

Education & Children's Services Sub-Committee

Due to Scottish Government guidance relating to COVID-19, this meeting will be held remotely.



Tuesday, 11th May, 2021 - 10.00 a.m.

AGENDA

Page Nos.

- | | | |
|-----|---|-----------|
| 1. | APOLOGIES FOR ABSENCE | |
| 2. | DECLARATIONS OF INTEREST – In terms of Section 5 of the Code of Conduct, members of the Committee are asked to declare any interest in particular items on the agenda and the nature of the interest(s) at this stage. | |
| 3. | MINUTE – Minute of Meeting of Education and Children's Services Sub-Committee of 16th March, 2021. | 3 – 7 |
| 4. | MINUTE – Minute of Meeting of Education Appointment Committee of 10th March and 30th April, 2021. | 8 – 9 |
| 5. | OUR MINDS MATTER: SUPPORTING YOUNG PEOPLE'S EMOTIONAL WELLBEING SERVICE UPDATE – Report by the Executive Director - Education & Children's Services. | 10 – 63 |
| 6. | CLIMATE CHANGE AND LEARNING FOR SUSTAINABILITY – Report by the Executive Director - Education & Children's Services. | 64 – 76 |
| 7. | DIRECTORATE IMPROVEMENT PLAN - PRIORITIES 2021/2023 – Report by the Executive Director - Education & Children's Services. | 77 – 86 |
| 8. | EARLY LEARNING AND CHILDCARE – ADMISSIONS UPDATE – Report by the Executive Director - Education & Children's Services. | 87 – 98 |
| 9. | THIRD SECTOR UPDATE – Report by the Executive Director - Education & Children's Services. | 99 – 108 |
| 10. | EDUCATION & CHILDREN'S SERVICES SUB-COMMITTEE FORWARD WORK PROGRAMME 2021/22. | 109 – 111 |

<p>Members are reminded that should they have queries on the detail of a report they should, where possible, contact the report authors in advance of the meeting to seek clarification.</p>

Morag Ferguson
Head of Legal and Democratic Services
Finance and Corporate Services

Fife House
North Street
Glenrothes
Fife, KY7 5LT

4th May, 2021

If telephoning, please ask for:

Diane Barnet, Committee Officer, Fife House

Telephone: 03451 555555, ext. 442334; email: Diane.Barnet@fife.gov.uk

Agendas and papers for all Committee meetings can be accessed on
www.fife.gov.uk/committees

**THE FIFE COUNCIL - EDUCATION & CHILDREN'S SERVICES SUB-COMMITTEE –
REMOTE MEETING**

16th March, 2021

10.00 a.m. – 1.00 p.m.

PRESENT: Councillors Craig Walker (Convener), James Calder, Bobby Clelland, Dave Dempsey, Linda Erskine, Ian Ferguson, Gary Guichan, Helen Law, Kathleen Leslie, Rosemary Liewald, Ross Paterson, Fay Sinclair and Alistair Suttie; Mr. Alastair Crockett, Mr. George Haggarty and Mr. William Imlay.

ATTENDING: Carrie Lindsay, Executive Director, Education & Children's Services; Kathy Henwood, Head of Education & Children's Services/Chief Social Work Officer; Maria Lloyd, Head of Education & Children's Services; Shelagh McLean, Head of Education & Children's Services; Angela Logue, Head of Education & Children's Services; Steven Eagleson, Improvement Officer Education & Children's Services; Michael Scanlin, Supervising Senior Practitioner, Children & Families and Criminal Justice Services; Stuart Booker, Improvement Officer, Education Service; Brian Scott, Directorate Solutions Manager, Business Technology Solutions; and Diane Barnett, Committee Officer, Legal & Democratic Services.

APOLOGIES FOR ABSENCE: Councillors Julie Ford and Dominic Nolan.

199. DECLARATIONS OF INTEREST

No declarations of interest were made in terms of Standing Order No. 7.1.

200. MINUTE(S)

- (a) Minute of Meeting of Education and Children's Services Sub-Committee of 26th January, 2021

The Sub-Committee considered the minute of meeting of the Education and Children's Services Sub-Committee of 26th January, 2021.

Decision

The Sub-Committee agreed to approve the minute.

