Provide models of 'what a good one looks like' (WAGOLL)
- Provide opportunities for thinking hard through retrieval practice and desirable difficulties



Teacher Knowledge...

- Of in depth subject
- Of how learners learn
- Of learners and their needs

ASSESSMENT

Finding out what learning has occurred



Formative

- Makes intended learning clear and understood
- Makes success in learning clear and understood
- Requires effective questioning to elicit understanding
- Provides feedback that moves learning forward
- Activates students as learning resources for one another
- Activates students as owners of their own learning
- Learning and Learning episodes are evaluated



Summative

- To capture a snapshot of learning at agreed points in time
- Against agreed, moderated curriculum progression
- Informed by nationally and locally agreed assessments (eg. SNSA)



Analysis

- To identify next steps in learning
- Moderation processes ensure judgements are valid and robust
- To improve teaching practice

ROLES AND RESPONSIBILITIES TO SUPPORT LEARNING, TEACHING AND ASSESSMENT

Senior Officers will provide:

- Commitment to having Learning, Teaching and Assessment remain as a strategic priority
- An annual report on SBC's Learning, Teaching and Assessment Framework to the Education Committee as part of the Education Standards and Quality Report.
- Local authority stretch aims for education linked to the Education Improvement Plan, to work towards achieving the best possible outcomes for all children in Literacy and Numeracy
- Guidance for incorporation of these principles into School Improvement Planning processes.
- Support and challenge to school leaders to retain the focus on Learning, Teaching and Assessment as core business
- Oversight and coordination of resourcing direct to schools and through partner supports in relation to maximising and making best use of available resources.

School Leaders will;

- Ensure whole school guidance for Learning, Teaching and Assessment aligns with the principles within this Framework, schools' Vision, Values, Aims and Curriculum Rationale.
- Ensure whole school systematic approaches to Learning, Teaching and Assessment are understood by all and lead to improved outcomes for learners.
- Ensure that high quality learning and teaching within Literacy and Numeracy is informed by key messages outlined in the respective SBC Literacy and Numeracy Strategies.
- Ensure that quality improvement and self-evaluation approaches are focussed on continuous improvement in Learning, Teaching and Assessment for all over time.
- Monitor the impact of Professional Learning and collegiate activity on the quality of children's learning experiences.
- Apply the principles of this Learning, Teaching and Assessment Framework when planning and delivering collegiate activity or Professional Learning.
- Plan and manage resources proactively and efficiently to support the delivery of highly effective Learning, Teaching and Assessment
- Nurture innovation within a culture of empowerment, encouraging staff to adopt a critically enquiring and evidence based approach to continuous improvement as outlined in this Framework.
- Continue to nurture partnerships with families as equal partners in their children's learning journey.

- Seek out and contribute positively to local partnerships which will lead to better outcomes for children and young people and in particular for those at greatest risk in line with SBC Inclusion Framework and Partnerships Framework.
- Ensure appropriate systems for tracking and monitoring are in place to support analysis of attainment data as outlined within the framework.
- Use all available data to set targets for improvement and ensure all staff understand the role they play in improving attainment for all.

All school and establishment staff will:

- Plan for learning teaching and assessment in line with the school framework and SBC's digital strategy
- Ensure that positive relationships are at the heart of learning.
- Promote and contribute to a collegiate climate of high support and high challenge.
- Hold high expectations and aspirations for all our learners, supporting them to be curious about their learning.
- Demonstrate a commitment to adopting and modelling for others all elements of this Framework over time.
- Actively seek the views and feedback of learners, and support them to be leaders of their own learning.
- Actively seek out learning opportunities to improve your knowledge and skills in principles mentioned within this Framework.
- Ensure that planning for high quality learning and teaching within Literacy and Numeracy is informed by key messages within SBC Literacy and Numeracy Strategies.
- Ensure full involvement in evaluating the impact of Professional Learning opportunities and collegiate activity on practice.
- Continue to nurture partnerships with families as equal partners in their children's learning journey.

SBC Literacy and Numeracy Strategies

Our authority Literacy and Numeracy Strategies have been developed following analysis of data and consultation with stakeholders. As with this Framework, extensive research was undertaken by the respective groups to provide assurance regarding the key messages informing our strategic direction until 2025.

The expectation is that individual schools and settings use these strategies to support self-evaluation and inform school level priorities. Schools should consider which elements of the strategies are the focus for improvement activity based upon their available data. School level Champions provide a Network for cross authority sharing and professional learning.

SBC Literacy and English Strategy 2019-2025

Working together to improve literacy for all
Literacy is for life, we don't leave it to chance.

@SBCLiteracy

Key Messages

- All of our learners will experience daily high quality learning, teaching and assessment.
- Promoting Reading for Pleasure (fiction specifically) can and does raise attainment and improves wider wellbeing.
- Our schools and settings promote daily opportunities for reading, writing, talking and listening.
- Our practice is research led and evidence based.
- All of our learners experience meaningful and engaging contexts with opportunities to view Literacy as a life skill across all 4 contexts.
- Our schools and settings engage families as partners in learning
- Practitioner knowledge of age and stage appropriate children's literature is crucial
- Adults in our schools and community are Literacy Role Models, promoting reading, writing, talking and listening as an enjoyable and engaging experience.

Promoting a Literacy Rich Culture and Environment

- Our classes showcase Literacy 'Learning Walls'
- Our schools celebrate World Book Day and Bookweek Scotland, First Minister's Reading Challenge and other national/ local literacy celebrations.
- Our schools will support library engagement and enjoyment.
- Staff in our schools read aloud with their class every day.
- Pupils have the opportunity to write every day.

Our Pedagogical Approach

- Teachers plan opportunities for learners to make connections across Reading, Writing, Listening and Talking.
- Opportunities for writing are embedded across all 4 contexts for learning.
- Schools continue to focus on Tools for Writing and knowledge of language.
- A Focus on Disciplinary Literacy supports those elements that are the responsibility of all.
- Our schools focus on Phonemic Awareness, Phonics, Vocabulary Development, Reading Fluency and Comprehension Strategies as essential to learning to read.
- High quality learning, teaching & assessment is enhanced by digital technologies.
- Emerging Literacy Networks support our schools with taking a development approach to Literacy.

Professional Learning to develop Pedagogy

- Application of professional learning leads to embedded change in practice and improved outcomes for our learners.
- Learn and Share Sessions
- Speaker Series
- Quality Professional Reading
- Literacy Champions Network
- One Day Conferences
- Session 2019/20. Creating a Balanced Reader and Writer. Reflective Reading. Creating a Reading School.
- Multi-Agency Emerging Literacy Networks
- Practitioner Book Groups
- Scottish Book Trust
- Developing an inclusive literacy environment.

Assessment and Moderation

- SBC Moderation Model and QAMSO support
- Engagement in Intra- and inter-authority moderation opportunities
- Cross school days/Cluster CATs support teacher development through assessment and moderation
- Pre-assessment, High Quality Assessments, continual formative assessment, peer and self-assessment routinely used.
- It is essential that our teachers have knowledge and understanding of the experiences and opportunities our learners need and can access and of the complexity of factors that impact how our learners view themselves as a reader or writer.

Data Driven

- School targets reflect progress towards or beyond stretch aims within BGE.
- BGE Benchmarking Tool, Seemis and Insight are used to support tracking and individual/cohort, school and cluster analysis.
- Teachers, schools, clusters and local authority use SNSA data diagnostically to inform next steps.
- All available data is used to identify any specific Literacy difficulties –aligned to SBC Dyslexia Toolkit.

Key Links

SBC Quality Assurance Framework
 SBC Learning, Teaching and Assessment Framework
 SBC Partnerships Framework
 SBC Inclusion Framework
 HGIOS4, HGIOELC and HGIORS
 National Improvement Framework
 Twitter: @SBCLiteracy

We seek to foster Maths Positive Learning Communities where adults promote positive mindsets for Mathematics to reduce levels of anxiety.

Key Messages

- All of our learners will experience daily high quality maths learning.
- Conceptual understanding is foundational to creating successful maths learners.
- Our schools and settings promote daily opportunities to think, talk and record mathematically, as outlined in the mathematical skills progression of the National Benchmarks document.
- Our practice is research led and evidence based as signposted through Champions Network and strategic Learning and Teaching groups.
- All of our learners experience meaningful and engaging contexts with opportunities to view Numeracy as a life skill, including Maths Week Scotland celebrations.
- Our schools and settings engage families as partners in learning.
- Practitioners engage with professional learning linked to strategy (Maths and Numeracy as the responsibility of all)

Key Links

SBC Quality Assurance Framework
 SBC Learning, Teaching and Assessment Framework
 SBC Inclusion Framework
 SBC Partnerships Framework
 HGIOS4, HGIOELC and HGIOURS
 National Improvement Framework
 SEIC Workstream Plans
 Making Maths Count Findings
 Multiplying Skills, Adding Value Thematic Review
 STEM Strategy
 Twitter @SBCNumeracy

Our Pedagogical Approach

- Schools and settings plan for conceptual understanding as a foundation, leading to most efficient methods being adopted.
- Opportunities to develop mental agility, number fluency and confidence with numbers are across all 4 contexts for learning.
- Schools continue to focus on the skills as embedded through the national benchmarks.
- A focus on consistent use of mathematical vocabulary.
- Manipulatives are appropriately selected to support intended learning. (In line with SBC guidance)
- Our schools focus on providing relevant and engaging contexts for problem solving.
- High quality learning, teaching & assessment is enhanced by digital technologies including digital manipulatives.
- A focus on interleaving and retrieval practice support learners to build knowledge and understanding to make connections with prior learning and across areas of Numeracy and Maths.

Assessment and Moderation

- SBC Moderation Model and QAMSO support
- Engagement in Intra- and inter-authority moderation opportunities
- Low stakes quizzing and opportunities for retrieval as outlined in LTA Framework support assessment
- Cross school days/Cluster CATs support teacher development through assessment and moderation
- Pre-assessment, High Quality Assessments, continual formative assessment, peer and self-assessment routinely used.

Professional Learning to develop Pedagogy

- Application of professional learning leads to embedded change in practice and improved outcomes for our learners.
- Learn and Share Sessions
- Concrete, Pictorial, Abstract, Language(CPAL)
- Stages of Early Arithmetic Learning (SEAL)
- Number Talks
- Speaker Series/Conferences
- Critical professional reading and reflection
- Numeracy Champions Network
- SEIC Numeracy and Maths Workstream
- Education Scotland Professional Learning
- National Improvement Hub and EEF Toolkits
- Engagement in professional learning as described above will lead to greater consistency within and across schools and departments.

Data Driven

- School targets reflect progress towards or beyond stretch aims within BGE.
- BGE Benchmarking Tool, Seemis and Insight are used to support tracking and individual/cohort, school and cluster analysis.
- Teachers, schools, clusters and local authority use SNSA data diagnostically to inform next steps.
- All available data and SBC Dyscalculia statement, are used to identify any specific difficulties in Numeracy and Maths.

Quality Assurance and Evaluation of Learning, Teaching and Assessment

In order to ensure a relentless focus on improving learning, teaching and assessment, school should have a programme of quality assurance activity planned throughout the year. This should include collaborative planning, observation of learning episodes, consultation with all staff and gathering the views of children and young people and parents. The focus of all activity should be the impact for learners. The features of highly effective practice and challenge questions in HGIOS?4 and HGIOELC along with HGIOURS should be used to support this.

Schools own self-evaluation will be supported by Reviews carried out by a range of Local Authority and SEIC staff as detailed in the Quality Improvement Framework.

In addition to the Challenge Questions provided in HGIOS?4 for Q.I. 1.3. Leadership of Change and 2.3 Learning, Teaching and Assessment. Exemplar lesson evaluation toolkits support evaluation against the key elements within the Framework.

RELEVANT RESEARCH & READING (Appendix 1)

Following extensive reading and research, a number of core texts were identified as supporting the consistent messages throughout this Framework and the Literacy and Numeracy Strategies. The texts below will support initial school level engagement.

Learning

Why don't students like school? Dan Willingham.

Teaching

The Learning Rainforest. Tom Sherrington

Assessment

Making Good Progress. Daisy Christodoulou

Additional Suggestions (Not exhaustive nor in any order of endorsement)

Seven Myths about Education. Daisy Christodoulou

Teach Like a Champion. Doug Lemov

Rosenhsine's Principles into Action. Tom Sherrington

The Teaching Delusion. Bruce Robertson

Visible Learning for Teachers. John Hattie.

Dual Coding with Teachers. Oliver Caviglioli

What does this look like in the classroom - Bridging the Gap Between Research and Practice
Carl Hendrick and Robin MacPherson

Teaching Walkthrus. Tom Sherrington and Oliver Caviglioli

Making Kids Cleverer. David Didau

Cleverlands: The secrets behind the success of the world's education superpowers

The Research Ed Guide to Direct and Explicit Instruction.

Responsive Teaching. Harry Fletcher Wood.

Outstanding teaching Engaging Learners. Andy Griffith and Mark Burns

Unlocking Formative Assessment. Shirley Clarke

Planning for effective learning (Appendix 2)

How do we plan for successful learning?

Time and consideration needs to be given to the planning process at all levels, taking into account the **totality of the curriculum**. This means that planning for effective learning applies beyond 'timetabled classes' and takes account of a child's or young person's learning both in and out with the 'classroom/playroom'.

All establishments will develop their own curriculum rationale which reflects the features of curriculum design, as set out in Building the Curriculum 3: A framework for learning and teaching, ensuring the effective delivery of the Broad General Education (from early years to S3) and the Senior Phase. The shared development of vision, aims and values and a curriculum rationale informed by all stakeholders is a crucial first step in building the curriculum for every establishment. It is important that all establishments develop flexible learning pathways. Curriculum planning should reflect the **seven principles of curriculum design**: challenge and enjoyment; breadth, progression, depth; personalisation and choice; coherence and relevance. Consideration should also be given to Developing the Young Workforce, Career Education Standard (3-18).

All of our establishments have developed a rationale for their curriculum, reflecting the [Curriculum Entitlements](#) that every child and young person is entitled to experience:

- a curriculum which is coherent from 3 to 18
- a broad general education, including well planned experiences and outcomes across all the curriculum areas from early years through to S3. This includes understanding the world, Scotland's place in it and the environment, referred to as Learning for Sustainability
- a senior phase after S3, which provides opportunities to attain and achieve, including to study for qualifications, awards and other planned activities to develop the four capacities
- opportunities for developing skills for learning, skills for life and skills for work
- opportunities to maximise their individual potential, benefitting from appropriate personal support and challenge
- support to help them move into positive and sustained destinations beyond school

The curriculum will be delivered in a variety of ways through a balance of discrete subjects, inter-disciplinary learning, the ethos and life of the school and through partnership working, including family learning.

Scottish Borders is committed to tackling bureaucracy and, as such, actively encourages approaches to planning which are appropriate, manageable and proportionate.

Summary of Principles of Instruction (Appendix 3)

THE PRINCIPLES OF INSTRUCTION

TAKEN FROM THE INTERNATIONAL ACADEMY OF EDUCATION

This poster is from the work of Barak Rosenshine who based these ten principles of instruction and suggested classroom practices on:

- research on how the brain acquires and uses new information
- research on the classroom practices of those teachers whose students show the highest gains
- findings from studies that taught learning strategies to students.

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01 DAILY REVIEW



Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.

02 NEW MATERIAL IN SMALL STEPS



Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.

03 ASK QUESTIONS



The most successful teachers spend more than half the class time teaching, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.

04 PROVIDE MODELS



Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.

05 GUIDE STUDENT PRACTICE



Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.

06 CHECK STUDENT UNDERSTANDING



Less successful teachers merely ask "Are there any questions?" No questions are asked to mean no problems. False. By contrast, more successful teachers check on all students.

07 OBTAIN HIGH SUCCESS RATE



A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.

08 SCAFFOLDS FOR DIFFICULT TASKS



Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.

09 INDEPENDENT PRACTICE



Independent practice produces "overlearning" — a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.

10 WEEKLY & MONTHLY REVIEW



The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.

With thanks to the Learning, Teaching and Assessment Strategic Group and Literacy and Numeracy Steering Groups – Sessions 2018/19 and 2019/20.

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**SCOTTISH BORDERS COUNCIL
EXECUTIVE COMMITTEE**

MINUTES of Meeting of the EXECUTIVE
COMMITTEE held via Microsoft Teams on
Tuesday, 1 December, 2020 at 10.00 am

Present:- Councillors S. Haslam, S. Aitchison, S. Mountford, G. Edgar, C. Hamilton, E. Jardine, M Rowley, G. Turnbull, R. Tatler, T. Weatherston.
In Attendance:- Executive Director, Corporate Improvement and Economy, Executive Director, Finance & Regulatory, Service Director - Assets & Infrastructure, Democratic Services Team Leader, Democratic Services Officer (F. Henderson).

1. **MINUTE**

The Minute of the Meeting held on 17 November 2020 had been circulated.

DECISION

AGREED that the Minute be approved and signed by the Chairman.

2. **CORPORATE DEBT – WRITE OFFS IN 2020/21 MID YEAR UPDATE**

With reference to paragraph 7 of the Minute of 15 September 2020, there had been circulated copies of a report by the Executive Director, Finance & Regulatory which detailed the aggregate amounts of debt written off in the first 6 months of 2020/21 under delegated authority. The report covered the areas of Council Tax, Non-Domestic Rates, and Sundry Debtors, Housing benefit Overpayment and Aged debt from the balance sheet. The total value of write off between 1 April 2020 and 30 September 2020 was £371.1k. The Executive Director referred Members to the table within the report which showed the amounts written off by category and a comparison with previous years. The highest value of write-offs continued to be within the category where the liable party had become insolvent. This was in part a reflection of the economic situation. It was explained that as much of the resource dealing with these had been highly involved in Business Grants and other Covid-19 related work which remained ongoing, there would not be an expectation that the write off levels would exceed those reached in 2019/20. An annual budget provision for sundry bad debts of £125k and £635k for Council Tax was maintained, which was regularly reviewed and if necessary would be revised in future. It was expected that the level of debts written off in 2020/21 would be lower than 2019/20 due to continued heightened risk factors, particularly Covid 19. Performance in this area continued to be closely monitored and management action, including the approved policy on debt recovery and supporting procedures, were in place to minimise risk. In response to a question on the high level of Housing benefits overpayments write-offs, Mr Robertson confirmed that he would clarify the situation.

DECISION

AGREED to note the debtor balances written off under delegated authority for the period 1 April 2020 to 30 September 2020.

3. **EYEMOUTH HARBOUR OPERATIONS AND MAINTENANCE PROJECT- UPDATE ON THE PROPOSED DIVE SHORE ACCESS ROAD FOR RECREATIONAL DIVERS**

- 3.1 There had been circulated copies of a joint report by the Executive Director, Corporate Improvement and Economy and Service Director, Assets & Infrastructure which provided elected members with an update on the Eyemouth Operations and Maintenance Project Neart na Gaoithe offshore windfarm and specifically on the funding and construction of the proposed dive shore access road for recreational divers, which was a key condition of the recently approved planning application. The report explained that earlier in the year

planning permission had been granted to Eyemouth Harbour Trust for a new Operations & Maintenance (O&M) base at Eyemouth Harbour to support the Neart an Gaoithe Offshore Wind Farm. The O&M base would house office, warehousing and staff welfare facilities for the servicing of the wind farm and had potential to provide the town with significant economic benefits, including direct and indirect employment opportunities and allowed for the diversification of the existing harbour operations. The key planning condition was the requirement that vehicular access be maintained to nearby popular diving sites at Greenends Gully and Nestends Gully during the construction and operational phases of the O&M base development. Following discussions between Eyemouth Harbour Trust and Scottish Borders Council, it was agreed that a re-routing of the access road which was also known as the Dive Shore Road would be required to satisfy planning conditions outlined in the initial application. It was also agreed that Scottish Borders Council would design and help fund the new access road to help ensure the work related to the O&M base could be initiated. The proposed new section of Dive Road would provide vehicular access to the popular dive sites and would be approximately 60 metres in length, with its width varying between 5.5m and 3.25m. The new road had been designed to facilitate access for emergency vehicles should they be required and it was proposed that this new section of road would be constructed by the Council's in-house construction team, SBC Contracts.

- 3.2 The cost of the new section of road had been estimated to be in the region of £145k, part funding of £20k was being provided by Eyemouth Harbour Trust. A contribution of £125k was required from the revenue roads budget to allow for the works at the Dive Shore Access Road to proceed. The sum of £125k would be allocated from the Emergency & Unplanned Schemes fund to the Roads Block within capital to allow eligible capital works to take place which were being re-allocated from the revenue budget to allow the scheme to be funded. Members welcomed this development.

DECISION

AGREED

- (a) that the Dive Shore Access Road be constructed by SB Contracts as part of the Eyemouth Operations and Maintenance Contract;**
- (b) to Approve funding of £125k from the revenue roads budget to allow works at the Dive Shore Access Road to proceed**
- (c) that the £125k to be allocated from the Capital Emergency and Unplanned Schemes fund to the Roads Block within 2020/21 to fund eligible capital works which are being re-allocated from the revenue budget to accommodate the project.**

4.0 **ANNUAL PROCUREMENT REPORT**

There had been circulated copies of a report by the Executive Director, Finance & Regulatory which presented to Members the Annual Procurement Report (APR) 2019/20, a mandatory report required by the Procurement Reform (Scotland) Act 2014. The report explained that Organisations that required to prepare a procurement strategy must also publish an annual procurement report and these documents were now part of the reporting landscape for the public sector to support increased transparency and visibility of public expenditure and to embed sustainability into public sector procurement. The key ambition of the procurement strategy was to support the local market and the economy. During 2019/20, and through delivering on the strategic objectives, the value of local spend with third parties operating in the geographical boundaries of the Scottish Borders had increased from £75.9m to £77.1m (44.3% of the total Council expenditure). Following approval, the report had to be submitted to the Scottish Government and, as a minimum, published on the internet. Delivering sustainable procurement with social and economic impact was an area of key importance and the Procurement team, working in partnership with the Supplier Development Programme (SDP), had recently been announced as the winner of the Best Procurement Delivery category in the Government Opportunities (GO) Excellence in Public Procurement Awards Scotland 2020. The project

behind this achievement supported local micro, small and medium sized repair and maintenance businesses to access procurement opportunities, with the judges noting the project as a great example of community wealth building across the Borders. A further key ambition of the procurement strategy was support the supply chains cash flow by ensuring the efficient and effective payment of invoices. The average indicator for the year 2019/20 was a strong 90%, and despite the challenges 2020 had brought, the performance continued to improve with a current average (as at Sept 2020) of 96%. During Living Wage week in November 2019, it was confirmed the Council had been successful in receiving Living Wage accreditation. This accreditation recognised the Council's commitment to paying all directly employed and regular third part contracted staff the real Living Wage. As a result, monitoring payment of the real Living Wage was an integral part of the procurement and contract management activities. Members congratulated the Procurement Team on their success, welcomed the progress made and found the case studies and graphics easy to read and enhanced the report. Members requested that comparisons with other Local Authorities be included in the report for future years.

DECISION

AGREED to approve the submission of the Annual Procurement Report 2018/19, as contained in the appendix to the report to the Scottish Government and its publication on the Council's website.

5. 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 Appendix 4 to this Minute on the grounds that it involved the likely disclosure of exempt information as defined in Paragraphs 1, 6, 8 and 9 of Part I of Schedule 7A to the Act.

SUMMARY OF PRIVATE BUSINESS

13. MINUTE

The private section of Minute of meeting held on 17 November 2020 was approved.

The meeting concluded at 10:50am

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OUR PLAN AND YOUR PART IN IT: SBC'S CORPORATE PERFORMANCE AND IMPROVEMENT REPORT QUARTER 1 AND QUARTER 2 2020/21

Report by Executive Director, Corporate Improvement and Economy

EXECUTIVE COMMITTEE

19 January 2020

1 PURPOSE AND SUMMARY

- 1.1 **This report presents a high level summary of Scottish Borders Council's Quarter 1 and Quarter 2 2020/21 performance information with more detail contained within Appendices 1, 2a and 3. The report includes reporting on the progress of change and improvement projects across Scottish Borders Council (SBC), under the Fit for 2024 programme.**
- 1.2 SBC approved a revised Corporate Plan (Our Plan and Your Part in it 2018-2023) in February 2018, with four corporate themes. In order to monitor progress against the four themes, performance and context information will be presented quarterly to Executive Committee, with an annual summary in June each year.
- 1.3 During Quarter 1 and Quarter 2 2020/21, SBC has continued to press ahead with a range of important initiatives and innovation, including:
 - (a) The opening of the new Jedburgh Grammar Campus to pupils;
 - (b) The use of Inspire Learning by pupils and teachers during the Covid-19 lockdown period;
 - (c) Beginning work on the Borders Innovation park;
- 1.4 The information contained within this report and appendices is also made available on the SBC website. This can be accessed at www.scotborders.gov.uk/performance

2 STATUS OF REPORT

- 2.1 The Quarter 1 element of this report would ordinarily have been produced for the August 2020 Executive Committee but has been delayed due to the impact of the Covid-19 pandemic, and combined with Quarter 2.

3 RECOMMENDATIONS

3.1 I recommend that the Committee:-

- (a) Notes the progress update relating to Change and Improvement Projects, referenced in Section 5 and detailed further in Appendix 1;**
- (b) Notes the changes to performance indicators outlined in Section 6 of this report;**
- (c) Acknowledges and notes the performance summarised in Sections 7 and 8, and detailed within Appendices 1, 2a and 3 and the action that is being taken within services to improve or maintain performance.**

4 BACKGROUND TO SBC PERFORMANCE REPORTING

- 4.1 SBC approved a revised Corporate Plan in February 2018 (Our Plan and Your Part in it 2018-2023). Against a continued challenging external context, the plan presented how SBC will focus Services for our communities, set across four corporate themes:
1. Our Services For You
 2. Independent, Achieving People
 3. A Thriving Economy, With Opportunities For Everyone
 4. Empowered, Vibrant Communities.
- 4.2 In order to ensure that the corporate themes are addressed effectively, SBC's Performance Management Framework (PMF) was updated and presented to Council on 30th August 2018. This revised PMF set out how SBC would strengthen its performance management across both SBC Services and Commissioned services.
- 4.3 The Appendices reflect a quarterly reporting format structured around the four corporate themes, and use a mixture of narrative, highlights, performance and context indicators.
- (a) Updates on Fit for 2024, Change and Improvement projects are contained in Appendix 1. These are monitored by Corporate Management Team (CMT) and through the SBC Financial Plan and associated monitoring.
 - (b) Appendices 2a contains updates on specific performance and context indicators, structured around SBC's 4 Corporate Themes.
 - (c) A schedule of indicators is provided for information at Appendix 2b covering quarterly performance reporting and also annual reporting through the Local Government Benchmarking Framework.
 - (d) To reflect the significant investment made by SBC, an overview of the work and impact of Police Scotland's Community Action Team is provided in Section 8 and within Appendix 3.

5 CHANGE & IMPROVEMENT PROJECTS – UPDATE

- 5.1 Change and Improvement projects are now managed and monitored collectively under Fit for 2024. These projects are delivered in support of SBC's Corporate Plan, the SBC Financial Plan and the Health and Social Care Strategic Plan.
- 5.2 Fit for 2024, the Council's new Transformation Programme was agreed by Council on 28th February 2019. Characterised as 'the next generation' of transformation, the programme aims to fundamentally reshape the Council, from our engagement with our citizens and communities to the way we go about our business. The purpose is to deliver a Council that is adaptable, efficient and effective and capable of not only meeting the challenges ahead, but of fully optimising outcomes for the citizens and communities for which it is responsible.

5.3 The following highlights are reported:

- a) Digital champions helping those who are digitally excluded get online;
- b) The implementation of a trusted assessment scheme by the Health and Social Care Partnership;
- c) Health and Social Care locality models;

6 ADDITIONS/CHANGES TO SBC PERFORMANCE INDICATORS (PI)

6.1 Additional indicators have been added to this report including:

- (a) The indicators reported for Adult Social Care are under review. A proposal has been presented to the Corporate Management Team with the view that a revised set of indicators shall be incorporated in future quarterly performance reports;
- (b) This report includes the twice yearly indicators on 'Contracts awarded with community benefits clauses' and 'Employment opportunities delivered as a result of community benefit clauses'
- (c) Although not new indicators, a number of measures captured under the Local Government Benchmarking Framework have been included in Appendix 2a. Note that information for the 2018/19 year is the most recent published;

6.2 We have been unable on this occasion to update a number of indicators within the report:

- (a) Q1 Community Resilience figures are not available. Due to how this information is held, it is not possible to report these figures retrospectively.
- (b) It has not been possible on this occasion to provide Customer Contact figures for Q1 and Q2 2020/21.

6.3 Previously reported figures have been revised as follows:

- (a) Complaints handling 2019/20 annual figures have been added.

7 PERFORMANCE AGAINST THE COUNCIL'S CORPORATE THEMES

7.1 **Performance measures – summary of successes**

- (a) The determination time for planning (local developments - householder) was within target (quicker) at 6.2 weeks overall for the year. The figure for local developments – non-householder was on target at 8.0 weeks. These figures are provided on an adjusted basis by the Scottish Government, twice yearly. The number of planning applications reduced to 1,200 in 2019/20 compared to 1,369 in 2018/19.

- (b) Performance for household waste recycling remains positive and increased by 3.08%, from 52.20% in Q1 to 55.29% in Q2. Similarly, the household waste landfill rate reduced by 14.66%, from 14.69% in Q1 to 0.03% in Q2 and, Community Recycling Centre performance also improved in Q2 increasing to 74.01% compared to 70.98% in Q1.
- (c) The average time to process new housing benefit claims and change events in Q2 remains below target for the second consecutive quarter, which is positive. Although the average number of days to process change events increased by ~2 in Q2 compared to Q1.
- (d) At the end of Quarter 2, 69% of Council Tax valuation roll amendments were completed within 3 months, which is above the target of 50%, although this is a reduction on the previous quarter (Q1 – 97%). At the end of Quarter 2, 88% of new properties were added to the council Tax Valuation list within 3 months, just below the target of 91%.
- (e) Overall, school exclusions data is positive for Q2 with 16 exclusions in total across both Primary and Secondary schools. This is more than 50% less than the same period last year and shows the lowest number of exclusions for this period over the last five years. Attendance percentage is slightly below target. Given SBC performs well nationally in relation to attendance (LGBF indicators); we would anticipate a dip across our comparator authorities too.
- (f) Looked After Children (all ages) in community family based placements remains on target at 80%. However, work is required to raise this percentage in the 12+ age group – currently at 63% against an 80% target.
- (g) The number of modern apprentices employed in Q2 was 23. This is a significant increase on Q1 (0) and made more remarkable by noting the total 2019/20 annual figure was 39.
- (h) Performance against the Adult Social Care indicators remains positive and above target in Q2.
- (i) There was a slight reduction in the percentage of occupied Council properties (industrial and commercial) in Q2 (91%) compared to Q1 (91.3%); however, performance remains positive and above the 88% target.
- (j) The 93% target for invoices paid within 30 days was exceeded in both Q1 (96%) and Q2 (95%) of 2020/21.
- (k) The employment rate for 16-64 year olds showed improvement in Q1 with a rate of 76.9% being achieved, which is above the 74.6% national target.
- (l) Quarter two of 2020/21 saw a number of activities re-starting as Covid restrictions were eased. A number of volunteer led walks recommenced as part of the Walk It programme. The number of volunteers rose from 2 in Q1 2020/21 to 151 in Q2. The total economic benefit to the Borders of the volunteer activity recorded here is estimated to be £3,537.80.

7.2 Performance measures – summary of challenges

- (a) Although our gas consumption reduced in Q2 compared to Q1, overall, both gas and electricity consumption has increased when compared to the same period last year.
- (b) Collection of Council Tax that was due remains below target and is 1.19% lower than the same period in the previous year. This, however, can be attributed to the Covid-19 pandemic and the decisions to pause recovery action for a significant part of the year.
- (c) Performance relating to complaints handling has remained out with targets for the last two quarters. Stage 1 complaints took an average of 8.8 days to process in Q2 compared to 7.2 in Q1 – the current target is 5 days. Stage 2 complaints took on average 22.8 days to process in Q2 compared to 21.8 in Q1 with the current target being 20 days.
- (d) Although there has been an improvement in the % of FOI requests completed within timescale in Q2 compared to Q1, this remains significantly below target (Q2 achieved 83% against a target of 100%). This improved compliance was met, however, when there were more requests received in the period in comparison to the previous quarter (251 received in Q2 compared to 197 in Q1).
- (e) 60% of mediation cases have shown agreement/improvement following mediation in the year to date in 2020/21 against a baseline target of 80%. The decrease in success rate is largely due to the impact of the Covid-19 lockdown meaning there is little opportunity to conduct mediation through face-to-face contact.
- (f) There was a reduction in the number of contracts awarded with community benefit clauses during Q2 of 2020/21 because of the Covid-19 pandemic. However, Q1 noted an increase of 3 (to 8 in total) when compared to the same period the previous year (Q1 2019/20 awarded 5).

8 COMMUNITY ACTION TEAM – SUMMARY OF ACTIVITY AND IMPACT

8.1 An infographic summary on the impact of the Community Action Team (CAT) is provided at Appendix 3.

- (a) During Quarter 1 of 2020/21 the CAT has:
 - Carried out 289 hours of High Visibility foot patrols and 1,020 hours of mobile patrols;
 - Carried out 55 static road checks;
 - Issued 28 warning letters to under 18s regarding anti-social behaviour;
 - Issued 32 parking tickets;
 - Carried out 65 Person Drug searches (51% positive) and 16 Premises Drug searches (75% positive);

- (b) During Quarter 2 of 2020/21 the CAT has:
- Carried out 322 hours of High Visibility foot patrols and 1,275 hours of mobile patrols;
 - Carried out 70 static road checks;
 - Issued 75 warning letters to under 18s regarding anti-social behaviour;
 - Issued 316 parking tickets;
 - Carried out 52 Person Drug searches (44% positive) and 17 Premises Drug searches (71% positive);

8.2 Examples of "Tasking" in Quarters 1 included:

- (a) Off road motorcycle issues, drugs warrant and responding to Covid-19 guidelines in Berwickshire ;
- (b) Drugs warrant and responding to Covid-19 guidelines in Cheviot;
- (c) Drugs warrants and responding to Covid-19 guidelines in Eildon;
- (d) Drugs, drugs warrant and responding to Covid-19 guidelines in Teviot;
- (e) Drugs warrant and responding to Covid-19 guidelines in Tweeddale;

8.3 Examples of "Tasking" in Quarters 2 included:

- (a) Off road motorcycle issues and youth anti-social behaviour in Berwickshire ;
- (b) Drugs warrants and youth anti-social behaviour in Cheviot;
- (c) Youth issues in Eildon;
- (d) Drugs warrants and anti-social driving in Teviot;
- (e) Youth anti-social behaviour and anti-social driving in Tweeddale;

9 IMPLICATIONS

9.1 Financial

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

9.2 Risk and Mitigations

Effective performance management arrangements will ensure that services, and those providing services on behalf of SBC, are aware of any weaknesses and can take corrective action in a timely manner, therefore mitigating any risks more effectively. The Council's Risk Management Policy and framework ensures that all services, and services delivered by third parties, identify and manage risks to the achievement of their objectives, with senior management providing appropriate levels of oversight. Performance should be enhanced by having robust risk management arrangements in place. In response to the Best Value Assurance Audit of SBC during 2019, a Best Value Audit Action Plan was created. This action plan includes provision for strengthening SBC's approach to performance reporting.

9.3 **Integrated Impact Assessment**

There are no adverse equality/diversity implications. Performance reporting may help the Council to identify and address any equality / diversity issues and improve processes and procedures.

9.4 **Acting Sustainably**

Economic, social and environmental impact of SBC actions can be monitored more effectively if there are effective performance reporting arrangements in place.

9.5 **Carbon Management**

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

9.6 **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.

9.7 **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 because of the proposals contained in this report.

10 **CONSULTATION**

10.1 The Executive Director (Finance & Regulatory), the Monitoring Officer/Chief Legal Officer, the Chief Officer Audit and Risk, the Service Director HR & Communications, the Clerk to the Council and Corporate Communications have been consulted and any comments received have been incorporated into the final report.

11 **FUTURE REPORTS**

11.1 Corporate Performance for Quarter 3 2020/21 will be reported to the Executive Committee on 16 March 2021.

Approved by

Rob Dickson

Executive Director

Corporate Improvement and Economy Signature

Author(s)

Name	Designation and Contact Number
Alasdair Collison	Senior Business Services Officer
Melanie Hermiston	Business Services Officer – 01835 826803

Background Papers:

Previous Minute Reference: 15 September 2020

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

Contact us at Policy, Planning & Performance, Scottish Borders Council Headquarters, Newtown St Boswells, Melrose, Tel 01835 824000, performance@scotborders.gov.uk

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OUR PLAN for 2018-23 and your part in it

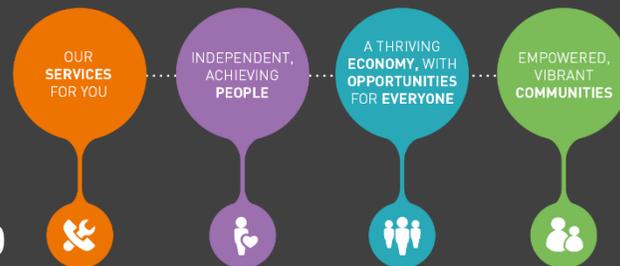
HIGHLIGHTS DURING QUARTERS 1 & 2 **APRIL to SEPTEMBER 2020**



APPENDIX 1: HIGHLIGHTS, CHANGE & IMPROVEMENT

OUR PLAN for 2018-23 and your part in it

HIGHLIGHTS DURING QUARTERS 1 & 2 **APRIL to SEPTEMBER 2020**



JEDBURGH GRAMMAR CAMPUS OPENS TO PUPILS



The brand new Jedburgh Grammar Campus, which provides an innovative learning space for 2-18 year olds, welcomed its first pupils on Wednesday 12 August.

Jedburgh Grammar Campus, which replaces Jedburgh Grammar School and Parkside and Howdenburn primary schools, was due to open in April 2020, but due to Coronavirus restrictions instead opened in August.

The Campus was delivered alongside development partner Hub South East and main contractor BAM Construction.

Live Borders, the region's culture and sports trust, will proactively manage community access to the campus.

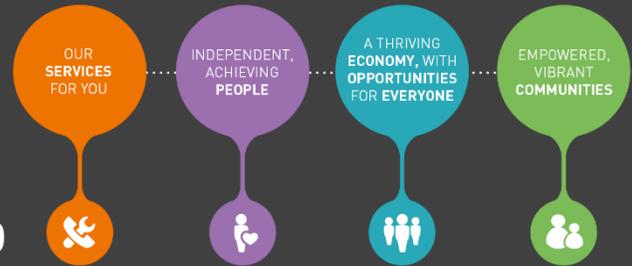
Sports facilities include multi-use games area, 2G hockey pitch, 3G sports pitch, 100m synthetic running track, 300m grass track and gym.

Alongside classrooms, there is a rural skills area, flexible hall space that can be used for multiple activities such as community events, sport, dance or drama classes, and a café. A library and SBC contact centre will also be housed in the Campus.

The funding for the new campus was confirmed by Deputy First Minister John Swinney in August 2017.

OUR PLAN for 2018-23 and your part in it

HIGHLIGHTS DURING QUARTERS 1 & 2 **APRIL to SEPTEMBER 2020**



UK FIRST AS INSPIRE LEARNING ENSURES BORDERS YOUNG PEOPLE MAKE MOST OF TECHNOLOGY TO LEARN AT HOME

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The Scottish Borders is leading the way in home education with young people at every secondary school in the region using the latest digital technology to learn during the Coronavirus pandemic.

Almost 13,000 pupils & teachers are now in possession of an Inspire iPad and a suite of the most up-to-date learning tools. The roll-out of the programme to secondary schools was accelerated so it could be completed before the COVID-19 lockdown.

This made us the first local authority in the UK to deliver such a programme of change to

every secondary student and allowed teachers to deliver dynamic lessons as pupils studied remotely from home. Over 90% of young people successfully engaged with Inspire Learning at home during the period of school closures, with teacher usage at a similar level.

In another first, 540 iPads were delivered to the homes of every primary teacher in the region and enabled teachers to familiarise themselves with their devices and carry out the required training ahead of every primary 6 and 7 pupil getting an iPad delivered to their homes in July.

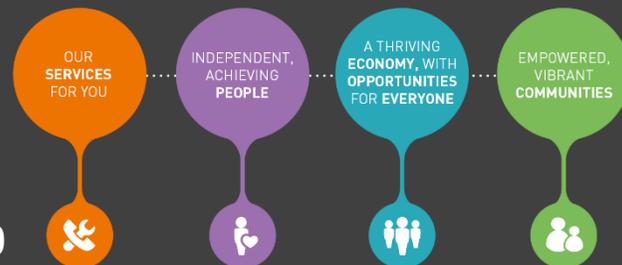
Children in primaries 4 and 5 received their iPads in October.

Inspire has quickly become embedded at the heart of what learning and teaching looks like in the Borders with clear and direct ambitions to raise attainment, support equity and inclusion, and help prepare young people for a digital future.

Inspire Learning is run in partnership with SBC's IT partner CGI, alongside XMA and Apple.

OUR PLAN for 2018-23 and your part in it

HIGHLIGHTS DURING QUARTERS 1 & 2 APRIL to SEPTEMBER 2020



2020 PUPIL RESULTS

The number of exam presentations (entries) in the Borders was more than 10,500 with:

- 6,273 at National 5 level
- 3,763 at Higher
- 555 at Advanced Higher

Page 128 Of the young people who were assessed in May 2020 in the core skills areas of Literacy and Numeracy:

- 95.74 percent of S4 achieved a literacy award
- 94.26 percent of S4 achieved a National 5 English award
- 93.06 percent of S4 achieved a numeracy award
- 87.58 percent of S4 achieved a National 5 award in Maths

The table shows the attainment of Borders pupils at the end of S4, S5 and S6. Also shown are this year's pass rates.

PUPIL ATTAINMENT

CUMUATIVE ATTAINMENT	END OF S4 PUPIL ATTAINMENT	END OF S5 PUPIL ATTAINMENT	END OF S6 PUPIL ATTAINMENT
	ACHIEVED 5+ SCQF LEVEL 5 (NATIONAL 5) OR ABOVE	ACHIEVED 5+ SCQF LEVEL 6 (HIGHER) OR ABOVE	ACHIEVED 5+ SCQF LEVEL 6 (HIGHER) OR ABOVE
2020	51.22%	23.10%	36.47%
2019	40.47%	19.68%	29.97%
2018	41.48%	16.25%	35.01%

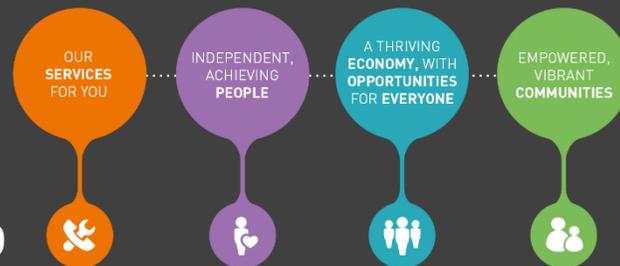


2020 PASS RATES

NATIONAL 5	HIGHER	ADVANCED HIGHER
SB= 88.30%	SB= 89.82%	SB= 92.97%
Scotland = 89.00%	Scotland = 89.26%	Scotland = 93.06%

OUR PLAN for 2018-23 and your part in it

HIGHLIGHTS DURING QUARTERS 1 & 2 **APRIL to SEPTEMBER 2020**



FUTURE OF DOMESTIC ABUSE ADVOCACY SERVICE SECURED

In July 2020, SBC announced that it has secured the future of the Domestic Abuse Advocacy Support (DAAS) service by committing permanent funding for the team and including it as part of the new public protection service's structure.

The DAAS service, established in 2012, was the cornerstone of the Pathway Project designed to provide safe and effective support to domestic abuse victims and their families and a route to safety by working in partnership with specialist services such as Children1st and Border Women's Aid.