- (b) Minutes of Meeting of the East Fife Education Trust Committee and the West Fife Education Trust Committee of 11th January, 2021

The Sub-Committee considered the minutes of meeting of the East Fife Education Trust Committee and the West Fife Education Trust Committee, of 11th January, 2021.

Decision/

Decision

The Sub-Committee agreed to approve the minutes of the East Fife Education Trust Committee and the West Fife Education Trust Committee, of 11th January, 2021.

201. PROPOSED STATUTORY CONSULTATION TO RELOCATE ST COLUMBA'S RC HIGH SCHOOL FROM THE EXISTING SCHOOL SITE AND TO RELOCATE WOODMILL HIGH SCHOOL FROM THE EXISTING SCHOOL SITE, TO A NEW SINGLE SITE, A SITE WHICH WILL ALSO ENCOMPASS A NEW FIFE COLLEGE CAMPUS

The Sub-Committee considered a report by the Executive Director, Education and Children's Services which presented the statutory Consultation Proposal, in terms of the Schools (Consultation) (Scotland) Act 2010, relating to the relocation of St Columba's RC High School from the existing school site of Woodmill Road, Dunfermline and to relocate Woodmill High School from the existing school site of Shields Road, Dunfermline, to a new single site south of Calaiswood Crescent, adjacent to Roe Deer Place, Dunfermline (former Shepherd Offshore site), a site which would also encompass a new Fife College campus, seeking approval of its content and approval to proceed to statutory consultation.

Decision

The Sub-Committee:-

- (1) approved the content of the statutory Consultation Proposal in terms of the Schools (Consultation) (Scotland) Act 2010 relating to the relocation of St Columba's RC High School and Woodmill High School to the proposed new site, at the former Shepherd Offshore Site, Dunfermline;
- (2) agreed to authorise Officers to proceed to statutory consultation in terms of the Consultation Proposal;
- (3) authorised Officers to make such amendments to the Consultation Proposal (including the timeline) as may be necessary; and
- (4) noted that the Consultation Report would be brought forward to a future Committee of the Council.

202. SCHOOL TERM & HOLIDAY DATES 2022-2023, 2023-2024 AND 2024-2025

The Sub-Committee considered a report by the Executive Director, Education and Children's Services which outlined the proposed schedule of terms, holidays and in-service training days, for school sessions 2022/2023, 2023/2024 and 2024/2025.

Decision

The Sub-Committee approved:-

- (1) the schedules recommended for school terms, holidays and in-service training/

training days for 2022/2023, 2023/2024 and 2024/2025, as detailed in Appendix 1 of the report; and

- (2) the amendment of the 2021/2022 schedule for school terms, holidays and in-service training days, to include the addition of the Queen's Platinum Jubilee holiday, in June 2022.

203. REPORT ON SENIOR PHASE OUTCOMES IN FIFE 2019-20

The Sub-Committee considered a report by the Executive Director, Education and Children's Services which provided an update on the educational outcomes of school leavers in Fife for the school year 2019/20, including data on the participation measures, positive destinations and the attainment of school leavers. The report also referenced the impact of COVID-19 on educational outcomes and positive destinations for Session 2019-20.

Additionally, the report detailed the Alternative Certification Model for SQA Qualifications for 2021 and the planning that is underway; and also referenced the current reform work in the areas of Employability and Attainment.

Decision

The Sub-Committee noted:-

- (1) the participation and school leaver destination measures prior to COVID-19 and the issues faced as a result of COVID-19 for these measures going forward;
- (2) the strategies being implemented to improve positive destinations and senior phase outcomes, including some of the work done in reform areas to support improving positive destinations and outcomes for young people; and
- (3) progress in preparation for the Alternative Certification Model for SQA Qualifications for 2021.

The meeting adjourned at 12.00 p.m.

The meeting reconvened at 12.10 p.m.

204. DIGITAL LEARNING STRATEGY AND DEVICE EQUITY

The Sub-Committee considered a report by the Executive Director, Education and Children's Services that informed members of the Directorate's current and future strategy to progress digital literacy and learning in schools and early learning centres. The report included plans to progress further Education's equity-based approach to the provision of digital devices to children and young people who have no or limited access to a device or the internet at home; and outlined options for longer term approaches to device distribution for future consideration.

Decision/

Decision

The Sub-Committee:-

- (1) agreed the four priority areas for the ongoing development of the Digital Learning Culture strategy;
- (2) agreed the principles of the current equity-based approach to the provision of 1-1 digital devices to children and young people;
- (3) noted the significant challenges in procuring, allocating and distributing a large quantity of high-demand goods equitably and timeously;
- (4) acknowledged the options and the financial requirement of a long-term approach for providing access to digital devices in Fife; an equity-based approach or a broader 1-1 approach; and
- (5) agreed to convene a Working Group to take forward the Digital Learning Strategy with the aim of achieving a one to one digital device to pupil ratio.

205. CHIEF SOCIAL WORK OFFICER ANNUAL REPORT 2019/20

The Sub-Committee considered a report by the Chief Social Work Officer in relation to the annual report on the role of the Chief Social Work Officer.

Decision

The Sub-Committee noted the content of the report.

206. FIFE CORPORATE PARENTING BOARD

The Sub-Committee considered a report by the Executive Director, Education and Children's Services which provided an update on the work of Fife Corporate Parenting Board (FCPB) and developments planned to improve the Corporate Parenting agenda across Fife.

Decision

The Sub-Committee noted the intention of the Corporate Parenting Board to:-

- (1) ensure Care Experienced Children and Young People (CECYP) in Fife are supported, with the best offer from their 'corporate parents', to reach their full potential;
- (2) progress a 6-month period of intensive development work to inform the strategic plan and develop the narrative of expectation across all 'corporate parents' in Fife;
- (3) develop a more robust reporting schedule and communication strategy that better captures the voice and experience of those with lived experience and celebrates success; whilst holding to account the strategic areas/

areas in which we need to improve across the next 3 years, in line with local and national drivers; and

- (4) provide 6-monthly update/analysis reports to this Sub-Committee.

207. EDUCATION & CHILDREN'S SERVICES SUB-COMMITTEE FORWARD WORK PROGRAMME 2021

The Sub-Committee considered the Education and Children's Services Sub-Committee Forward Work Programme 2021.

Decision

The Sub-Committee noted the Education and Children's Services Sub-Committee Forward Work Programme 2021, subject to amendment as necessary.

208. ANNUAL UPLIFT IN PAYMENTS TO FOSTER CARERS FOR FINANCIAL YEAR 2021/22

The Sub-Committee considered a report by the Executive Director, Education and Children's Services which provided information on the proposed uplift in payments to Foster Carers and Supported Lodging Carers.

Decision

The Sub-Committee approved:-

- (1) the application of a 2.5% increase in the maintenance payments made for children in a foster care and supported lodging setting; and
 - (2) the application of an uplift of 2.5% in the fees paid to Foster Carers including Supported Lodging Carers.
-

**THE FIFE COUNCIL – EDUCATION & CHILDREN'S SERVICES
COMMITTEE – EDUCATION APPOINTMENT COMMITTEE – GLENROTHES**

10 March 2021

12.30 pm – 15.00 pm

PRESENT: Councillors Mino Manekshaw, Kathleen Leslie, Maria Lloyd, Head of Service, Lynn Porter, Education Manager, Allison Morton, Chair, Parent Council Auchtermuchty Primary School, Hannah Bunce, Parent Representative, Strathmiglo Primary School.

111. EXCLUSION OF PUBLIC AND PRESS

Decision

The Committee resolved that under Section 50(A)(4) of the Local Government (Scotland) Act 1973, the public be excluded from the meeting for the following item of business on the grounds that it involved the likely disclosure of exempt information as defined in Paragraph 1 of Part 1 of Schedule 7A to the Act.

**112. JOINT HEADTEACHER – AUCHTERMUCHTY/STRATHMIGLO
PRIMARY SCHOOLS**

The Committee interviewed 2 applicants on the short list for this post.

Decision

Agreed to recommend the appointment of Claire Allan, currently Joint Headteacher at Colinsburgh/Elie Primary Schools, Leven.

**THE FIFE COUNCIL – EDUCATION & CHILDREN'S SERVICES
COMMITTEE – EDUCATION APPOINTMENT COMMITTEE – GLENROTHES**

30 April 2021

9.30 am – 12.15 pm

PRESENT: Councillors Lesley Backhouse, Andy Heer, Maria Lloyd, Head of Service, Gordon Wardrope, Education Manager, Andrew Baxby, Chair, Parent Council, Gary Pemberston, Parent Council.