Over the last eight years, DAAS has grown in line with the increased demand to include specialist housing support and dedicated outreach provision. In 2019 alone, the service received over 600 referrals which they went on to support by identifying risk, planning for increased safety and following a partnership approach to ensure the best outcomes for victims.

Partnership working has been critical to the success of the project. Working closely with Police Scotland, NHS Borders, registered social landlords and other stakeholders has allowed DAAS to identify and

manage some of the highest risk cases in the Borders and provide a platform for recovery for many families.

The DAAS service has remained the first point of contact for victims, concerned others, partner agencies and has proved that by working with partners and keeping victims at the centre of decision making, families can recover from their experiences of domestic abuse and be safer.

DAAS is part of Scottish Borders Safer Communities team and consists of 4 full time equivalent (FTE) staff including qualified Independent Domestic Abuse Advocates and a Service Manager.

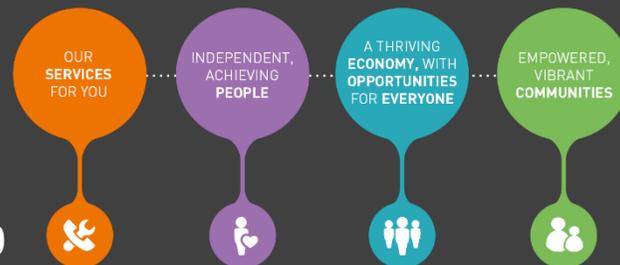
For more information about the free and confidential support they provide, [see our domestic abuse webpage](#). They can also be contacted by email daas@scotborders.gov.uk or on 01835 825 024.

In an emergency people should call 999 or the 24-hour National Domestic Helpline on 0800 027 1234.



OUR PLAN for 2018-23 and your part in it

HIGHLIGHTS DURING QUARTERS 1 & 2 **APRIL to SEPTEMBER 2020**



BOOST FOR BORDERS AS INNOVATION PARK WORKS BEGIN

Work has begun on a new business park which will provide a major economic boost to the Scottish Borders and has the potential to create over 380 jobs.

Contractors Ogilvie Construction started on the ambitious Borders Innovation Park in Tweedbank in July, which will see four sites developed initially as part of the first phase.

Work had originally been due to begin in March but was postponed due to the COVID-19 lockdown, in line with the Scottish Government's roadmap for the return of the construction industry.

The £29m development will aim to deliver much needed high quality business space in the Borders, stimulate business growth and improve inward investment opportunities.

As well as predictions that the new park will help create over 380 jobs, it is estimated it will generate Gross Added Value (GVA) of £350m over 30 years and offer a £16 return for every £1 spent.

The first phase of the Innovation Park is expected to be completed by August 2021,

with Ogilvie also contracted to complete phase two of the project. A third and final phase of the Innovation Park is also scheduled to take place, with revised completion dates for phases two and three being finalised.

SBC is funding the Borders Innovation Park alongside Scottish Enterprise, Borders Railway Blueprint programme and a £15m investment secured from the Edinburgh and South East Region City Deal.

The Borders Innovation Park is a key component of the Tweedbank Masterplan, a transformational prospectus which has the potential to create over 1.4k jobs across various sectors. It includes a number of ambitious ideas to encourage people to live, learn, visit and work in the Borders, as well as attract inward investment through public and private sector funding.

A key proposal of the Masterplan was the creation of the Borders Innovation Park, following analysis which demonstrated a demand of new business space in the area.

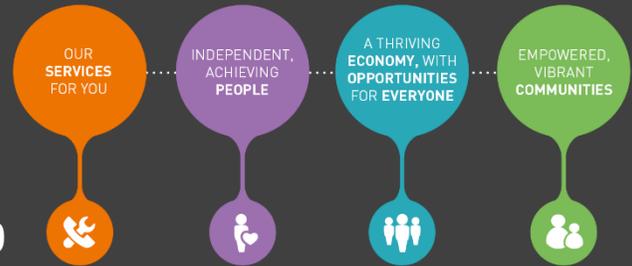


Borders Innovation Park Credit: MLA.

Also part of the Tweedbank Masterplan is the creation of Supplementary Planning Guidance (SPG), which has recently been consulted upon and will provide direction on the development of new residential and high quality business space within the village. This development is estimated to create a further 350 jobs and have the potential to generate GVA of £150m to the Borders economy.

OUR PLAN for 2018-23 and your part in it

HIGHLIGHTS DURING QUARTERS 1 & 2 APRIL to SEPTEMBER 2020



RESILIENT COMMUNITIES GROUPS STEP UP TO SUPPORT BORDERS



Hundreds of volunteers across the Scottish Borders have stepped up to help the most vulnerable people in their communities during the COVID-19 pandemic.

The teams worked under our Resilient Communities Groups initiative, which was set up 10 years ago to help co-ordinate local volunteers to respond to emergency situations.

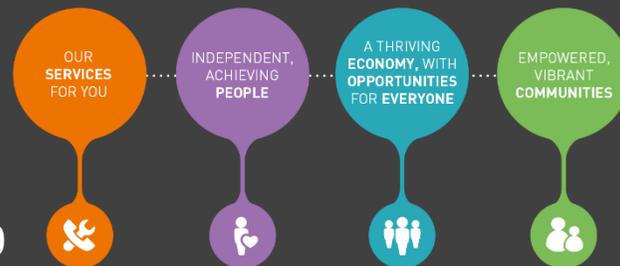
A total of 57 groups supported the COVID-19 response, working alongside the Community Assistance Hubs (CAHs) carrying out vital tasks such as food and medication deliveries for people who were Shielding or in self-isolation.

SBC set up the multi-agency CAHs in each locality as part of a co-ordinated response with NHS Borders, the Third/Voluntary Sector and local Resilient Communities Groups.

The Hubs also co-ordinated, alongside Resilient Communities Groups, the significant number of offers received from people and organisations willing to play their part and volunteer their support.

OUR PLAN for 2018-23 and your part in it

HIGHLIGHTS DURING QUARTERS 1 & 2 **APRIL to SEPTEMBER 2020**



COMMUNITY FUND OPENS TO SUPPORT BORDERS PROJECTS

The Community Fund provides support to voluntary and community groups which are active within the Borders, and assistance to communities or interest groups with the development of community-based projects.

The scheme is divided up between each of the five area partnerships: Berwickshire, Cheviot, Eildon, Teviot and Liddesdale and Tweeddale, with an amount set aside for Borders-wide projects.

- Un-constituted groups can apply for grants up to the value of £5k and constituted groups up to £30k, subject to fund availability.
- In exceptional cases constituted groups can apply for over £30k.
- A fast track application is available for funding requests of £1.5k or below.

- Decisions on funding requests of more than £1.5k are made at area partnership meetings.
- A 10% organisational financial contribution is required for requests of £500 and over.
- Applications need to be submitted well in advance of project start dates.
- Your group should also check other possible funding sources before applying, for example National Lottery Community Fund.

Group's activities should benefit the well-being of the Borders people and should meet one of the following:

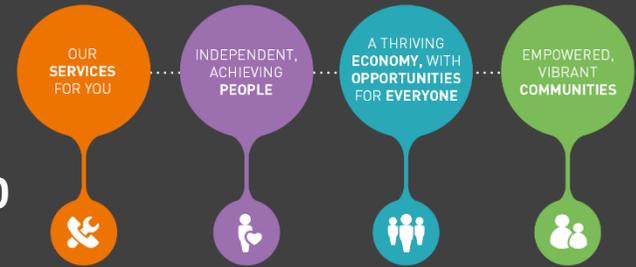
- Communities have more access to better quality local services or activities (including arts, music, heritage or sports activities).

- 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.
- More local groups or services are better supported to recover from financial difficulty.

More information including Fund guidance and the application form is [available on the SBC website](#).

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HIGHLIGHTS DURING QUARTERS 1 & 2 **APRIL to SEPTEMBER 2020**
Programmes & projects that will impact on performance



DIGITAL CHAMPIONS HELPING DIGITALLY EXCLUDED GET ONLINE

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The Council has been participating in the Connecting Scotland initiative which is working to provide digitally excluded households with devices, skills training and technical support so they can get online.

Phase 1 of the scheme reached 9,000 people on low incomes throughout Scotland who are without an internet connection and have been shielding from COVID-19.

Recipients have each been provided with:

- an appropriate internet enabled device (Chromebook or iPad)
- access to connectivity (a mobile hotspot and 12 months of data)
- a 'digital champion' to help develop their skills and confidence online.

SBC has trained 28 staff to act as digital champions and assist recipients over 6 months. Support is delivered remotely and at a pace that suits the recipient with a focus on mastering digital foundations and building confidence online. Some staff were already supporting recipients in their main capacity so this is an extension of their role.

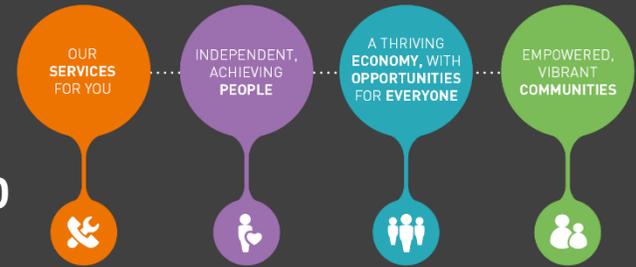
The initiative is making the biggest impact with those who are using technology for the first time. With the help of their digital champion, recipients are realising the benefits of being digitally included, such as being able to connect with their family and friends.



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fit for 2024

HIGHLIGHTS DURING QUARTERS 1 & 2 **APRIL to SEPTEMBER 2020**
Programmes & projects that will impact on performance



TRUSTED ASSESSMENT SCHEME

A Trusted Assessment Scheme has been implemented by The Health and Social Care Partnership. The scheme allows professionals from across the H&SC Partnership to carry out assessments for ongoing care needs which would normally be undertaken by Social Work staff. The scheme aims to reduce delays in hospital discharge, improve the flow of patients across the health and social care system, reduce the number of assessments that a patient has and streamline processes. The Scheme uses STRATA Pathways, an electronic referral system, to facilitate the secure flow of patient data from the clinical setting out to care at home providers. The Scheme commenced in October, with staff at Waverley and Garden View undertaking Trusted Assessments and will extend to the Home First Team in mid-November. The scheme will be monitored and if successful, will be extended to District Nurses, Community Hospitals and to the Carers Centre early in the New Year.

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HEALTH & SOCIAL CARE LOCALITY MODELS

The first Covid-lockdown resulted in the creation of Community Assistance Hubs (CAH) in each Locality and an increased focus on community resilience.

The CAHs were very effective in delivering benefits for communities, individuals and for partnership working. This 'Locality' model is something we want to continue – with a focus initially on Health and Social Care, with aims including to:

- Be person and family centred
- Be accessible
- Be community based
- Be developed with the community
- Use local intelligence to prioritise and shape services
- Improve the resilience and sustainability of communities

To take this forward a workshop session was held in August with a wide range of stakeholders and a working group has been established to:

- Define the overarching Locality vision
- Define the high level aims, ways of working, core practices, operational model, outcomes and measures
- Support and guide the Localities to develop their model, to get buy-in to it and to gather feedback



- Support engagement with local communities
- Co-ordinate the communication with key stakeholders across the SBC, H&SC Partnership, NHS Borders, Third Sector and Communities

This work is ongoing and the group will report progress to the FF2024 Programme Board and other Boards as required.



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APPENDIX 2a: PERFORMANCE INDICATORS

Trend Key (trends are typically represented over the preceding year)

	Increasing value - improvement		Decreasing value – improvement		Broadly level trend
	Increasing value - deterioration		Decreasing value - deterioration		
	Increasing value – context indicator		Decreasing value – context indicator		

OUR SERVICES FOR YOU

OUR PERFORMANCE DURING QUARTERS 1 & 2 **APRIL to SEPTEMBER 2020**



Planning Permission – Average Time to Determine (Weeks)

Performance Indicators	Basis	17-18	18-19	Q1 19-20	Q2 19-20	Q3 19-20	Q4 19-20	19-20	Target	Trend	Status
Major Developments	Average Weeks to determine	12.4	13.9	-	-	12.9	-	12.9	-	n/a	n/a
Local Devs – Non Householder	Average Weeks to determine	7.7	9.0	7.4	8.8	7.4	8.3	8.0	8.0	↘	Q4
Local Devs –Householder	Average Weeks to determine	6.8	7.0	6.0	6.7	6.1	5.9	6.2	8.0	↘	Q4

Planning Permission – Application Numbers

Performance Indicators	Basis	17-18	18-19	19-20	Q1 20-21	Q2 20-21	Target	Trend	Status
Number of applications	Total number in period	1,307	1,369	1,200	257	324	-	↗	Context

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Observations:

Adjusted data for time to determine continues to be received from Scottish Government twice yearly.

Figures for 2019-20 show that processing times for local developments for both non-householder and householder have been faster in each quarter than they were for 2018-19 overall averages. In relation to the full year position, SBC was faster than the Scottish average.

The planning service made good use of its planning performance monitoring spreadsheet, which won a Scottish Government Award, to improve speed of decision-making. The Council has also invested in bespoke software which will assist in both

workflow management and performance improvement, and which is anticipated to be implemented during the course of this financial year.

A total of 581 applications have been received during quarters 1 and 2 in 2020/21. This is 77 fewer (11.7%) than the figure of 658 received during quarters 1 and 2 of 2019/20.

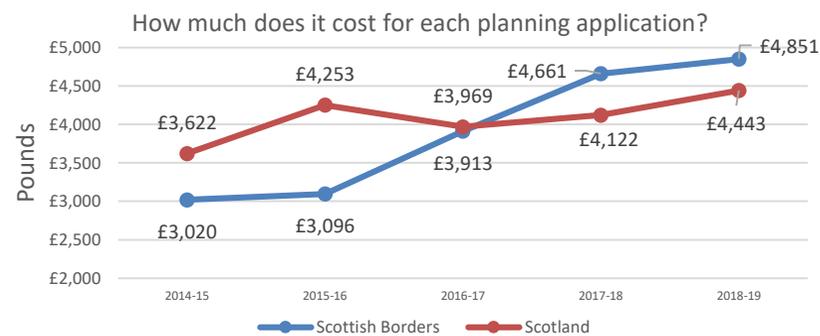
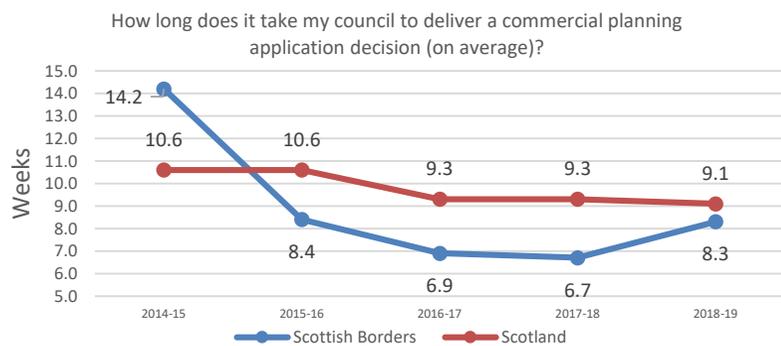
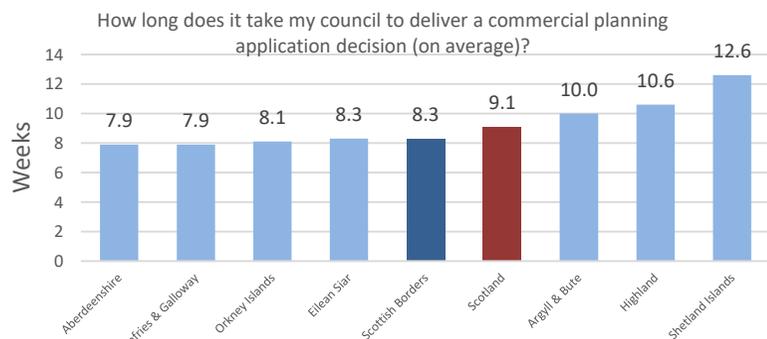
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Planning – How do we compare to others ? (Local Government Benchmarking Framework 2018-19)



Source: Adapted from mylocalcouncil website, latest LGBF family group & national comparisons

OUR SERVICES FOR YOU

OUR PERFORMANCE DURING QUARTERS 1 & 2 APRIL to SEPTEMBER 2020



Waste and Recycling

*SEPA verified figs

Performance Indicators	Basis	*2017	*2018	2019	Q1 2020	Q2 2020	Target	Trend	Status
Household Waste Recycled	% Recycled rolling annual basis	39.88%	38.80%	47.61%	52.20%	55.29%	-	↗	n/a
Household Waste Landfilled	% Landfilled rolling annual basis	59.76%	60.84%	28.67%	14.69%	0.03%	-	↘	n/a
Household Waste Other Treatment	% Other Treatment rolling annual basis	0.35%	0.36%	23.72%	33.10%	44.68%	-	↗	n/a
Recycling – Community Recycling Centres	% Recycled rolling annual basis	58.54%	57.95%	63.56%	70.98%	74.01%	-	↗	n/a



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Observations:

Note: Recycling data is reported on a rolling annual basis. Years relate to calendar years to align to SEPA reporting. Q2 2020 relates to the year to June 2020

It is important to note that the data used to calculate this indicator has not yet been validated by SEPA and it is possible that some material streams will need to be re-categorised. This may result in an adjustment to performance for the year.

COVID19 has significantly impacted the quantities of waste and recycling generated by households and therefore managed by the Council. During this reporting period (Q2 2020) Community Recycling Centres closed (22 March to 1 June) due to the first national lockdown. We also started to see a rapid

decrease in the quantity of waste generated by businesses and an increase in the household waste collected from the kerbside. More detailed analysis will be required to fully understand the impacts for the Council's performance figures.

The household waste recycling performance has increased by 3.08%, from 52.20% to 55.29%. This is predominantly due to the new residual waste contract commencing on 1st July 2019, which involves residual waste being pre-treated to extract potentially recyclable materials prior to treatment by Energy from Waste.

The household waste landfill rate has reduced by 14.66%, from 14.69% to 0.03%, again predominantly due to the closure of the Council's landfill site and the

commencement of the new residual waste contract. In future it is expected that only a small proportion of the Council's waste will be treated by landfill.

The household waste other treatment rate has increased by 11.58%, from 33.10% to 44.68%. This is predominantly due to the commencement of the new residual waste contract, which has seen a move away from landfill towards Energy from Waste.

The CRC recycling performance has increased by 3.03% from 70.98% to 74.01%. This is predominantly due to the new residual waste contract commencing on 1st July 2019, which involves bulky residual waste from the Community Recycling Centres being pre-treated to extract potentially recyclable materials prior to treatment by Energy from Waste.

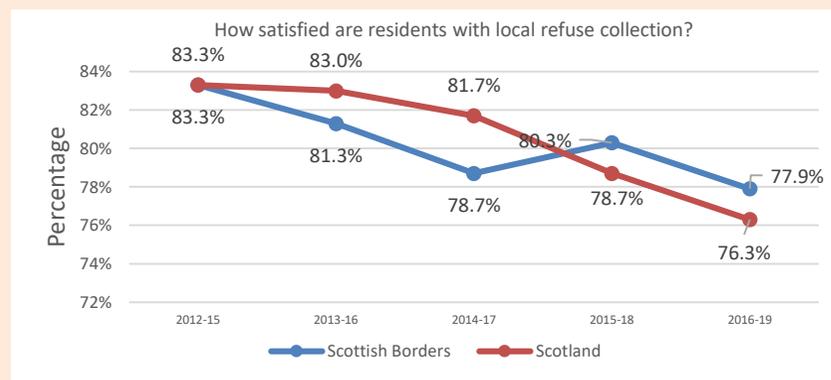
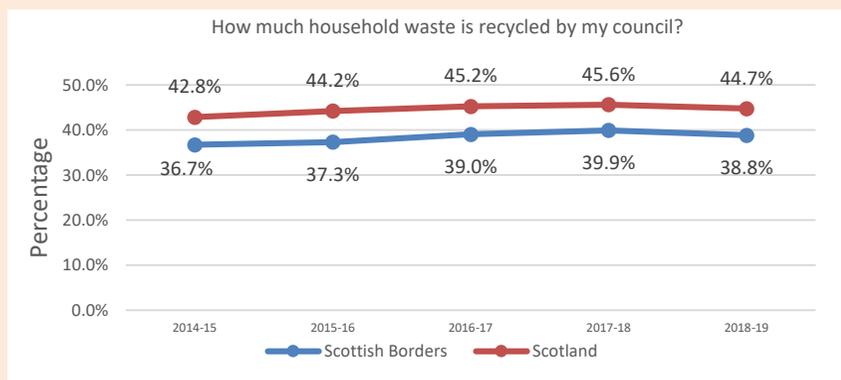
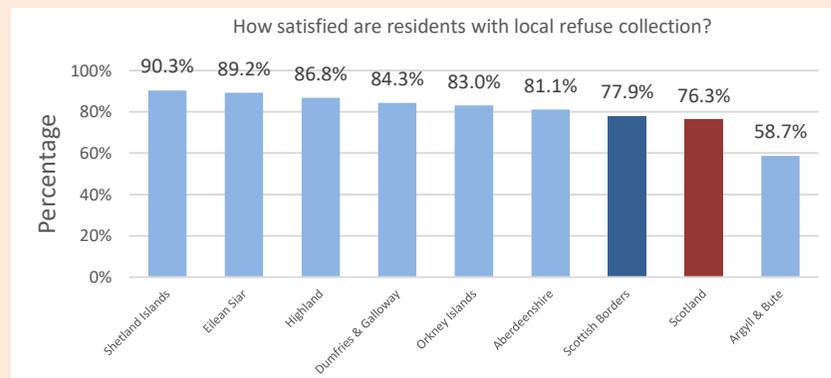
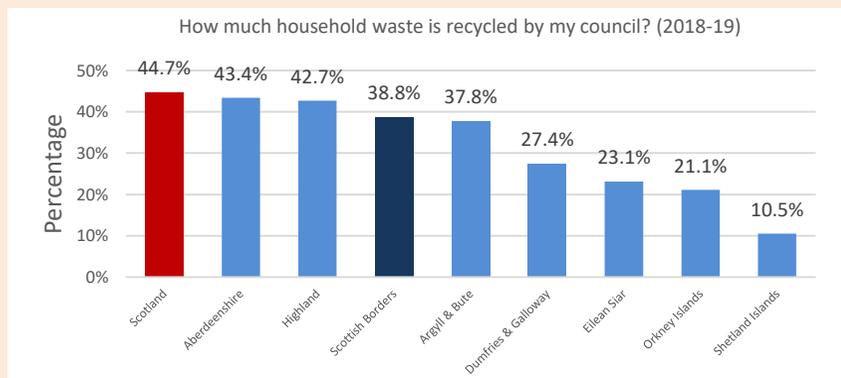
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Waste – How do we compare to others ? (Local Government Benchmarking Framework 2018-19)



Note: The impact of the residual waste contract which commenced on 1st July 2019 will not yet be reflected within the Scottish Borders figures on this page.