113. EXCLUSION OF PUBLIC AND PRESS

Decision

The Committee resolved that under Section 50(A)(4) of the Local Government (Scotland) Act 1973, the public be excluded from the meeting for the following item of business on the grounds that it involved the likely disclosure of exempt information as defined in Paragraph 1 of Part 1 of Schedule 7A to the Act.

114. HEADTEACHER – PITTENCRIEFF PRIMARY SCHOOL

The Committee interviewed 2 applicants on the short list for this post.

Decision

Agreed to recommend the appointment of Shelley Hutchison, currently Acting Headteacher at Pittencrieff Primary School, Dunfermline.

11th May 2021

Agenda Item No 5

Our Minds Matter: Supporting Young People's Emotional Wellbeing - Service Update

Report by: Carrie Lindsay, Executive Director, Education & Children's Services

Wards Affected: All

Purpose

This report provides an update on work to support young people's mental health since the last report in November 2020.

Recommendation(s)

The Education and Children's Services Committee is invited to:

- a) Note the progress since November in continued development of work to support children and young people's emotional wellbeing in Fife,
- b) Endorse proposed next steps to continue to evolve services and development work as an ongoing response to the impacts of the Covid-19 context, the strategic priorities of Belonging to Fife and the requirements of The Promise.
- c) Join workshops across the course of the coming year a) sharing additional information on strategic development work included within this report and b) providing opportunities for discussion and feedback, recognising the key importance of mental health support for young people and families during Recovery from the Covid-19 Pandemic

Resource Implications

Since its introduction in May 2017 the OMM framework has been supported through funding of £216,000 from Fife Council. The framework promotes a strong partnership approach across Education and Children's Services, partners, families and communities. Work to promote the framework and its principles is also designed to support schools to make informed decisions on Pupil Equity Fund spending to support emotional wellbeing in line with OMM.

In financial year 2019/20 the Scottish Government allocated Fife Council its share of £12 million to implement School Counselling Services. This amounted to £738,000. This increased to a share of £16 million in 2020/21 namely £1,000,000. That figure continues for 2021/22 and 2022/23 and is baselined into the Local Government Settlement thereafter as permanent funding.

In 2020/21 Fife Council Health and Social Care Partnership was allocated £261,750 of Scottish Government funding to begin work to establish its Community Health and Wellbeing Supports and Services Framework. In April 2021 a figure of £1,047,000 was confirmed for the current financial year to continue the work of that framework.

Legal & Risk Implications

New approaches and ways of supporting young people's emotional wellbeing take time to embed and become established into our broad, general practice to ensure success in improving the emotional wellbeing of our young people in Fife. The Covid-19 context has impacted upon everyone's way of life, leading to potential societal mental health issues.

There is a risk that long term investment won't be sustained or secure the required improvements within a reasonable timescale, therefore maintaining pressures on other parts of the system. This will be kept under review.

Impact Assessment

An impact assessment has been completed and is available on request. An impact assessment on children and young people in Fife with protected characteristics, (including those supported through Child Well Being meetings and Belonging to Fife), and their pathways through supports will be undertaken to further inform the validity of this approach and spend. This will also give cognisance to the expectations set out within The Promise, for services to work together, through early intervention and preventative measures, to make sure children can stay with their families and families are actively supported to stay together

Consultation

Consultation with young people and the adults around them is a constant feature of Our Minds Matter work, activity has included:

- Inquiry-based workshops with focus groups of young people, which gathered views on useful supports for emotional wellbeing
- Pupil surveys
- Discussion with a wide range of focus groups (young people and adults)
- Feedback from Service Users

Most recently young people's feedback on their wellbeing during the Lockdown period has been gathered and used to inform practice, as reflected in this report.

1.0 Context

1.1 Introduction

1.1.1 In November 2020 an annual update report was brought to the Education and Children's Services committee outlining progress in the implementation of the Fife Schools' Counselling service.