Source: Adapted from mylocalcouncil website, latest LGBF family group & national comparisons

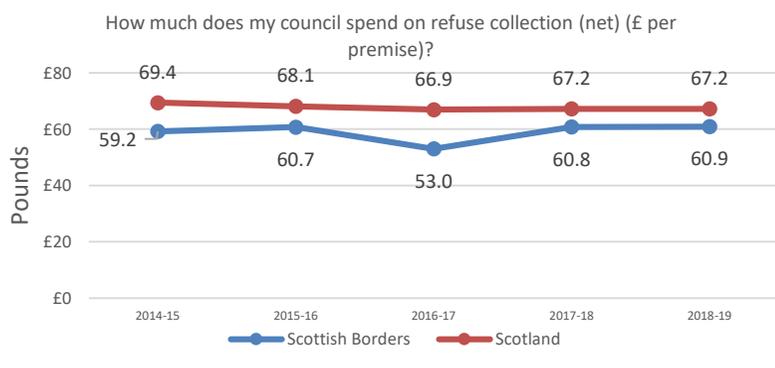
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Source: Adapted from mylocalcouncil website, latest LGBF family group & national comparisons

OUR SERVICES FOR YOU

OUR PERFORMANCE DURING QUARTERS 1 & 2 APRIL to SEPTEMBER 2020



Energy Use (26 key Sites)

* Vs Q2 2019-20

Performance Indicators	Basis	17-18	18-19	19-20	Q1 20-21	Q2 20-21	Target	Trend *	Status
Electricity Consumption	Kwh in period	8,395,393	7,921,217	7,567,839	1,035,561	1,197,382	-	↗	Qtr 2
Electricity Cost	£ in period	£919,671	£974,848	£1,022,425	£181,044	£209,404	-	↗	n/a
Gas Consumption	Kwh in period	12,671,961	11,744,733	12,183,596	1,810,396	1,175,895	-	↗	Qtr 2
Gas Cost	£ in period	£299,824	£313,440	£366,482	£61,306	£49,157	-	↗	n/a

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Observations:

Note: Figures relate to 26 key sites and include some estimated bills so will be subject to minor changes. Quarter 1 energy figures were characterised by low energy consumption resulting from property closures due to the unfolding coronavirus pandemic. During Q1 we used 25% less energy resulting in a cost reduction of 19%. Quarter 2 saw properties remaining open during the summer to act as childcare and lunch distribution hubs. This resulted in a 5% increase in consumption and a 18% increase in costs. Electricity price increases have also contributed to this cost increase. Overall, in the year to date we consumed 14% less energy resulting in a 3% reduction in energy costs.

Electricity - Quarter 1 – Due to lockdown we consumed 35% less electricity than the same period last year which reduced our costs by 20%. Quarter 2 – Due to additional activity over the summer months we used 3% more electricity than the same period in the previous year. This along with price increases has resulted in a cost increase of 22% compared to this

period last year.

Gas - Quarter 1 – Due to lockdown we consumed 19% less electricity than the same period last year which reduced our costs by 16%. Quarter 2 – Due to additional activity over the summer months we used 7% more electricity than the same period in the previous year. This has resulted in a cost increase of 6% compared to this period last year.

As part of the transformation programme of works the Energy Efficiency Programme (EEP) is focussed on delivering cost effective energy reductions that represent best value for money while reducing our energy consumption and costs as much as possible.

What we have done: Continued with our programme of LED upgrades on various sites; Continued with our programme of installing solar panel arrays; Retrofitting oil heating systems with biomass boilers; Converting oil boilers to natural gas; Installing gas CHP which generates electricity while capturing heat that would otherwise be wasted and using it in our buildings;

Upgraded aging storage heaters with high heat retention heaters; Replaced older storage heaters with new quick reacting closely controlled electric heaters.

What's coming up: Further phases of LED lighting projects; Construction phase for Non-Domestic Energy Efficiency Framework (NDEEF) for a number of sites; Looking at ways to maximise renewable energy potential by installing battery systems; Conducting option appraisals to eliminate expensive and high carbon fuels from our estate; We are identifying and planning priority work at our most inefficient properties with highest consumers; We are working closely with our managed services partners to identify and implement efficiency opportunities; We continue to work hard with our new buildings to ensure they are run as efficiently as possible; We are actively engaging with new building projects at design concept stage to ensure our new building stock is as efficient as possible and renewable energy opportunities are realised.

OUR SERVICES FOR YOU

OUR PERFORMANCE DURING QUARTERS 1 & 2 **APRIL to SEPTEMBER 2020**



Road Casualties

Performance Indicators	Basis	2017	2018	2019	Q1 20	Q2 20	Trend	Status
Fatalities on Borders Roads	Number in period	7	11	6	2	0	↘	Context
Seriously Injured on Borders Roads	Number in period	54	65	68	20	5	↘	Context

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Observations:

Note that Road Casualty figures here are reported on a calendar year basis, by quarter.

Tragically, there were 2 fatalities resulting from road accidents in the Scottish Borders in Quarter 1 of 2020. This compares to a figure of 2 in the equivalent period of 2019 and no fatalities in the previous quarter (Q4 of 2019).

There were 20 people seriously injured as a result of road accidents in the Scottish Borders in Quarter 1 of 2020. This is up 7 on the equivalent period of 2019 and an increase of 16 compared to the previous quarter.

There were 5 people seriously injured as a result of road accidents in the Scottish Borders in Quarter 2 of 2020. This is 15 down on the equivalent period of 2019 and 15 fewer than the previous quarter. In large part this may be attributable to reduced travel levels due to COVID-19.

OUR SERVICES FOR YOU

OUR PERFORMANCE DURING QUARTERS 1 & 2 **APRIL to SEPTEMBER 2020**



Customer Advice & Support Services

Performance Indicators	Basis	17-18	18-19	19-20	Q1 20-21	Q2 20-21	Target	Trend	Status
Housing Benefit New Claims	Average time to process in days	29.11	24.20	13.63	21.08	14.42	23.00	↓	
Housing Benefit Change Events	Average time to process in days	7.06	6.51	4.90	4.16	6.39	7.00	↓	
Welfare Benefits – People Contacting Us	Number in period	n/a	1,329	1,264	278	272	-	↓	n/a
Welfare Benefits – Monetary Gain	£m in additional benefits, cases closed in the quarter	n/a	£4.537m	£4.916m	£1.174m	£1.074m	-	↓	n/a
Welfare Benefits – Cumulative Monetary Gain	£m in additional benefits, cases closed ytd	n/a	£4.537m	£4.916m	£1.174m	£2.248m	-	↓	n/a



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Observations:

Housing Benefit: We are continuing to prioritise new Housing Benefit claims to help assist claimants who may be required to claim Universal Credit instead of Housing Benefit.

Welfare Benefits: The number of referrals received in Quarter 1 2020/21 is down on Quarter 1 2019/20, however can be attributed to Covid-19. A lot of people had their benefit awards continued by DWP rather than being reviewed and so did not require assistance or intervention to challenge the decision. Covid-19 has impacted on the monetary gains particularly in quarter 1. Referrals for appeals reduced as The

Tribunals Service closed down and suspended appeal hearings which left several cases to be resolved. Macmillan referrals have reduced which has followed a national trend and appears to be linked to a reduction in cancer diagnoses. The referrals to the Early Years Service reduced initially but gains have increased on last year with particularly good take up levels in Best Start Grants, which are paid at three stages from birth to starting primary school.

OUR SERVICES FOR YOU

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Customer Contact

Performance Indicators	Basis	17-18	18-19	19-20	Q1 20-21	Q2 20-21	Target	Trend	Status
Voice interactions logged by contact centres	Number in period	100.5k	94.1k 83.4k 11mths equiv	78.7k 11mths	n/a	n/a	-	n/a	n/a
Face to face interactions – logged through CRM	Number in period	62.4k	58.5k 52.4k 11mths equiv	49.2k 11mths	n/a	n/a	-	n/a	Context
Total Customer Contacts	Number in period	169.3k	162.2k 144.5k 11mths equiv	138.5k 11mths	n/a	n/a	-	n/a	Context

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Observations:

Note: It has not been possible on this occasion to report contact numbers.

We actively promote the website and the Customer Advice & Support Service (0300 100 1800) telephone number. We are also continually working to increase the number of services delivered digitally and to encourage self-service.

OUR SERVICES FOR YOU

OUR PERFORMANCE DURING QUARTERS 1 & 2 APRIL to SEPTEMBER 2020



Council Tax Collection



Performance Indicators	Basis	17-18	18-19	19-20	Q1 20-21	Q2 20-21	Target	Trend	Status
Council Tax Due that was collected	% in period (ytd)	96.81%	96.84%	96.62%	29.79%	55.48%	56%	↘	

Observations:

The collection of Council Tax has been impacted by the Covid-19 pandemic and the decisions to pause recovery action for a significant part of the year. The collection rate is improving and at the end of Q3 is down 0.98% compared to the same time last year. Despite the continuing significant challenges, we expect the collection level to further improve but it is likely that at 31st March 2021 the collection will still be down in comparison to the previous year.

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Property



Performance Indicators	Basis	17-18	18-19	19-20	Q1 20-21	Q2 20-21	Target	Trend	Status
Capital receipts	Cumulative in year £m	£0.380m	£1.444m	£0.676k	£0.14k	£0.151k	£1.185m	↘	Context
Properties surplus	Number at end of period	21	30	39	42	41	-	↘	Context
Properties marketed	Number at end of period	7	5	7	7	7	-	→	Context
Properties under offer	Number at end of period	7	16	15	16	15	-	↘	Context

Observations:

The market has been severely affected as a result of the Covid-19 pandemic. Two sales were completed in Q1 generating a receipt of £14,200. A further sale in Q2 resulted in total receipts for the year of £151,217. The cumulative target for the year has been reduced

significantly to reflect little progress with sales or prospect of interest in properties currently being marketed due to the on-going pandemic. No further assets have been declared surplus to the Councils requirements in Q2. There are still 7 properties currently being actively marketed and 15 now under

offer. The situation continues to be reviewed with our selling agents and the sales of industrial development sites are still being pursued with interested parties.

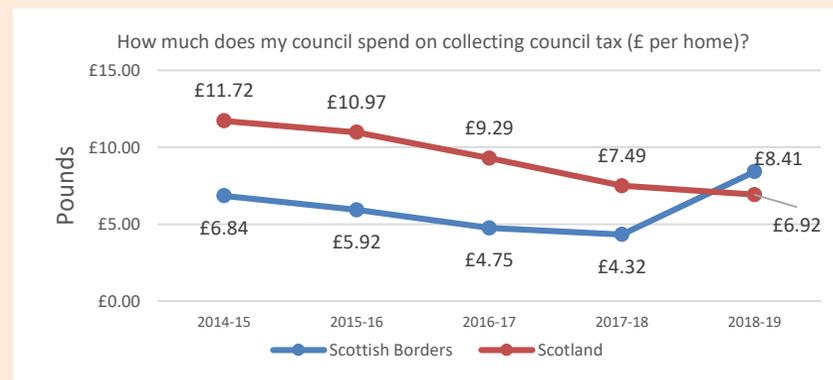
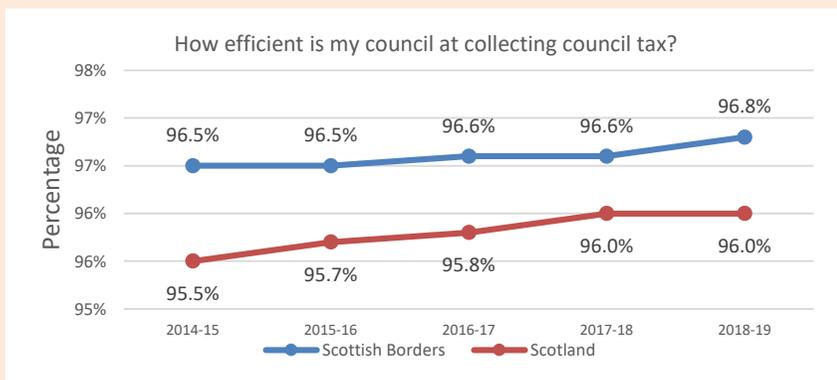
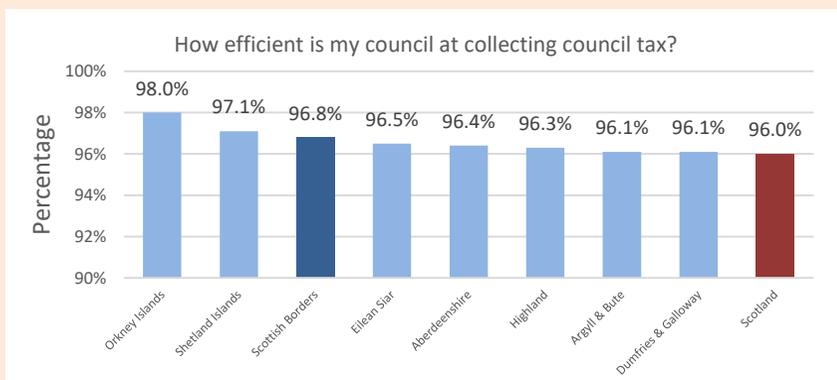
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Council Tax Collection – How do we compare to others ? (Local Government Benchmarking Framework 2018-19)



Source: Adapted from mylocalcouncil website, latest LGBF family group & national comparisons

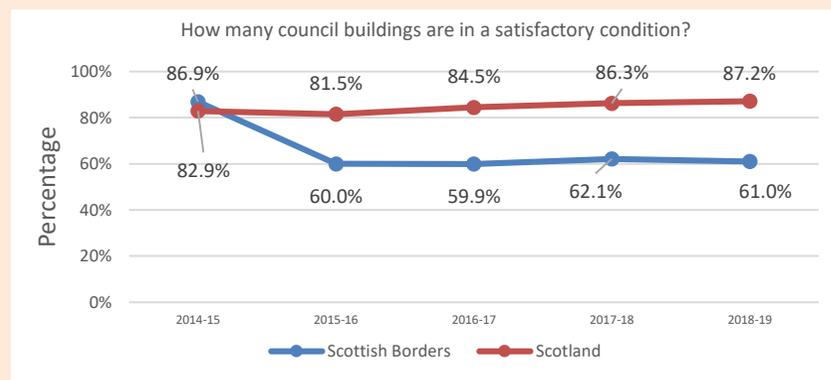
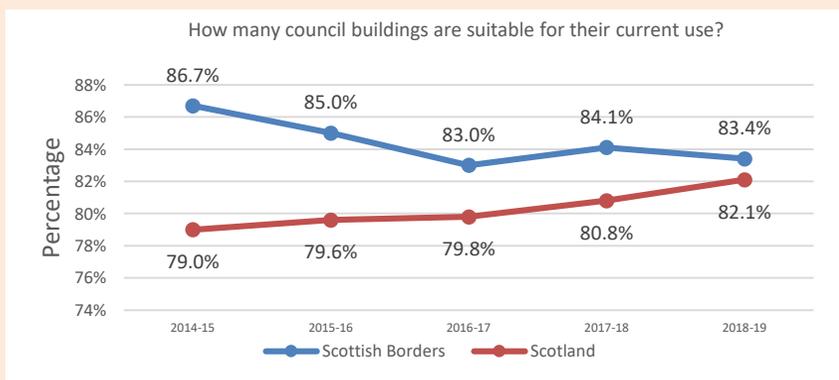
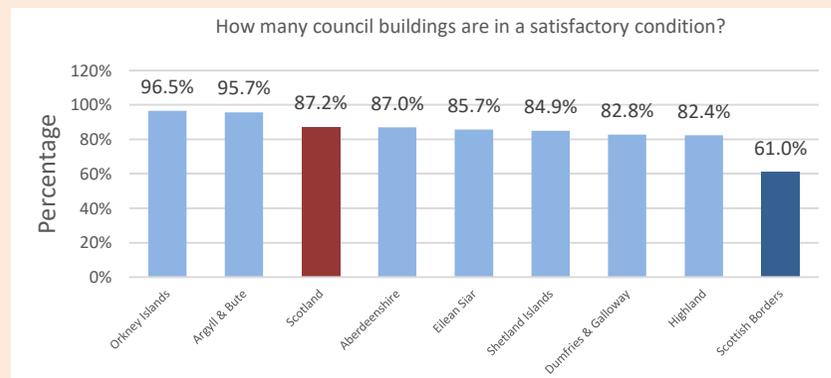
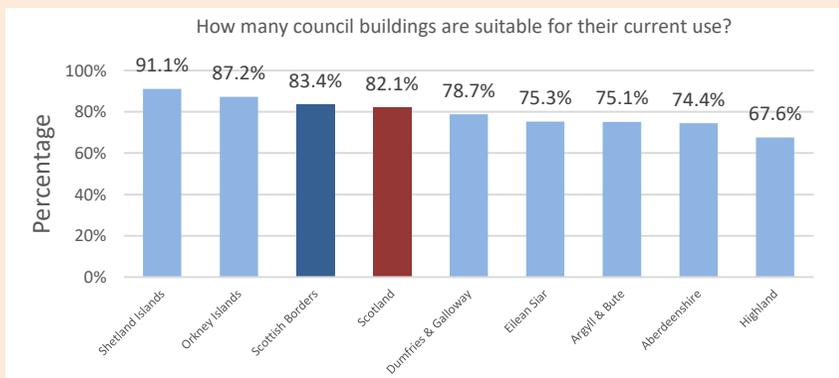
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Property – How do we compare to others ? (Local Government Benchmarking Framework 2018-19)

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Source: Adapted from mylocalcouncil website, latest LGBF family group & national comparisons

OUR SERVICES FOR YOU

OUR PERFORMANCE DURING QUARTERS 1 & 2 APRIL to SEPTEMBER 2020



Complaints Handling

Performance Indicators	Basis	17-18	18-19	19-20	Q1 20-21	Q2 20-21	Target	Trend	Status
Complaints Closed at Stage One avg days	Average time to process in days	4.0	4.55	5.1	7.2	8.8	5	↗	Red
Complaints Closed at Stage One within time	% Closed within 5 working days	86.4%	81.0%	80.6%	73.4%	69.1%	100%	↘	Red
Complaints Closed at Stage Two avg days	Average time to process in days	17.7	18.22	19.65	21.8	22.8	20	↗	Red
Complaints Closed at Stage Two within time	% Closed within 20 working days	67.4%	73.9%	70.2%	46.2%	62.5%	100%	↗	Red
Complaints Closed – Escalated – avg days	Average time to process in days	19.85	14.83	20.23	19.5	16.6	20	↘	Green
Complaints Closed – Escalated – within time	% Closed within 20 working days	53.8%	78.6%	62.4%	100%	100%	100%	↗	Green
Number of Complaints Closed	Number in period	691	645	614	139	233	-	↗	Context

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Observations:

During Quarter 2 (2020/21) we averaged 8.8 working days at first stage to respond to complaints, this has increased from 7.2 working days in Quarter 1 (2020/21). In comparison to Quarter 1 in 2019/20 there has been an increase of around 4 days. This increase can be attributed to the COVID-19 outbreak, they are a result of a handful of complaints at this stage which have had a significant

impact on our figures.

The percentage of complaints closed within 5 working days at the first stage has decreased by 4.28% in Quarter 2 (2020/21) when compared with Quarter 1. There has also been a decrease of 16.2% when compared with Quarter 2 of 2019/20. In Quarter 2 (2020/21) there has been an increase of 16.35% in the number of complaints closed within timescales at stage 2, investigation stage. In

comparison to Quarter 2 in 2019/20 there has also been an increase of 3%. Of the complaints closed in Q2 2020/21 34% of complaints were classified as 'Justified' and 53% as 'Unjustified'. In addition 13% complaints were classified as 'Policy'.

OUR SERVICES FOR YOU

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Complaints Handling – How do we compare to others ? (SBC Complaints Annual Report 2018/19)

Complaints Closed by Stage

	2017/18			2018/19		
	SBC	Family Group	Scotland	SBC	Family Group	Scotland
Stage One	75.4%	78.6%	88.9%	78.4%	75.3%	87.1%
Stage Two	20.8%	18.7%	8.4%	17.2%	21.3%	9.7%
Escalated from Stage One	3.8%	2.7%	2.6%	4.3%	3.4%	3.1%

Complaints Closed by Stage

	2017/18			2018/19		
	SBC	Family Group	Scotland	SBC	Family Group	Scotland
Stage One	4.0	8.6	8.1	4.6	7.9	7.1
Stage Two	17.7	18.2	23.8	18.2	18.5	29.9
Escalated from Stage One	18.0	18.9	15.5	14.9	20.3	23.0

Complaints Upheld / Not Upheld

	2017/18			2018/19		
	SBC	Family Group	Scotland	SBC	Family Group	Scotland
Stage One - Upheld	42.0%	44.7%	65.8%	36.8%	47.9%	64.5%
Stage One - Not Upheld	58.0%	55.3%	33.5%	63.2%	52.1%	34.6%
Stage Two - Upheld	38.2%	36.9%	53.5%	45.0%	36.8%	55.9%
Stage Two - Not Upheld	61.8%	63.2%	46.2%	55.0%	63.1%	44.1%
Escalated from Stage One - Upheld	50.0%	39.6%	54.0%	39.3%	48.2%	52.3%
Escalated from Stage One - Not Upheld	50.0%	60.4%	46.5%	60.7%	51.8%	47.4%

Complaints Closed Against Timescales

	2017/18			2018/19		
	SBC	Family Group	Scotland	SBC	Family Group	Scotland
Stage One	86.4%	64.5%	62.9%	81.0%	61.3%	65.0%
Stage Two	67.4%	79.4%	76.6%	73.9%	71.0%	58.2%
Escalated from Stage One	53.8%	65.3%	61.5%	78.6%	61.2%	67.4%

Sources: Scottish Borders Council Complaints Annual Report 2018/19

OUR SERVICES FOR YOU

OUR PERFORMANCE DURING QUARTERS 1 & 2 APRIL to SEPTEMBER 2020



Freedom of Information Requests (FOI)

Performance Indicators	Basis	17-18	18-19	19-20	Q1 20-21	Q2 20-21	Target	Trend	Status
% of FOI requests completed on time	% in period	93.3%	85.8%	88%	81%	83%	100%	↘	
Number of FOI requests received	Number in period	1,279	1,418	1,254	197	251	-	↘	Context



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Observations:

There was a reduction in the number of FOI's at the start of lockdown but they now appear to be returning to normal levels. Temporary emergency changes were made on 6 April 2020 under the Coronavirus (Scotland) Act 2020 to change the deadlines for responding to FOIs. It did not however extend the deadlines for any requests made under EIR. This meant that the Council was entitled to extend the deadline to 60 working days for initial requests and requests for reviews. This change however was revoked on 27 May meaning any initial requests and request for reviews outstanding reverted back to 20 working days resulting in a backlog of requests for information.

Requests continue to be voluminous and complex. The Information Management Team encourage Officers and FOI Co-ordinators to make contact in the early stages to discuss possible solutions such as applying an exemption or requesting a formal extension under EIR. Departments have also been encouraged to set up internal meetings where a request requires input from a number of services.

The Information Management Team continue to offer training where needed and have recently provided a refresher to management within SB Cares. In addition, staff

are required to complete yearly mandatory training where it was reported at the Council's Information Governance Group in October that overall completion rate is good.

Although the Council always endeavours to reach 100% there are a variety of reasons which contribute to the occasions when this is not achieved. Currently this is as a result of Coronavirus as well as responses being sent for approval close to or after the deadline. In Quarter 4 2019/20 it was reported that on average 84% were completed on time. The Council is currently sitting at 83% in quarter 2 2020/21 which is a slight rise on 81% in quarter 1 2020/21.

OUR SERVICES FOR YOU

OUR PERFORMANCE DURING QUARTERS 1 & 2 **APRIL to SEPTEMBER 2020**



Social Media



Performance Indicators	Basis	17-18	18-19	19-20	Q1 20-21	Q2 20-21	Target	Trend	Status
Facebook Engagements	Number in period	368.2k	259.6k	516.7k	144.8k	130.1k	-	↘	Context
Twitter Engagements	Number in period	120.8k	33.2k	58.3k	14.2k	14.5k	-	↘	Context

Observations:

For the first two quarters of 2020/21 the total reach of all 475 Facebook posts on the SBC corporate account was 4,052,789, with 274,886 post engagements. The number of followers increased by 687 over the two quarters.

Our Twitter posts during the period were seen 906,677 times, with 28,726 engagements. The number of followers increased by 299.

OUR SERVICES FOR YOU

OUR PERFORMANCE DURING QUARTERS 1 & 2 APRIL to SEPTEMBER 2020



Assessor – Council Tax Valuation List and Valuation Roll (Non Domestic Rates)

Performance Indicators	Basis	17-18	18-19	19-20	Q1 20-21	Q2 20-21	Target	Trend	Status
Council Tax Valuation List- Time taken to add new properties to the List	% Within 3 months of the date of occupation/completion and the issue of the banding notice	88%	91%	90%	88%	88%	91%	↘	Orange
Valuation Roll (Non Domestic) - Time taken to amend the valuation roll to reflect new, altered or demolished properties	% Within 3 months of the date of completion and the issue of the valuation notice	45%	56%	63%	97%	69%	50%	↘	Green



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Observations:

These figures are reported annually to Scottish Government. The Assessor Performance Reports are published at www.saa.gov.uk/scottishborders/our-performance/ and other statistical information can be found at www.saa.gov.uk/general-statistics/

The Assessor for Scottish Borders Council is an independent statutory official who is personally responsible for the preparation and maintenance of the Valuation Roll and Council Tax Valuation List for the Scottish Borders Valuation Area.

The Council Tax Valuation List contains all domestic properties showing an allocated Council Tax band which is based on the market value of the property as at 1991. The Assessor measures performance relating to the time taken for new properties to be added to the Valuation List within the current financial year.

Targets are based on previous achievements, the pressures on resources and the volume of work anticipated in other areas of the Service. The Covid-19 pandemic has impacted the number of new properties entering the Council Tax List during Q1 & Q2. At the end of Quarter 2, 88% of new properties were added within 3 months, just below the target of 91%.

The Valuation Roll contains an entry and a rateable value for every non-domestic property in the Scottish Borders. The Assessor measures performance relating to the time taken for valuation amendments to be reflected in the Valuation Roll within the current financial year. The Assessor reviewed his target to reflect the impact of the Covid-19 pandemic in respect of the impact on physical surveys of non-domestic properties. Whilst the number of amendments during Q1 & Q2 are comparable to 2019/20 this is in part due

to the improvement of the accuracy of the valuation roll with the identification of new or split non-domestic properties via the Covid-19 Business Grants. At the end of Quarter 2, 69% of valuation amendments were completed within 3 months, which is above the target of 50%.

Actions we are taking to improve/maintain performance:

Valuation Roll – encouraging a “self-service” risk-based approach to reduce the volume of physical surveys and allow desk-top valuations where appropriate.

Council Tax – maintaining a presumption of no survey. Additional communications to ensure taxpayers inform the Assessor/Customer Advice when they move into a new domestic property.

OUR SERVICES FOR YOU

OUR PERFORMANCE DURING QUARTERS 1 & 2 APRIL to SEPTEMBER 2020



Staff Absence

* SPI Basis

Performance Indicators	Basis	* 17-18	* 18-19	19-20	Q1 20-21	Q2 20-21	Target	Trend	Status
SBC Absence Rate – Staff	Annual absence rate % to end of quarter reported	4.95%	5.03%	5.23%	4.41%	4.41%	-	↓	n/a
SBC Absence Rate – Teaching Staff	Annual absence rate % to end of quarter reported	2.71%	3.34%	3.48%	1.72%	1.88%	-	↓	n/a
Staff Absence Rate – SB Cares	Annual absence rate % to end of quarter reported	9.11%	8.33%	Integrated into SBC figs from Dec-19					

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Observations:

Note: Latest figures are not directly comparable with 2018/19 figures which were compiled on an 'SPI basis'. The 2018/19 figures excluded temporary staff with contracts for less than 12 months, and were based on actual full time equivalent (fte) available and absence days, capped at 224/195 days in the year, excluding school and public holiday periods

The figures for Quarter 2 show no change over the previous quarter for staff and a 0.16% increase for teaching staff.

The Human Resources Case Management Team continues to support managers in dealing with staff absence, with particular focus on higher level areas. Our Occupational Health Service, Employee Assistance Programme and Chaplaincy Service also provide support for our employees.

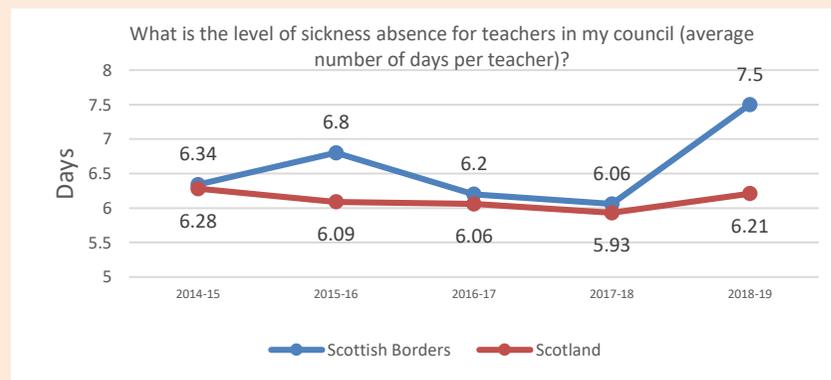
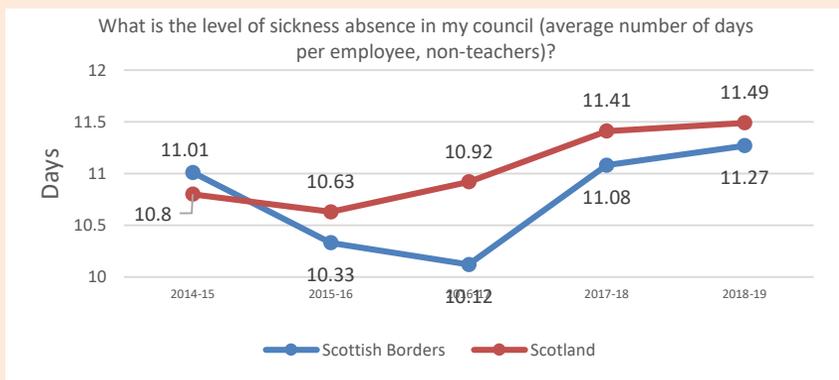
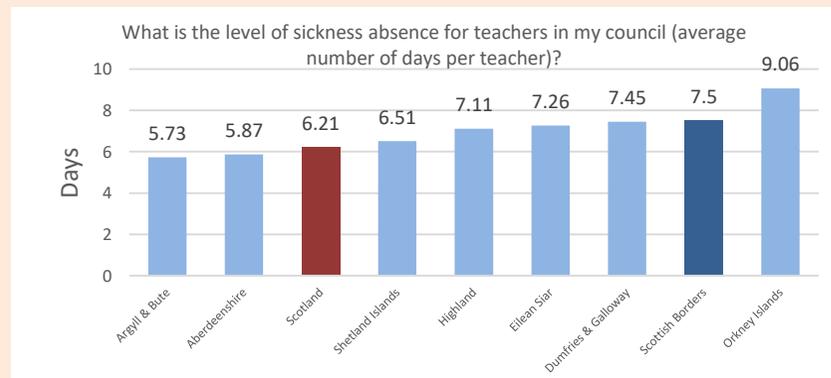
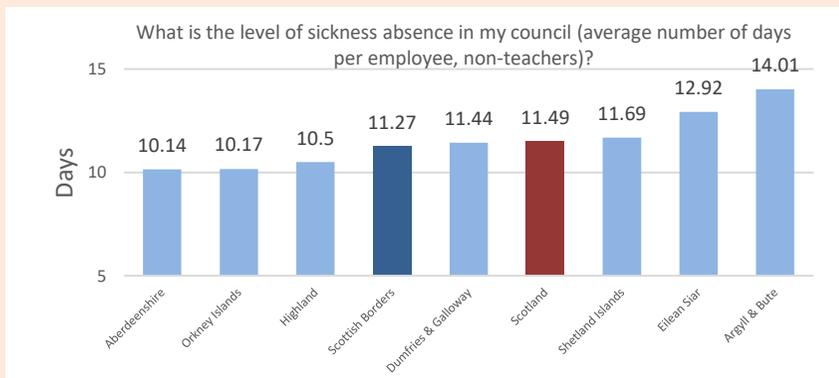
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Staff Absence – How do we compare to others ? (Local Government Benchmarking Framework 2018-19)



Source: Adapted from mylocalcouncil website, latest LGBF family group & national comparisons

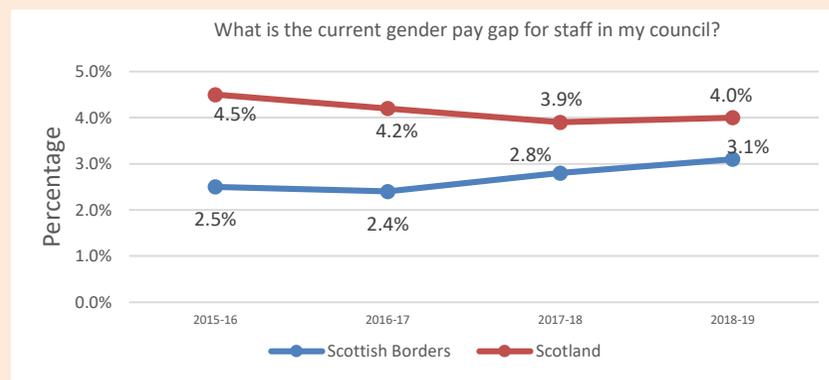
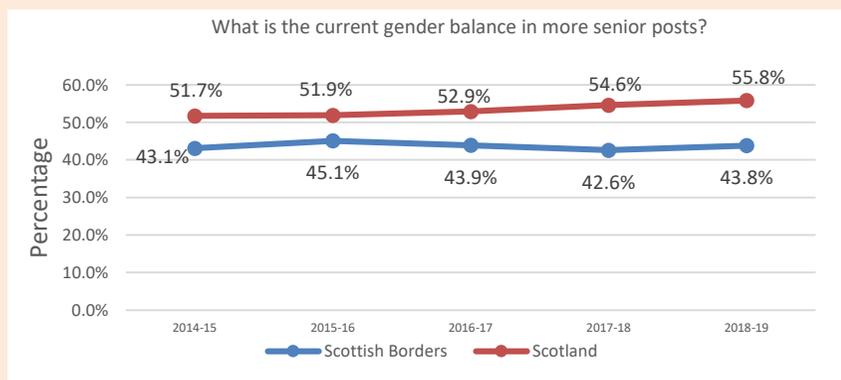
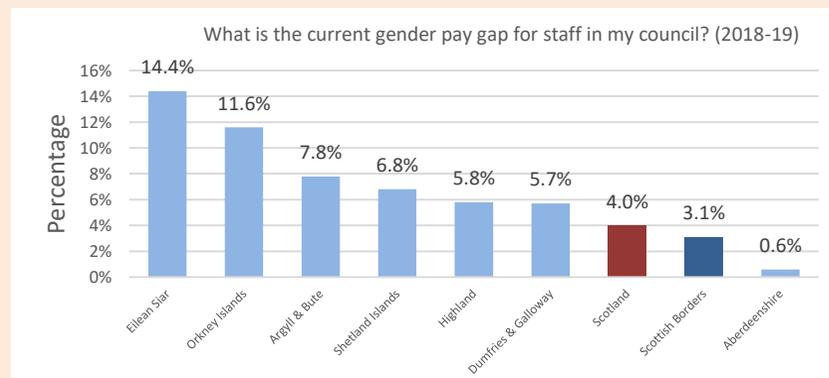
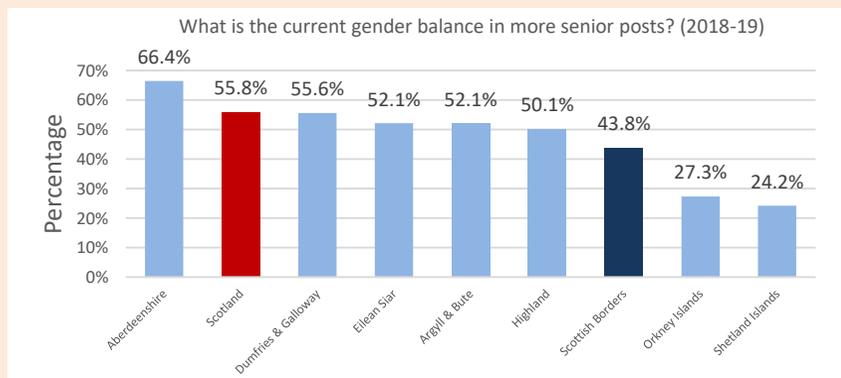
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Gender – How do we compare to others ? (Local Government Benchmarking Framework 2018-19)



Source: Adapted from mylocalcouncil website, latest LGBF family group & national comparisons

INDEPENDENT, ACHIEVING PEOPLE

OUR PERFORMANCE DURING QUARTERS 1 & 2 APRIL to SEPTEMBER 2020



Schools

Performance Indicators	Basis	17-18	18-19	19-20	Q1 20-21	Q2 20-21	Target	Trend	Status
Attendance – Primary Schools	% Attendance in period	95.4%	95.3%	94.4%	-	94.17%	95%	↘	Orange
Attendance – Secondary Schools	% Attendance in period	91.1%	91.2%	91.0%	-	91.72%	92%	↗	Orange
School Attendance – Overall	% Attendance in period	93.3%	93.2%	92.7%	-	92.9%	-	↗	Orange
Exclusion Incidents – Primary Schools	Number in period	51	31	46	-	1	-	↘	Green
Exclusions – Primary Schools	Number in period	49	29	38	-	1	-	↘	Green
Exclusion Incidents – Secondary Schools	Number in period	178	263	158	-	15	-	↘	Green
Exclusions – Secondary Schools	Number in period	166	236	153	-	15	-	↘	Green
School Exclusion Incidents – Overall	Number in period	229	294	204	-	16	-	↘	Green
School Exclusions – Overall	Number in period	215	265	191	-	16	-	↘	Green
School / Nursery Inspections	Number in period	1	15	5		0	-	n/a	Context

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Observations:

Attendance rates for Primary and Secondary were below their respective targets of 94.2% and 91.72% attendance in Quarter 2 2020/21. This could be attributed to increased absence as a result of the Covid-19 pandemic. Quarter 2 represents the period from Mid-August to end of September.

Q2 has seen a lower number of pupils excluded in both Primary and Secondary

schools when compared to the same period last year. Q2 is the start of the new Academic year and this Q2 has seen the lowest level of exclusion for the same period over the past 5 years.

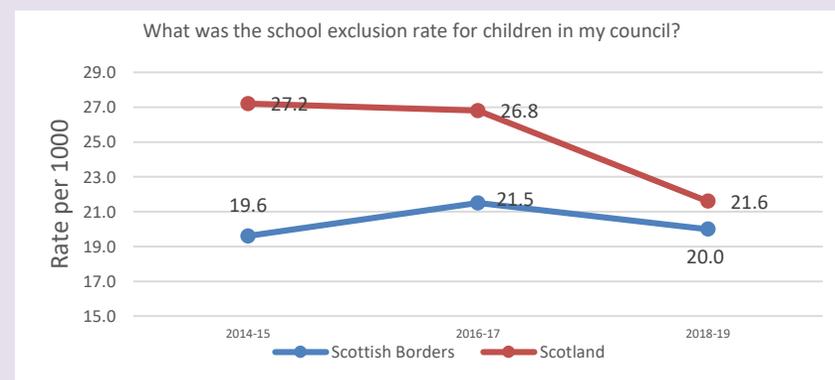
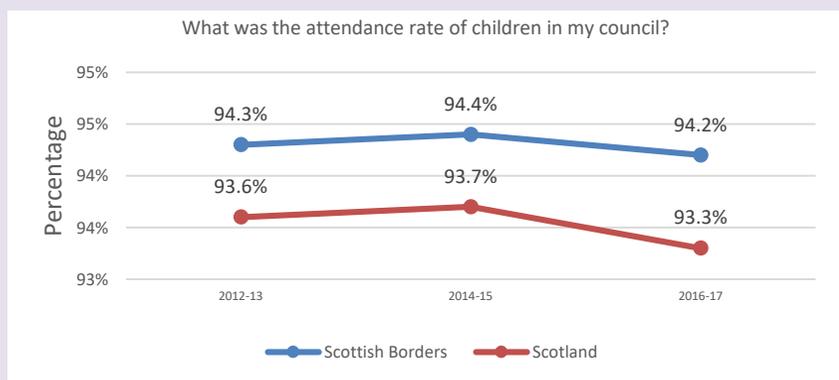
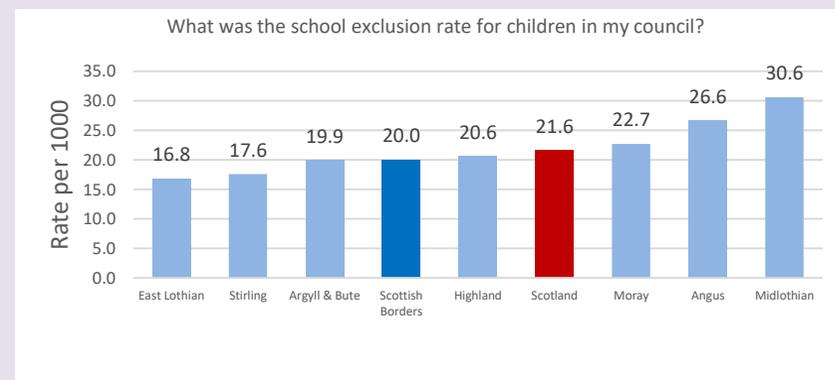
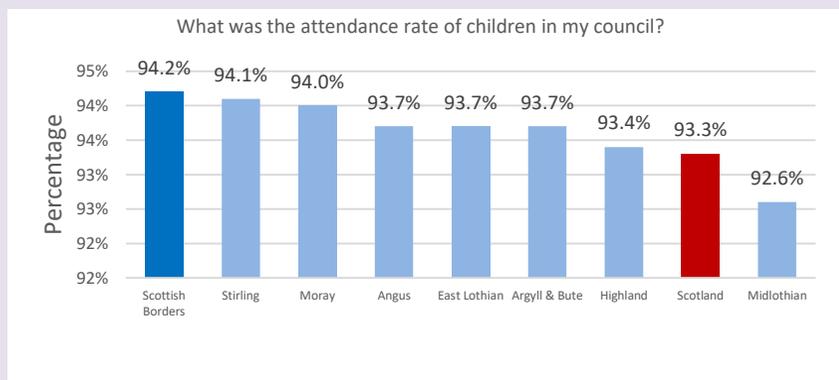
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Children's Services – How do we compare to others ? (Local Government Benchmarking Framework)

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Source: Adapted from mylocalcouncil website, latest LGBF family group & national comparisons

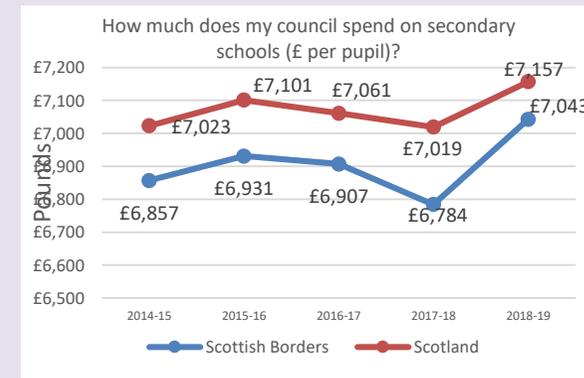
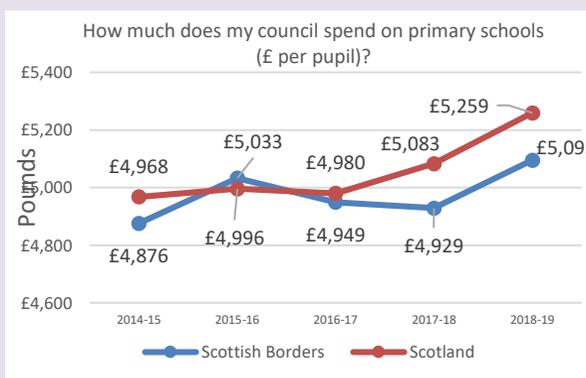
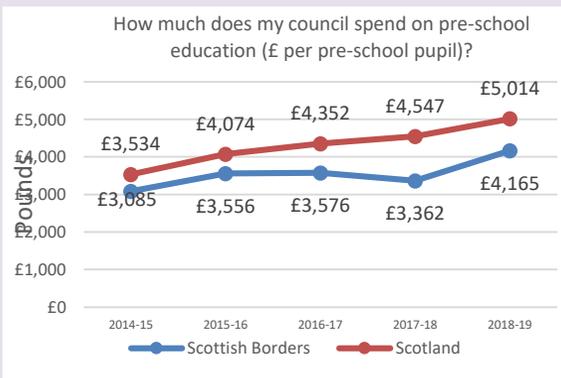
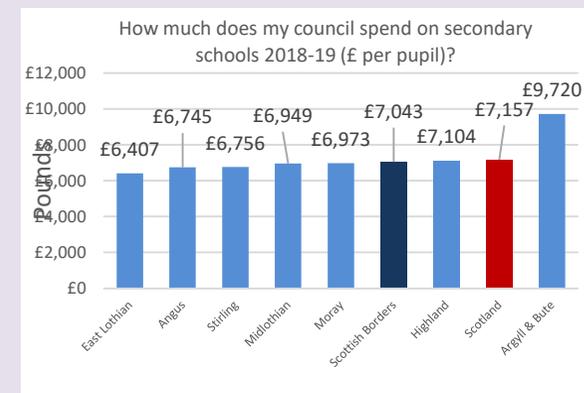
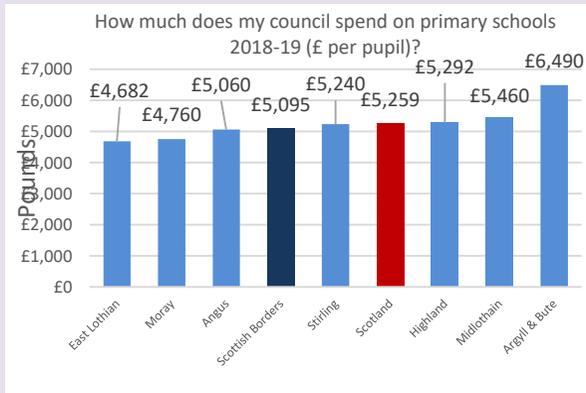
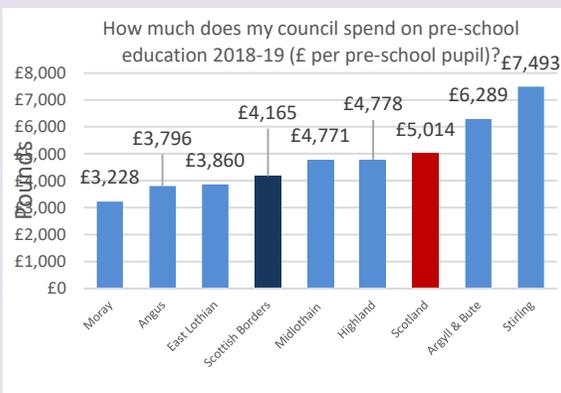
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Spend on Schools – How do we compare to others? (Local Government Benchmarking Framework 2018-19)

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Source: Adapted from mylocalcouncil website, latest LGBF family group & national comparisons

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OUR PERFORMANCE DURING QUARTERS 1 & 2 APRIL to SEPTEMBER 2020



Children & Families Social Work

Performance Indicators	Basis	17-18	18-19	19-20	Q1 20-21	Q2 20-21	Target	Trend	Status
Looked After Children (aged 12+) in Community Family Based Placement rather than residential	% at end of period	71%	70%	64%	64%	63%	80%	↘	Red
Looked After Children (all ages) in Community Family Based Placement rather than residential	% at end of period	84%	84%	80%	80%	80%	80%	↘	Green
Number of Looked After Children	Number at end of period	224	202	200	197	193	-	↘	Context
Inter-agency Referral Discussions - child	Number in period	559	590	475	80	118	-	↘	Context
Child Protection Register	Number at end of period	42	46	30	34	46	-	↗	Context

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Observations:

Quarter 2 2020/21 has seen a decrease in the percentage of Looked After Children over the age of 12 placed within a family setting rather than residential, to 63%. When including those with Continuing Care status, the % for those aged 12+ rises to 70% (Sep-20).

Where applied, continuing care ensures that young people are supported up until their 21st birthday which, among other benefits, allows valuable time for continued development of life skills and independence.

Following an independent review of our permanence

planning processes we are improving the planning and timeliness of decision making around children moving to permanent and adoptive placements.

Q2 has seen a reduction in the number of looked after children. This figure is a snap shot during the last month of the quarter. Historically family groups with two or less individuals have made up the looked after children numbers however, we have seen larger family groups of three or four becoming more frequent.

The number of Inter-agency Referral Discussions (IRD) continues to fluctuate over the quarters, there was a

significant increase in Q2 to 118 from 80 in Q1. As children are brought to the attention of Social Care via other agencies, organisation or the public, a co-ordinated response is provided. IRD's provide a whole system co-ordinated approach to ensuring vulnerable children are highlighted, supported and their situation monitored to provide stability.

We continue to see fluctuating levels of children on the Child Protection Register. There has been an increase in Q2 to 46 from 36 in Q1. This has mainly been due to the addition of family groups in this quarter.

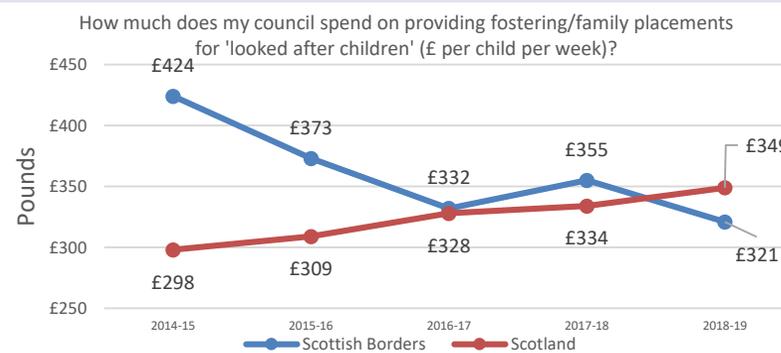
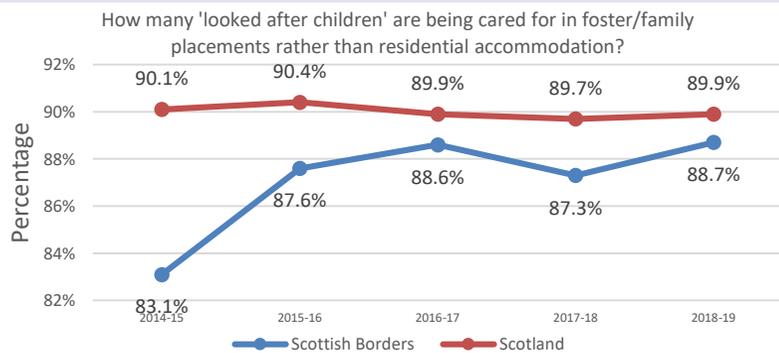
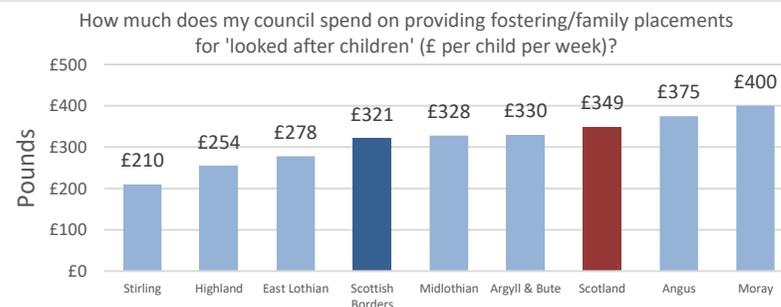
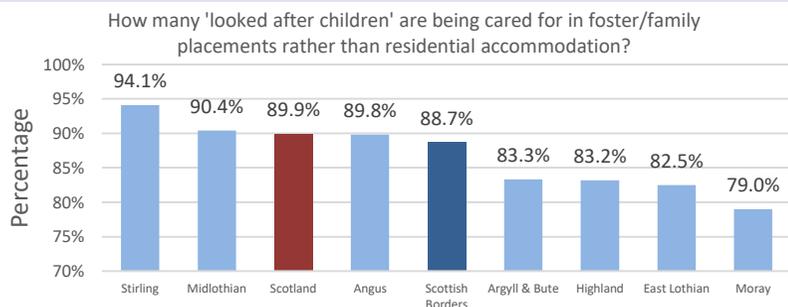
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Children's Services – How do we compare to others ? (Local Government Benchmarking Framework 2018-19)



Source: Adapted from mylocalcouncil website, latest LGBF family group & national comparisons

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OUR PERFORMANCE DURING QUARTERS 1 & 2 **APRIL to SEPTEMBER 2020**



Community Learning & Development (Annual Performance)

Performance Indicators	17-18	18-19	19-20	Trend	Status
Participation – Number of Learners	877	717	685	↓	Green
Participation - Number of learning programmes delivered	937	896	817	↓	Green
Achievement - Number of learning programmes that lead to outcomes of: Increased employability	156	204	147	↓	Orange
Achievement - Number of learning programmes that lead to outcomes of: Increased health and wellbeing	635	562	598	↑	Orange
Achievement - Number of learning programmes that lead to outcomes of: Increased skills	374	317	305	↓	Orange
Achievement - Number of learning programmes that lead to outcomes of: Family outcomes	379	326	284	↓	Orange
Progression - Number of learning programmes that lead to: Progression to employment, further learning, volunteering or participation in a community activity	387	484	400	↓	Orange
Progression - Number of learning programmes that lead to: Accreditation (nationally recognised)	273	346	204	↓	Orange

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Observations: (Note: Figs currently compiled on Annual Basis)

Each learning programme leads to the achievement of evidenced learning outcomes. Learners of all ages (9-65+yrs) may take part in more than one learning programme, which is delivered locally, largely in schools and Community Centres, across the Borders. Learning is designed to be accessible to vulnerable learners, including: people with few or no qualifications; socially isolated; additional support needs; living in SIMD deciles 1-3; low income; unemployed; health issues and Looked After Children.

Learning programmes include: literacy, numeracy; English for Speakers of Other Languages (ESOL); employability; family learning; transitions for vulnerable young people; building young people's resilience; intergenerational learning; health and wellbeing and skills development.

The impact of covid-19 is apparent in the slightly reduced number of participants. The impact is more marked in the achievement of outcomes: many learners have been unable to reach a point in learning programmes where measurable outcomes have been achieved, including gaining accreditation.

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Modern Apprentices

Performance Indicators	Basis	17-18	18-19	19-20	Q1 20-21	Q2 20-21	Target	Trend	Status
New Modern Apprentices employed this year	Number in period	n/a	33	39	0	23	-	↘	Context
Number of Current Modern Apprentices	Number at end of period	30	34	50	49	49	-	↘	Context
Modern Apprentices securing employment with SBC after MA	Cumulative in year number	n/a	11	14	1	19	-	↗	Context

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Observations:

There have been 23 new apprentices start with SBC during Quarter 2 of 2020/21 with a large percentage of these being recruited within the Children and Young People Department.

At the end of Quarter 2, there were 49 apprentices in SBC completing an apprenticeship. The support offered to our apprentices through our Apprenticeship Forum is now being accessed virtually using MS Teams whilst Covid -19 restrictions are in place.

19 apprentices have secured paid employment with SBC after their apprenticeship finished with 18 of these taking place during quarter 2 of 20/21.

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OUR PERFORMANCE DURING QUARTERS 1 & 2 APRIL to SEPTEMBER 2020



Adult Social Care



Performance Indicators	Basis	17-18	18-19	19-20	Q1 20-21	Q2 20-21	Target	Trend	Status
Adults (aged 65+) receiving care at home	% at end of period	78%	78%	79%	79%	78%	70%	↘	Green
Adults using Self Directed Support approach	% at end of period	77.6%	85.2%	94.4%	94.6%	94.7%	90%	↗	Green

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Bed days



Performance Indicators	Basis	17-18	18-19	19-20	Q1 20-21	Q2 20-21	Target	Trend	Status
Bed days associated with delayed discharges from hospital (residents 75+)	Rate per 1000 population, in period	855	761	656	118	-		↘	Green
Bed days associated with Emergency Admissions (75+)	Rate per 1000 population, in period	3,599.5	3,544.9	3285.38	513.0	-		↗	Green

Observations:

The data for emergency admission occupied bed days (age 75+) shows a huge reduction on the previous quarter (513 bed days compared to 833 last quarter). The National data is lagging behind (only up to Q4 2019/20), however generally our performance is always better than the Scotland average.

The rate of Bed Days Associated with Delayed Discharge has reduced significantly (to

118 Q1 June 2020, from a figure the previous Quarter of 200). However, based on the 'snapshot' data this positive result may well see a reversal once Q2 2020/21 data is available.

Please note these indicators are under review with the intention of incorporating additional social care measures in the future.

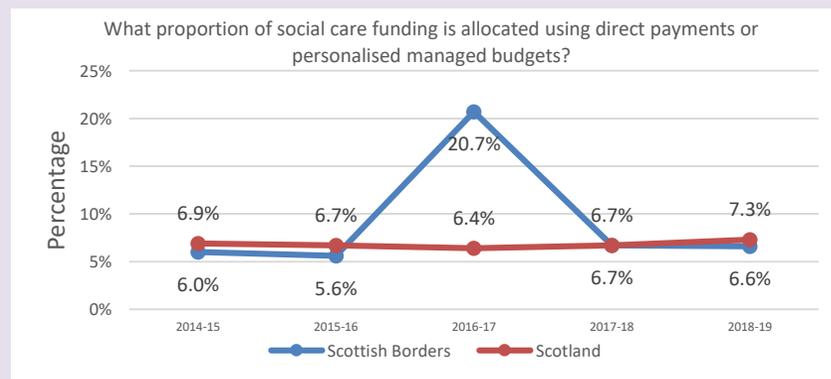
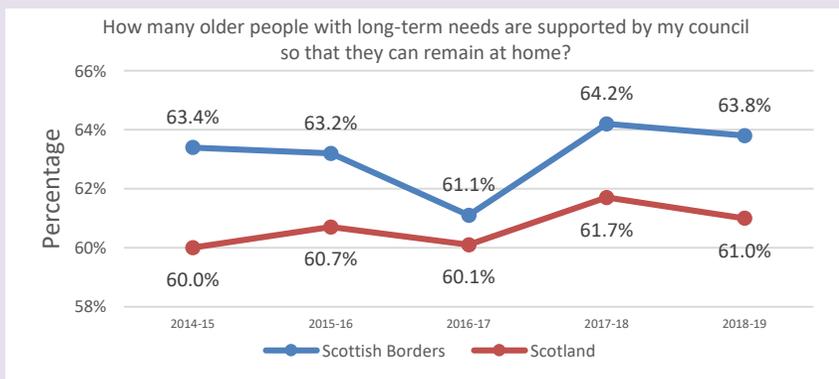
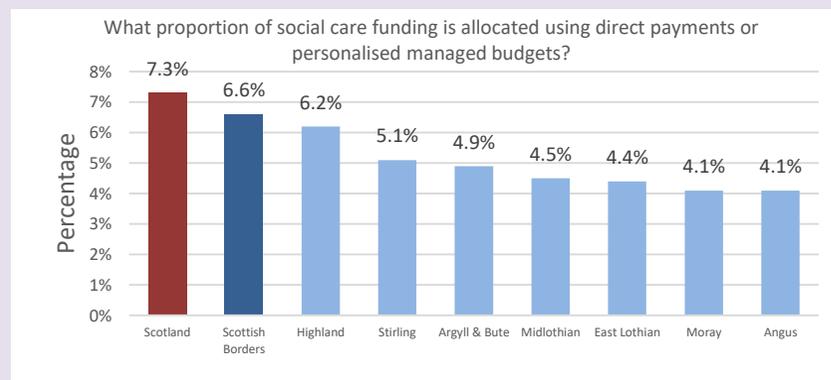
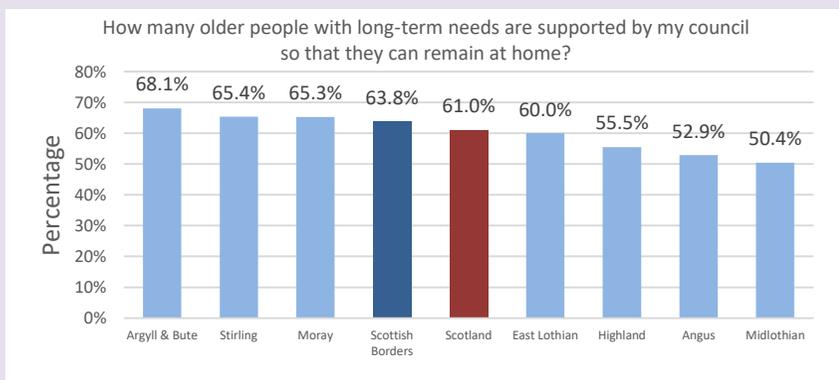
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Adult Social Care Services – How do we compare to others ? (Local Government Benchmarking Framework 2018-19)



Source: Adapted from mylocalcouncil website, latest LGBF family group & national comparisons

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OUR PERFORMANCE DURING QUARTERS 1 & 2 APRIL to SEPTEMBER 2020



Adult Protection

Performance Indicators	Basis	17-18	18-19	19-20	Q1 20-21	Q2 20-21	Target	Trend	Status
Adult protection - Concerns	Number in period	277	338	356	63	67	-	↘	Context
Adult protection - Investigations	Number in period	131	176	205	36	32	-	↘	Context
Referrals To Domestic Abuse Services	Number in year to date	756	762	693	101	218	* 391	↘	Context
Reported incidents of domestic abuse	Number in year to date	1,082	1,005	1,129	329	667	* 585	↗	Context
High Risk domestic abuse cases discussed at Multi Agency Risk Assessment Conference	Number in year to date	99	93	102	35	64	* 48	↗	Context

* Target = 2019/20 Q2 Ytd. value

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Observations:

There was a slight increase in the number of **Concerns** raised during Quarter 2 of 2020/21, 4 higher than Quarter 1.

There was a reduction of 4 in the number of **Investigations** undertaken for Adults at Risk in Quarter 2 of 2020/21.

There were 218 referrals to SBC **Domestic Abuse** services (Adults) in the year to date, which is 173 referrals less than 2019/20 for the same time period and equates to a 44.2% decrease. The figures for 2019/20 included referrals into the Court Advocacy Service, which is no longer operating. The 2019/20 figure also included referrals into Safe Housing Options and Domestic Abuse Advocacy Outreach, which ceased to operate as separate services from 01/07/2020. The realignment of services has resulted in a reduction in total referrals. However the COVID-19 pandemic has also had an impact on referrals into domestic abuse services resulting in lower than expected referrals. As government measures to combat COVID-19 are eased it is expected that referrals into

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Correct at time of publication: 08 January 2021

the Domestic Abuse Advocacy Support service (DAAS) will start to increase again.

With regards **Reported incidents of domestic abuse**, there were 82 additional incidents reported in the year to date when compared to 2019/20 for the same time period, which equates to a 14% increase. There remain concerns that domestic abuse is underreported, particularly during the current pandemic. During the current pandemic increased scrutiny of the number of domestic abuse incidents that are recorded for the Scottish Borders and the related number of referrals to the DAAS Service is being undertaken with regular updates provided to Police Scotland and Scottish Borders Council Management Team.

There were 64 referrals to **MARAC** in the year to date compared to 48 in the same time period in 2019/20, which is a 16 referral, 33.3% increase. During the COVID-19 lockdown MARAC has been running via teleconference and agency attendance has been excellent. MARAC will continue to operate via teleconference until normal service can be resumed.

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OUR PERFORMANCE DURING QUARTERS 1 & 2 **APRIL to SEPTEMBER 2020**



Safer Communities

* Target = 2019/20 Q2 Ytd. value

Performance Indicators	Basis	17-18	18-19	19-20	Q1 20-21	Q2 20-21	Target	Trend	Status
Cases showing agreement or improvement after mediation	% in period	87.7%	93.3%	90.7%	50%	60%	80%	↘	
% of clients surveyed (Adults) that reported feeling safer on exit from Domestic Abuse Advocacy Support	% in period	91%	100%	100%	Annual		100%	→	
Referrals to mediation	Number in year to date	153	123	152	26	33	* 87	↘	Context



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Observations:

60% of **mediation cases have shown agreement/improvement following mediation** in the year to date in 2020/21 against a baseline target of 80%. The decrease in success rate is largely due to the impact of the COVID-19 lockdown meaning there is little opportunity to conduct mediation through face to face contact. Where possible mediation is conducted through other than face to face contact.

21 of 21 clients surveyed stated they felt slightly or much **improved safety on exit from Domestic Abuse Advocacy Support.**

There was a decrease of 54 **Mediation referrals** in the year to date in 2020/21 when compared to 2019/20 for the same time period, which equates to a 62.1% decrease. The decrease in referrals is largely due to the impact of the COVID-19 lockdown and the inability to conduct face to face mediation. Where possible mediation is conducted through other than face to face contact.

INDEPENDENT, ACHIEVING PEOPLE

OUR PERFORMANCE DURING QUARTERS 1 & 2 APRIL to SEPTEMBER 2020



Safer Communities

* Target = 2019/20 Q2 Ytd. value

Performance Indicators	Basis	17-18	18-19	19-20	Q1 20-21	Q2 20-21	Target	Trend	Status
Number of reported ASB Incidents	Number in year to date	5,633	5,676	5,460	2,360	4,089	* 2,933	↗	Context
ASB Early Interventions	Number in year to date	806	899	804	203	430	* 375	↗	Context
Monitored for ASB	Number in year to date	1,688	1,561	1,636	416	834	* 865	↘	Context
Group 1-5 recorded crimes and offences	Number in year to date	3,404	3,704	3,577	834	1,734	* 1,896	↘	Context



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Observations:

A 39.4% increase in **reported ASB incidents** in the year to date in 2020/21 when compared to 2019/20. This equates to 1156 additional incidents recorded. The significant increase in incident numbers is mainly due to the impact of COVID-19 government restrictions being in place and reported breaches of those restrictions being made to Police Scotland. Through a multi-agency partnership we continue to intervene at the earliest opportunity to reports of antisocial behaviour. The Police Scotland Community Actions Teams (CAT), which are funded by Scottish Borders Council, respond to community issues regarding antisocial behaviour. The CAT have recently introduced a process whereby young persons engaging in antisocial behaviour, who come into contact with the Police, can have letters issued to their parent/guardian advising them of the type of issues the young person has been involved in.

With regards **ASB early interventions**, there has been an increase of 55 interventions in the year to date in

2020/21 when compared to 2019/20 for the same time period, which equates to a 14.7% increase. There was an initial impact to services due to the COVID-19 pandemic, however all agencies have now adapted their ways of working and responding to issues and early interventions are now higher than last year at this point. We continue to work as a partnership to share information and respond in a coordinated way. We are using analysis to better understand antisocial behaviour, improve the approach being taken and outcomes for complainers.

There were 31 fewer persons **monitored for antisocial behaviour** in the year to date in 2020/21 when compared to 2019/20, which equates to a 3.6% decrease. We are currently looking at amendments to the current antisocial behaviour recording system to enable us to better analyse and understand the effectiveness of intervention methods and so improve the approach being taken and as a result improve the outcomes for complainers. There was an initial impact

to services due to the COVID-19 pandemic, however all agencies have now adapted their ways of working and responding to issues and monitoring cases are now lower than last year at this point. We are continuously looking at what other agencies do or what diversions can be implemented. A formal process exists between partner agencies to take a consistent approach to addressing antisocial behaviour.

There has been an 8.5% decrease in **group 1-5 crimes** in the year to date when compared to the same time period in 2019/20, which equates to 162 fewer victims. The Coronavirus pandemic has resulted in a reduction in the number of crimes being reported in quarter 1 and quarter 2. As lockdown eases it is expected that crime numbers will begin to return to pre-pandemic levels. The levels of crimes and antisocial behaviour incidents are constantly monitored by Police Scotland and partner agencies intervene early to address issues identified.

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OUR PERFORMANCE DURING QUARTERS 1 & 2 APRIL to SEPTEMBER 2020



Economic Development and Procurement

Performance Indicators	Basis	17-18	18-19	19-20	Q1 20-21	Q2 20-21	Target	Trend	Status
New businesses were created with Business Gateway help	Number in period	224	218	177	n/a	n/a	n/a	n/a	n/a
Businesses supported by Business Gateway	Number in period	1,324	1,497	n/a	n/a	n/a	-	n/a	n/a
Industrial and commercial properties owned by the council that were occupied	% occupied at end of period	88.8%	88%	91%	91.3%	91%	88%	↗	On Track
SB Business Fund - grants	Number in period	33	19	11	n/a	n/a	-		Context
SB Business Fund – grants £	Amount £ in period	£100.9k	£57.1k	£36.3k	n/a	n/a	-		Context
Invoices paid within 30 days	% in period	78%	84%	90%	96%	95%	93%	↗	On Track
PCIP Score (Procurement Capability Improvement Programme)	Bi-annual score	72% 2016	78% 2018	n/a	n/a		-	n/a	n/a
Additional homes provided affordable to people in the Borders, based on our wages?	Number provided in year	145	191	141	Annual measure		128	↘	On Track

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Observations:

In terms of new Start Ups and Businesses support by Business Gateway, the organisation is no longer able to provide this information.

Occupancy Rates remain above the 88% target, at 91% in Q2. which has consistently been achieved. Locality breakdown: Berwickshire 80%, Cheviot 97%, Eildon 97%, Teviotdale & Liddesdale 77%, Tweeddale 100%.

The proportion of **invoices paid within 30 days** has increased from 88% in 2018/19 to

90% in 2019/20, narrowly missing the 93% target. The target; however, has been achieved in both Q1 and Q2 of 2020/21.

141 **affordable homes** were delivered in 2019/20, exceeding the Council's Local Housing Strategy annual target of 128 homes.

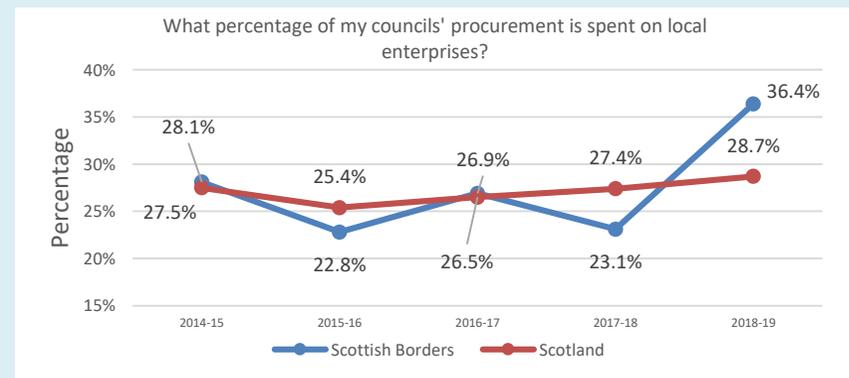
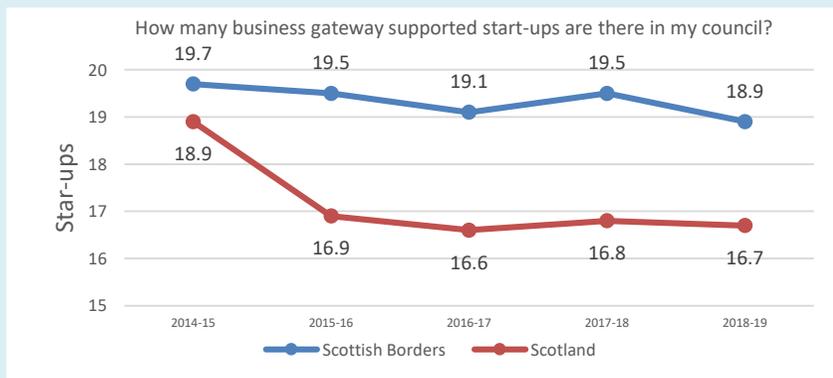
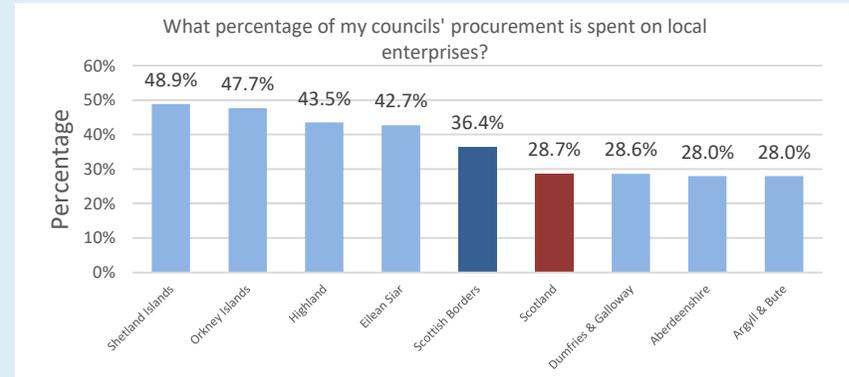
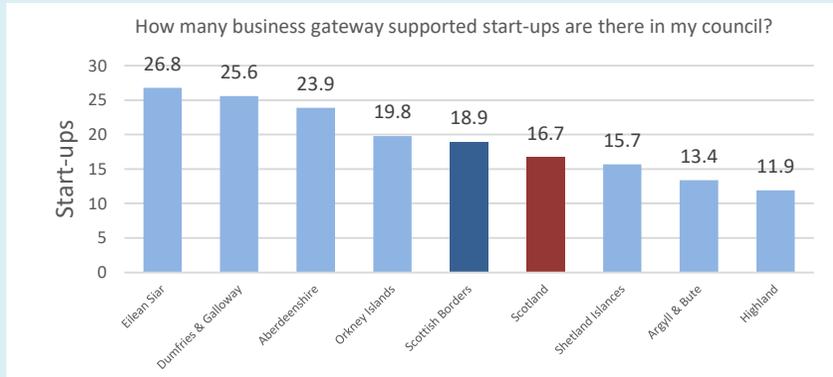
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OUR PERFORMANCE DURING QUARTERS 1 & 2 APRIL to SEPTEMBER 2020



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Economic Development – How do we compare to Others ? (Local Government Benchmarking Framework 2018-19)



Source: Adapted from mylocalcouncil website, latest LGBF family group & national comparisons

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OUR PERFORMANCE DURING QUARTERS 1 & 2 APRIL to SEPTEMBER 2020



Employment

Performance Indicators	Basis	17-18	18-19	19-20	Q1 20-21	Q2 20-21	Target	Trend	Status
16 - 64 Employment rate	% final quarter in period	74.1% Q4	75.7% Q4	74.9% (Q4)	76.9%	n/a	74.6% National Rate	↗	Context
16 - 64 Claimant Count	% final quarter in period	1.63% Q4	2.47% Q4	2.77% (Q4)	5.23%	5.6%	6.33% National Rate	↗	Context
18 - 24 Claimant Count	% final quarter in period	3.43% Q4	4.53% Q4	5.17% (Q4)	9.13%	10.93%	9.6% National Rate	↗	Context



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Observations:

The employment rate (16-64) was 76.9% in the year to June 2020. The number of those employed in the Scottish Borders rose by 200 this Quarter to 53,800. The rate was above that of Scotland (74.6%) and that of Great Britain (76.2%).

The average rate of people aged **16-64 claiming out-of-work benefits** was 5.6%, lower than the Scottish rate of 6%. At the end of September 2020, there were 3,640 people claiming out-of-work benefits, which is 30 more than at the end of the previous Quarter.

The average rate of people aged **18-24 claiming out-of-work benefits** was 10.93% in this Quarter, which was higher than the Scottish average of 8.8%. At the end of September 2020, there were 805 young people claiming out-of-work benefits,

which was 25 more than at the end of the previous Quarter.

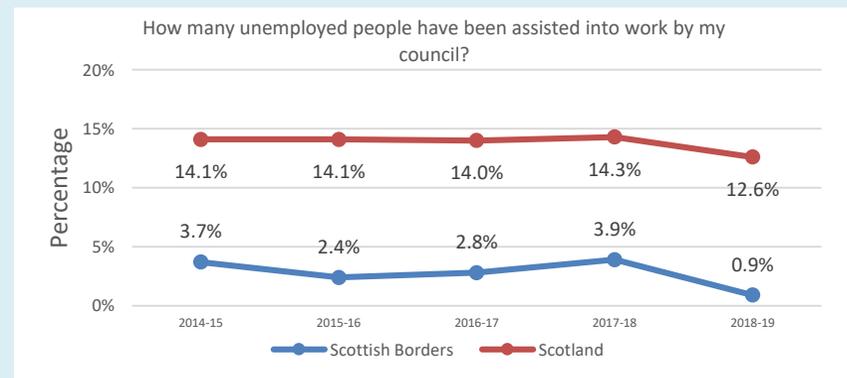
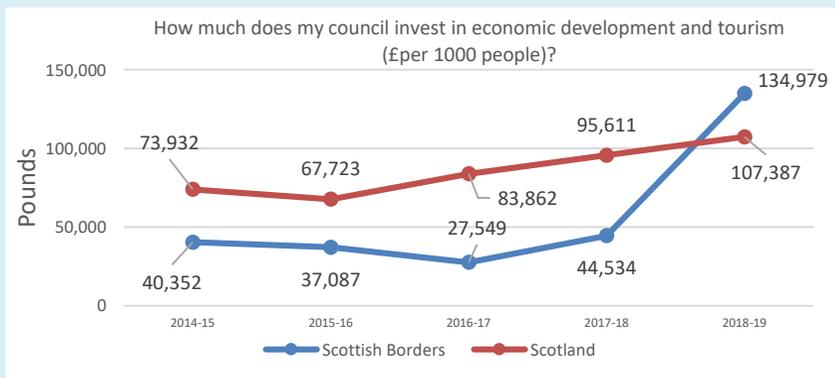
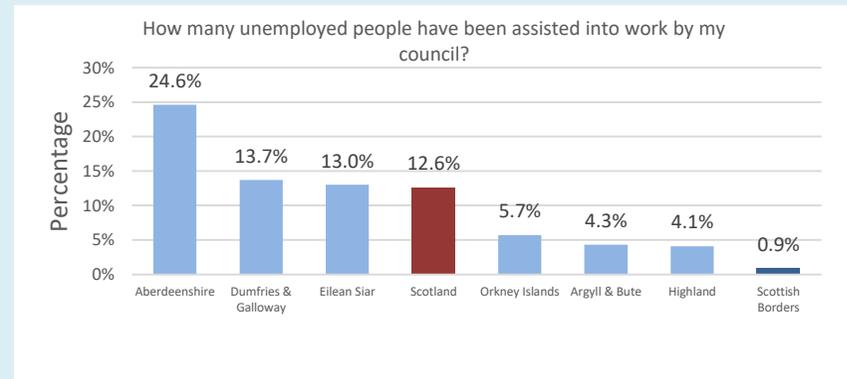
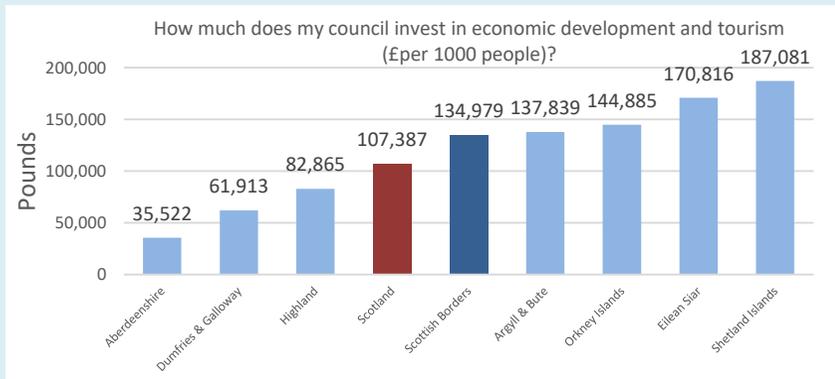
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Economic Development – How do we compare to Others ? (Local Government Benchmarking Framework 2018-19)

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Source: Adapted from mylocalcouncil website, latest LGBF family group & national comparisons

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OUR PERFORMANCE DURING QUARTERS 1 & 2 **APRIL** to **SEPTEMBER 2020**



Major Projects

Performance Indicators	Basis	17-18	18-19	* 19-20	* Q1 20-21	Q2 20-21	Trend	Status
Top Capital projects on target	Number with 'Green' RAG at end of period	18	18	12	12	17		
Top Capital projects slightly behind target	Number with 'Amber' RAG at end of period	3	1	6	6	4		
Top Capital projects not on target	Number with 'Red' RAG at end of period	0	0	0	0	0	-	

* June 20 RAG's



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Observations:

Note that details of Capital Monitoring are provided to Executive Committee under a separate agenda item.

EMPOWERED VIBRANT COMMUNITIES

OUR PERFORMANCE DURING QUARTERS 1 & 2 APRIL to SEPTEMBER 2020



Community Empowerment

	Basis	17-18	18-19	19-20	Q1 20-21	Q2 20-21	Target	Trend	Status
Asset transfer requests Received	Number in period	4	0	4	0	2	-	↗	n/a
Asset transfer requests Agreed	Number in period	0	3	3	0	0	-	↘	n/a
Asset transfer requests Refused	Number in period	1	0	0	0	0	-	→	n/a
Community Participation requests Received	Number in period	1	6	3	0	0	-	↘	n/a
Community Participation requests Agreed	Number in period	0	3	3	0	0	-	↘	n/a
Community Participation requests Refused	Number in period	1	2	1	0	0	-	→	n/a
People carrying out volunteer work with SBC	Number of people volunteering	213 Q4 17-18	155 Q4 18-19	181 Q4 19-20	2	151	-	↘	Context

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Observations:

During Quarter 2 a request to take on the operation of several buildings in Jedburgh was received; this was discussed by Elected Members at the Executive Committee on 15 September 2020 where it was agreed that an inter-agency officer group would work with the group to progress an asset transfer request under the Community Empowerment (Scotland) Act 2015. In addition, an informal enquiry regarding one other asset was received during Q2.

Quarter two of 2020/21 saw a number activities re-starting as Covid restrictions were

eased. A number of volunteer led walks recommenced as part of the Walk It programme. The total economic benefit to the Borders of the volunteer activity recorded here is estimated to be £3,537.80.

EMPOWERED VIBRANT COMMUNITIES

OUR PERFORMANCE DURING QUARTERS 1 & 2 APRIL to SEPTEMBER 2020



Community Funding

Community Fund – Total Value of funding	Basis	17-18	18-19	19-20	Q1 20-21	Q2 20-21	Target	Trend	Status
Total Scottish Borders	£ awarded in period	n/a	n/a	£198.5k	# £33.2k	# £25.7k	-	n/a	Context
Berwickshire	£ awarded in period	n/a	n/a	£17.1k	# £1.4k	# £2.3k	-	n/a	Context
Cheviot	£ awarded in period	n/a	n/a	£26.0k	# £2.35k	# £6.6k	-	n/a	Context
Eildon	£ awarded in period	n/a	n/a	£88.3k	# £28.1k	# £10.8k	-	n/a	Context
Teviot & Liddesdale	£ awarded in period	n/a	n/a	£22.6k	# £1.3k	# £5.2k	-	n/a	Context
Tweeddale	£ awarded in period	n/a	n/a	£43.4k	# £0	# £0.8k	-	n/a	Context
Borders-Wide	£ awarded in period	n/a	n/a	£1.1k	# £0	# £0	-	n/a	Context

Performance Indicators	Basis	17-18	18-19	19-20	Q1 20-21	Q2 20-21	Target	Trend	Status
Neighbourhood Small Schemes Fund	£ awarded in period year to date	£151.8k	£176.7k	£157.7k	£0	£25.5k	-	↘	Context

Observations:

Community fund: *Please note that the 2019/20 Community Fund was suspended on 20 March 2020, due to Covid-19, and the 2020/21 Fund opened at the beginning of September. Therefore, the amounts reported will relate to this position until all outstanding applications are progressed.*

With regards the Neighbourhood Small Schemes Fund, as the effects of the Covid-19 pandemic had been having on service areas and the activities of staff and elected Members started to ease during the summer months, some projects were progressed and approved. Cumulatively to Q2, 8 projects have been awarded a total of £25,503. The amounts awarded range from £250 to £9,000 and average £3,188.

EMPOWERED VIBRANT COMMUNITIES

OUR PERFORMANCE DURING QUARTERS 1 & 2 APRIL to SEPTEMBER 2020



Community Resilience

Performance Indicators	Basis	17-18	18-19	19-20	Q1 20-21	Q2 20-21	Target	Trend	Status
Community Resilience – SB Alert Registrations	Number at end of period	5,163 Q4 17-18	5,266 Q4 18-19	6,211	-	6,260 Oct-20	10,000 (2 yrs)	↗	
Active community resilience plans	Number at end of period	42 Q4 17-18	47 Q4 18-19	55	-	58 Oct-20	-	↗	Context
Progressing community resilience plans	Number at end of period	12 Q4 17-18	6 Q4 18-19	0	-	0 Oct-20	-	-	Context



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Observations:

Note: Target for SB Alert Registrations is an aspiration to reach 10,000 over 2 years.

There were 6,260 **people registered with SB Alert** at the end of Q2 2020/21. The benefits of SB Alert will continue to be highlighted through the social media feeds and Resilient Community Groups to encourage additional sign up.

The number of **Active Community Resilience Plans** has increased to 58 as at end Oct 2020. These plans facilitate the ability of community groups and individuals to respond effectively to local issues and emergencies.

While a majority of communities in the Scottish Borders have signed-up and have plans in place there is still work to do to encourage more sign-ups because of the benefits these plans can have in helping communities mitigate some of the risks associated with emergency situations. Benefits of resilience plans include:

- Identifying a single point of contact for co-ordinators
- Provision of equipment
- Communities are better able to recover after emergency situations (e.g. severe

weather).

More information about community resilience can be found at:

https://www.scotborders.gov.uk/info/20008/emergencies_and_safety/191/resilient_communities

During the Covid-19 Pandemic a number of Community Council areas set up new Resilient Community Groups to assist with the response to the Pandemic. All of the existing and new groups have assisted within their communities from delivering shopping, prescriptions etc. to making hot meals and carrying out general assistance for the vulnerable and elderly within their communities. This work has been excellent and has ensured that those who require support and assistance have received it from volunteers within their local community.

NB: Due to how this information is held, it is not possible to report retrospectively.

EMPOWERED VIBRANT COMMUNITIES

OUR PERFORMANCE DURING QUARTERS 1 & 2 APRIL to SEPTEMBER 2020



Community Benefits



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Performance Indicators	Basis	17-18	18-19	19-20	Q1 20-21	Q2 20-21	Target	Trend	Status
Contracts awarded with community benefit clauses	Number during period	21	26	18	8	2	-	↘	# Note
Employment opportunities delivered as a result of community benefit clauses	Number during period	28	25	46	9	2	-	↘	

Note: Expected to be Green by end of 2020/21 #

Observations:

The number of **contracts awarded** during this reporting period **containing a community benefit clause** was impacted due to the COVID-19 pandemic and the restrictions that were put in place. During this reporting period contracts awarded that contained a community benefit clause included :

- NDEEF Phase 2; Groceries and Provisions; Sheriff Officer Debt Collections Services; Catering Sundries; Moving and Handling Training; Private Water Sampling; Hawick Flood Protection Scheme; Accessible Changing Room Coldingham Primary School; Toilet Upgrade & Accessible Changing Room Philiphaugh C.S; Nursery Toilet Entrance & Screen Works Coldstream Nursery.

It should be noted that the number of the contracts awarded and start dates of those contracts will be subject to natural variation dependant on the timing of contract award, scope and scale of contract opportunities from the Council. It is therefore not possible to trend this indicator on a short term basis.

The number of new **employment and skills opportunities** created during this reporting period was impacted due to the COVID-19 pandemic and the associated restrictions.

Despite the challenges, the following new start employment opportunities were realised from the following projects:

- The Hawick Flood Protection Scheme – 2 new starts; Repairs and Maintenance Framework - 2 new modern apprenticeships and 4 new starts; Fruit and Vegetables contract – 3 new drivers were employed specifically to make deliveries in the Scottish Borders.

During this reporting period work experience has not been available due to the ongoing challenges of the pandemic.

As evidenced by the new opportunities noted above, local frameworks agreements including Property Repairs and Maintenance, Small Plant Hire and Roads Aggregate Materials continue to support the local economy through a wide range of employment and apprenticeship opportunities.

Monitoring of all contracted community benefit clauses is in place to ensure delivery is achieved.



APPENDIX 2b: PERFORMANCE INDICATOR SCHEDULE

OUR PLAN for 2018-23 and your part in it

PERFORMANCE INDICATORS SCHEDULE



Our Services For You

Indicators	Quarterly (#Exec)	Annual (*LGBF)
Planning Application Times	•	Bus & Ind
Planning Application numbers	•	
Cost Per Planning Application		•
Waste Treatment/Recycling Rates	•	Household
Adult Satisfaction - refuse collection		•
Net cost of waste collection per premise		•
Net cost of waste disposal per premise		•
Energy Consumption & Costs By Fuel Type	•	
Road Casualties - Killed & Seriously Injured	•	
Housing Benefits Processing Times	•	
Welfare Benefits - Referrals & Monetary Gain	•	
Customer Interactions By Channel	•	
Council Tax - Collection Levels	•	•
Cost per dwelling of collecting council tax		•
Operation Buildings % - Suitable for current use / Satisfactory Condition		•
Capital Receipts Generated	•	
Properties Surplus / Marketed / Under Offer	•	
Complaints - % Within Timescale	•	
Complaints - Days to respond	•	
Complaints - Numbers	•	
FOI's Received & Completed on Time	•	

Indicators	Quarterly (#Exec)	Annual (*LGBF)
Social Media Engagements By Type	•	
Assessor Performance	•	
Gender pay gap		•
Highest paid 5% employees who are women		•
Sickness absence days - non teacher		•
Sickness absence days - teacher		•
Support services as a % of total gross expenditure		•
Adult Satisfaction - Libraries / Parks & Open Spaces / Museums & Galleries / Leisure Facilities		•
Cost of parks & open spaces per 1,000 popn		•
Cost per attendance - Sports / Libraries / Museums		•
% Roads that should be considered for maintenance treatment by Class	Annual Overall	•
Adult Satisfaction - street cleaning		•
Cost of roads per kilometre		•
Cost per 1,000 population -Trading Standards / environmental health		•
Net cost of street cleaning per 1,000 population		•
Street Cleanliness Score		•
Staff Absence Rates	•	•

OUR PLAN for 2018-23 and your part in it

PERFORMANCE INDICATORS SCHEDULE



Independent, Achieving People

Indicators	Quarterly (#Exec)	Annual (*LGBF)
School Attendance Rate(s)	•	•
School Exclusions Rates(s)	•	•
School attendance rate (Looked After Children)		•
School exclusion rates ('looked after children')		•
Schools/Nurseries inspected	•	
Resident Satisfaction - Schools		•
Cost per Pupil By School Type (Pri/Sec/Pre)		•
Funded early years provision which is graded good/better		•
Children meeting developmental milestones		•
Pupil Attainment - Deprived Areas By Level		•
Pupil Attainment By Level	Annual	•
Pupil Attainment By SIMD Quintile		•
Pupils Positive Destinations		•
Participation rate for 16-19 year olds	Annual	•
Child - Inter-agency Referral Discussions	•	
Looked After Children - Number	•	
Looked After Children - Placement	•	Community
Looked After Children - Gross Costs - Residential / Community		•
Looked After Children - more than 1 placement in the last year		•
Number on Child Protection Register	•	
Child protection re-registrations		•

Indicators	Quarterly (#Exec)	Annual (*LGBF)
Community Learning & Development - Achievement	Annual	
Community Learning & Development - Participation	Annual	
Community Learning & Development - Progression	Annual	
Modern Apprentices - Council Employment	•	
Adults 65+ receiving care at home	•	•
Adults supported at home - agree that services/support had an impact in improving/maintaining quality of life		•
Home care costs per hour 65+		•
Residential costs per week 65+		•
Clients using the Self Directed Support approach	•	
Bed Days - Delayed Discharges / Emergency Admissions 75+	•	
Adult Protection - Concerns & Investigations	•	
Adult Satisfaction - Care or Support		•
Direct Payments + Managed Personalised Budgets spend on adults 18+ as a % of total social work spend on adults 18+		•
Domestic Abuse - Referrals / Incidents / MARAC	•	
Anti-Social Behaviour - Numbers / Early Interventions / Monitored	•	
Group 1-5 Crimes Numbers	•	
Mediation - Referrals & Improvement	•	

OUR PLAN for 2018-23 and your part in it

PERFORMANCE INDICATORS SCHEDULE



A Thriving Economy, With Opportunities For Everyone

Indicators	Quarterly (#Exec)	Annual (*LGBF)
Business Gateway - Businesses Supported	•	
Business Gateway - Start Ups	•	per 10k popn
Invoices paid within 30 days	•	•
Occupancy Rates of Industrial and Commercial Units	•	
Immediately available employment land as a % of total land allocated for employment purposes in the local dev plan		•
Procurement Capability Improvement Programme Score	Annual	
% of procurement spend spent on local enterprises		•
Scottish Borders Business Fund - Number / Value of grants	•	
Employment Rate & Claimant Count	•	
Unemployed people assisted into work - council operated / funded employability programmes		•
Investment in Economic Development & Tourism per 1,000 Population		•
Proportion of people earning less than the living wage		•
Proportion of properties receiving superfast broadband		•
Town Vacancy Rates		•
Capital Project Summary	•	

Empowered Vibrant Communities

Indicators	Quarterly (#Exec)	Annual (*LGBF)
Asset Transfers	•	
Participation Requests	•	
Volunteer Hours	•	
Community Fund - Value of Funding (inc By Locality)	•	
Neighbourhood Small Schemes Fund - value awarded	•	
Community Resilience Plans by Stage	•	
SB Alert Registration Numbers	•	
Community Benefit Clauses - Contracts / Employment & Skills Opportunities	•	

COMMUNITY ACTION TEAM

IMPACT REPORT FOR QUARTER 1 APRIL to JUNE 2020



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BERWICKSHIRE	CHEVIOT	EILDON	TEVIOT	TWEEDDALE
TASKING DURING PERIOD	TASKING DURING PERIOD	TASKING DURING PERIOD	TASKING DURING PERIOD	TASKING DURING PERIOD
<ol style="list-style-type: none"> Off road motorcycle issues in Monynut Forest, Duns Following intelligence received a drugs warrant was executed in Eyemouth in May. Response to COVID-19 guidelines 	<ol style="list-style-type: none"> Following intelligence received a drugs warrant was executed in Kelso in June. Response to COVID-19 guidelines. 	<ol style="list-style-type: none"> Following intelligence received 6 drugs warrants executed between April and June. Response to COVID-19 guidelines. 	<ol style="list-style-type: none"> Following intelligence received a drugs warrant was executed in Hawick. In response to a request for Police attendance at an address in Hawick drugs were discovered. Response to COVID-19 guidelines. 	<ol style="list-style-type: none"> Following intelligence received a drugs warrant was executed in Peebles in June. Response to COVID-19 guidelines.
EVIDENCE OF IMPACT	EVIDENCE OF IMPACT	EVIDENCE OF IMPACT	EVIDENCE OF IMPACT	EVIDENCE OF IMPACT
<ol style="list-style-type: none"> 20 persons stopped and given corrective advice over a single weekend in May. Cash and drugs seized to a total value of £19,000. Community engagement to Engage, Explain, Encourage and where necessary Enforce regulations. 	<ol style="list-style-type: none"> Cannabis cultivation found with a value of £30,000. Community engagement to Engage, Explain, Encourage and where necessary Enforce regulations. 	<ol style="list-style-type: none"> Cash and drugs seized to a total value of £1,100 in Galashiels. Community engagement to Engage, Explain, Encourage and where necessary Enforce regulations. Licenced premises checks carried out throughout the quarter to ensure compliance with alcohol sales regulations and social distancing measures. 	<ol style="list-style-type: none"> Cannabis cultivations at 3 linked addresses discovered with a value of £475,000. Cannabis cultivation worth £416,000 discovered. Community engagement to Engage, Explain, Encourage and where necessary Enforce regulations. 	<ol style="list-style-type: none"> Class B drugs worth £8,500 were recovered from an address where the resident was selling drugs to young people in the Peebles area. Community engagement to Engage, Explain, Encourage and where necessary Enforce regulations.

COMMUNITY ACTION TEAM (CAT) ACTIONS																				
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Raised in Quarter	7				5				4				7				4			
Accepted in Quarter	3				4				4				4				4			
% of tasking accepted by the CAT across all localities					2019/20								2020/21 Year to Date							
					70%								71%							
Note: Not all issues received and discussed at the CAT oversight group meeting are taken on as actions by the CAT. Some actions may be more appropriately followed up and actioned by another service within SBC or by a partner organisation. Also some actions are tasked directly through Police Scotland so are not reflected in the figures above but show the impact the team is having in the Borders.																				

COMMUNITY ACTION TEAM

IMPACT REPORT FOR QUARTER 1 APRIL to JUNE 2020



	BERWICKSHIRE				CHEVIOT				EILDON				TEVIOT				TWEEDDALE			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
HI-VISIBILITY FOOT PATROL (HOURS)	289																			
Foot patrols are the number hours CAT officers spend in a specific location carrying out foot patrols. The figure quoted is in individual office hours.																				
MOBILE PATROL (HOURS)	1,020																			
Mobile patrols are those carried out in marked Police Scotland vehicles and can involve 1 or more officers. The figure quoted is in individual officer hours.																				
STATIC ROAD CHECKS	55																			
Static road checks are proactive stops of vehicles in known problem locations to prevent or detect criminal or antisocial acts involving vehicles.																				
ANTI-SOCIAL BEHAVIOUR WARNING LETTERS ISSUED TO UNDER 18s	28																			
Where young people aged under 18 are evidenced committing antisocial behaviour (including drinking alcohol) warning letters are issued to parents/guardians to advise them of the situation. The warning letter initiative commenced on 1st June 2020.																				
NUMBER OF DRUG SEARCHES UNDERTAKEN PERSONS	65																			
51% of searches were positive for drugs																				
NUMBER OF DRUG SEARCHES UNDERTAKEN PREMISES	16																			
75% of searches were positive for drugs																				
PARKING: No of Tickets Issued	0				12				14				0				6			
2020/21 Year to date all localities	Q1				Q2				Q3				Q4							
	32																			

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Note: Year to date quarterly totals include tickets issued where the locality wasn't recorded

COMMUNITY ACTION TEAM

IMPACT REPORT FOR QUARTER 2 JULY to SEPTEMBER 2020



	BERWICKSHIRE	CHEVIOT	EILDON	TEVIOT	TWEEDDALE
All Localities: Speeding vehicle issues reported throughout the Borders	TASKING DURING PERIOD 1. Off road motorcycle issues in Monynut Forest, Duns. 2. Youth antisocial behaviour issues reported in Eyemouth.	TASKING DURING PERIOD 1. Following intelligence received drugs warrants were executed in Jedburgh in September. 2. Youth antisocial behaviour issues reported in Jedburgh and Kelso.	TASKING DURING PERIOD 1. Large group of youths gathering in Selkirk in September. 2. Several reports of youths climbing on school buildings in July in Galashiels.	TASKING DURING PERIOD 1. Following intelligence received drugs warrants were executed in Hawick in July, August and September. 2. Reports of antisocial driving in Hawick.	TASKING DURING PERIOD 1. Youth antisocial behaviour issues reported in Peebles. 2. Reports of antisocial driving in Peebles.
Evidence of Impact: CAT and Roads Policing Colleagues conducted 224 separate speed checks over 170 hours throughout towns and villages in the Borders in quarter 2 resulting in 255 motorists being warned, 65 conditional offers for speeding being issued and 18 reports made to the procurator fiscal for excess speeding.	EVIDENCE OF IMPACT 1. 20 persons stopped and given corrective advice over a weekend in August. Further action is planned. 2. Alcohol seized and warning letters issued regarding youths involved in antisocial behaviour. Action continuing.	EVIDENCE OF IMPACT 1. Cannabis cultivation found with a value of £35,000. 2. Alcohol seized and warning letters issued regarding youths involved in antisocial behaviour.	EVIDENCE OF IMPACT 1. Charges brought against 4 individuals for assault and others dispersed. 2. CAT launched a social media campaign regarding the dangers of this type of behaviour and warning letters were issued, as appropriate. No further reports.	EVIDENCE OF IMPACT 1. 6000 Valium tablets recovered with a street value of £3,000 to £6000. Heroin with value of £350 recovered. Ongoing Investigation regards dealing. 2. An operation involving CAT, Roads Policing and Community Beat Officers resulted in 2 vehicles being seized, 3 people being charged for no insurance and 3 people being reported for other offences. Calls and complaints reduced as a result.	EVIDENCE OF IMPACT 1. Alcohol seized and warning letters issued regarding youths involved in antisocial behaviour. Partnership work is ongoing with the Community Council, School and Youth Club. CAT have secured £1,500 funding for the youth club. 2. 3 cars were seized for having no insurance, 1 person was reported for dangerous driving and 1 vehicle ASBO was issued.

COMMUNITY ACTION TEAM (CAT) ACTIONS																				
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Raised in Quarter	7	9			5	4			4	15			7	5			4	6		
Accepted in Quarter	3	7			4	3			4	15			4	4			4	6		
% of tasking accepted by the CAT across all localities					2019/20 70%								2020/21 Year to Date 82%							

Note: Not all issues received and discussed at the CAT oversight group meeting are taken on as actions by the CAT. Some actions may be more appropriately followed up and actioned by another service within SBC or by a partner organisation. Also some actions are tasked directly through Police Scotland so are not reflected in the figures above but show the impact the team is having in the Borders.

COMMUNITY ACTION TEAM

IMPACT REPORT FOR QUARTER 2 JULY to SEPTEMBER 2020



HI-VISIBILITY FOOT PATROL (HOURS) 				MOBILE PATROL (HOURS) 				STATIC ROAD CHECKS 				ANTI-SOCIAL BEHAVIOUR WARNING LETTERS ISSUED TO UNDER 18s 				NUMBER OF DRUG SEARCHES UNDERTAKEN PERSONS 							
Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4				
289	322			1,020	1,275			55	70			28	75			65	52						
<p>Foot patrols are the number hours CAT officers spend in a specific location carrying out foot patrols. The figure quoted is in individual office hours.</p>				<p>Mobile patrols are those carried out in marked Police Scotland vehicles and can involve 1 or more officers. The figure quoted is in individual officer hours.</p>				<p>Static road checks are proactive stops of vehicles in known problem locations to prevent or detect criminal or antisocial acts involving vehicles.</p>				<p>Where young people aged under 18 are evidenced committing antisocial behaviour (including drinking alcohol) warning letters are issued to parents/guardians to advise them of the situation. The warning letter initiative commenced on 1st June 2020.</p>				<p>44% of searches were positive for drugs</p>							
												<p>NUMBER OF DRUG SEARCHES UNDERTAKEN PREMISES </p>											
												<table border="1"> <thead> <tr> <th>Q1</th><th>Q2</th><th>Q3</th><th>Q4</th> </tr> </thead> <tbody> <tr> <td>16</td><td>17</td><td></td><td></td> </tr> </tbody> </table> <p>71% of searches were positive for drugs</p>				Q1	Q2	Q3	Q4	16	17		
Q1	Q2	Q3	Q4																				
16	17																						

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	BERWICKSHIRE				CHEVIOT				EILDON				TEVIOT				TWEEDDALE			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
PARKING: No of Tickets Issued	0	59			12	39			14	78			0	103			6	37		
2020/21 Year to date all localities	Q1				Q2				Q3				Q4							
	32				316															

Note: Year to date quarterly totals include tickets issued where the locality wasn't recorded

THE GREAT TAPESTRY OF SCOTLAND VISITOR CENTRE, GALASHIELS – UPDATE REPORT

Report by Service Director Assets & Infrastructure

EXECUTIVE COMMITTEE

19 January 2021

1 PURPOSE AND SUMMARY

- 1.1 This report provides an update to the report to Executive on 29 August 2019.
- 1.2 Site works commenced on 10 June 2019 under a contract awarded to Ogilvie Construction. The works had been progressing well on site until the outbreak of COVID-19 pandemic early in 2020 and the country wide lockdown.
- 1.3 Following a resumption of construction in July 2020, significant progress has been made with the project and the works on site are currently within the final 18 weeks. The project remains on programme for a 2021 opening.
- 1.4 Finalised costs for the exhibition/display cases fit out have now been presented to the Council and these are in excess of the allowance within the current budget.
- 1.5 To resolve this, additional funding from the Emergency & Unplanned Scheme fund for 2020/21 is being requested.

2 RECOMMENDATIONS

2.1 I recommend that the Executive Committee:-

- (a) **Notes the contents of this report.**
- (b) **Approve that £316k is allocated from the 2020/21 Emergency & Unplanned Schemes fund to allow completion of the building fit out.**

3 BACKGROUND

- 3.1 The Great Tapestry of Scotland is a unique community arts project which was created to stitch and present the entire history of Scotland. It was the brainchild of renowned writer Alexander McCall-Smith, historian Alistair Moffat and artist Andrew Crummy. It is 143 metres long, currently has 160 panels and was handcrafted by more than 1,000 volunteer stitchers who spent over 50,000 hours working on the Tapestry. The GTS initially went on display at the Scottish Parliament (2013) before touring around Scotland.
- 3.2 On 22 December 2016, the Council approved the associated business case and agreed to build a new building in Galashiels to house the Great Tapestry of Scotland
- 3.3 Works on site commenced on 10 June 2019 under a contract signed with Ogilvie Construction following a public procurement process. Works proceeded to programme during the remainder of that year but were significantly impacted by the outbreak of COVID-19 in the UK and of the national lockdown in March 2020.
- 3.4 Works recommenced in July 2020 in accordance with the Scottish Government's routemap to recovery of the construction industry. The recommenced construction works have been undertaken using appropriate COVID-19 safe systems of work to ensure that risks to the workforce are minimised wherever possible.
- 3.5 The Project Team have worked hard to deliver the design and construction elements of the contract within the budget approved by Council in December 2016. As the contract was awarded in 2019, the project has encountered a range of inflationary pressures and necessary technical adjustments, as is typical in such a building project. The unique design of the building has also presented challenges that have all been addressed. To date all inflationary pressures, all building adjustments and the implications of COVID 19 have been addressed within the 2016 approved budget.

4 SPECIALIST EXHIBITION DISPLAY CASES

- 4.1 At the time of entering into the construction contract with Ogilvie Construction, an estimate allowance of £250k was made to cover the final design, fabrication and installation of the cases that will display the Tapestry. The display cases were not, however, included within the contract at award on the basis that they would be instructed in under contractual mechanisms at an appropriate point in the construction programme following their final design. This is a relatively normal approach within construction contracts for specialist elements of this nature.

Given the unique nature of the 143m long Tapestry, the display cases are arguably the single most important element within the overall construction project as they allow for the true interpretation of the story of Scotland. The orientation, positioning, lighting and audio visual components of the display cases have all been carefully designed to maximise the impact and power of the Tapestry.

- 4.2 The costs for the display cases have recently been finalised. Unfortunately, this cost exceeds the estimate allowance set within the project budget at contract award. The options to contain the increased cost for the display cases are now all exhausted and additional budget will be required to fully fund the construction and installation of the cases.
- 4.3 It is intended that the display cases will now be instructed into the contract. The post COVID-19 outbreak timing of this instruction will result in systems of work that will take longer than before COVID-19. The increased cost estimate therefore also contains an element of what would be referred to as prolongation as a consequence of COVID 19.
- 4.4 The overall costs of the display cases requires an additional £316k to enable the project to be completed. This will be required in 2020/21. It is proposed to fund this from the Emergency & Unplanned Schemes within the Capital Investment Plan.

5 IMPLICATIONS

5.1 Financial

- (a) The Capital project budget for the construction of the Great Tapestry of Scotland was approved in 2016 at £6.797M.
- (b) The budget pressure to allow for the completion of the project to include the display cases requires an additional £316k. This is proposed to be allocated from the Emergency & Unplanned Schemes fund for 2020/21.
- (c) There has been an investigation of the option to lease the display cases so that they would be funded through a revenue budget rather than capital. This option was discounted on the basis of the pressure this would place on current revenue budgets.

5.2 Risk and Mitigations

At the time of the contract award for the project, the budget contained an allowance for the exhibition display cases. This was set and based on the best available information at that stage. The detailed design of the display cases, however, has resulted in costs that exceed this allowance. There is a risk to the overall visitor experience if the display cases do not present the Tapestry in its most advantageous setting.

5.3 Equalities

- (a) An Equalities Impact Assessment has not been carried out on this report.
- (b) 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.

5.4 Acting Sustainably

There are no sustainably issues arising from the proposals contained in this report.

5.5 Carbon Management

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

5.6 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.

5.7 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.

6 CONSULTATION

6.1 The Executive Director (Finance & Regulatory), the Monitoring Officer/Chief Legal Officer, the Chief Officer Audit and Risk, the Service Director HR & Communications, the Clerk to the Council and Corporate Communications have been consulted and any comments received have been incorporated into the final report.

Approved by

John Curry

Service Director Assets & Infrastructure Signature

Author(s)

Name	Designation and Contact Number
Steven Renwick	Projects Manager – 01835 826687

Background Papers: Report to Executive – 27 August 2019

Previous Minute Reference: Nil

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