1.1.2 This new report seeks to provide an update on the context and progress in relation to the next steps identified in the November 2020 report, namely:

- To extend the range of feedback gathered about young people's wellbeing
- To strengthen the association between Early Intervention, Capacity Building work and the Schools' Counselling Service Model
- To continue to develop the Schools' Counselling Services
- To ensure that clear information and advice is available for young people and their families about the range of ways to access support

1.2 Covid-19 Context

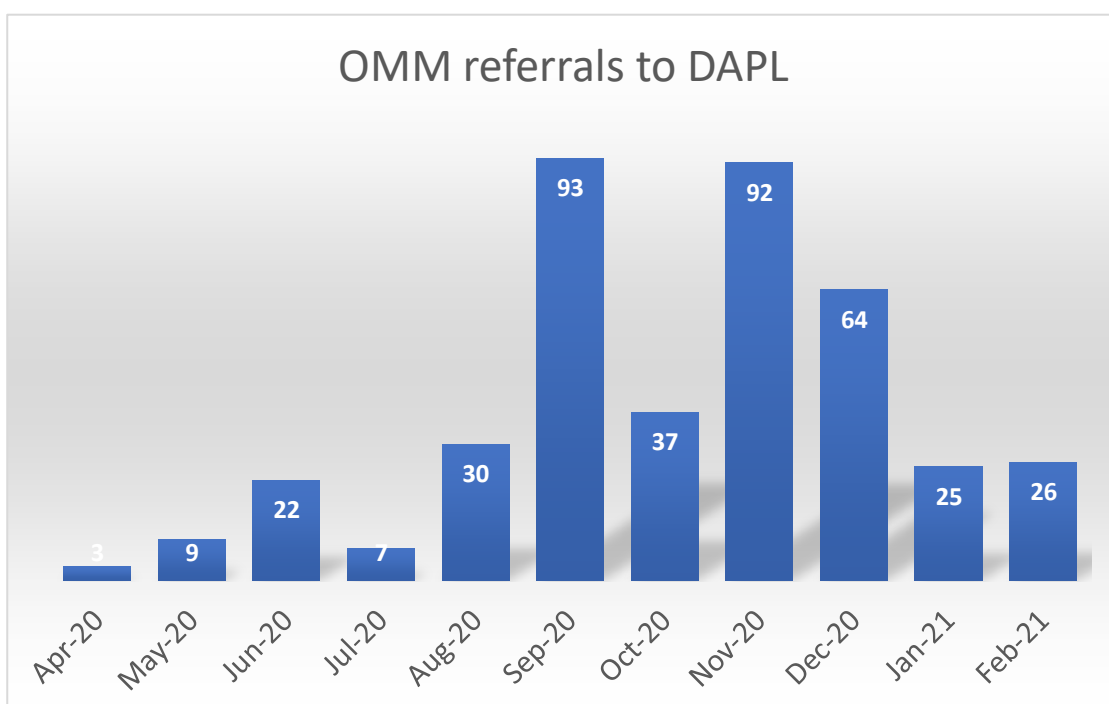
- 1.2.1 Supporting the emotional wellbeing of young people, Families and staff continues as a key challenge for us in continued recovery from the impacts of the Covid-19 Pandemic.
- 1.2.2 Since the last report the UK has experienced further lockdown constraints in response to the Covid-19 pandemic. This has included a further period of school closures with remote learning for young people.
- 1.2.3 In order to ensure service design responds to the needs of young people through these unprecedented circumstances it has been crucial to continue to take account of national guidance and local feedback.
- 1.2.4 As reported in November Fife PupilWise Covid-19 Survey found that most young people (93 %) who took part in the survey felt that they knew who to speak to if they were worried about their own or others' wellbeing. Over 90% felt that their school was keeping in touch with them and listening to them during remote learning and over 80% felt that their school was helping them keep physically active when they could not be in school. We intend to provide greater analysis of the profile of the 7% of young people referenced in the above statistics, in terms of age/demographic and numbers of young people involved. We will also seek to capture the views of young people who may sit out-with the school surveys. We are potentially referring to 3000 children/young people, which matches the number of children and young people supported through Belonging to Fife.
- 1.2.5 National research guides us towards considering key themes for young people's emotional wellbeing:
- Loneliness, especially amongst young females.
 - Low mood particularly of female teenagers
 - 15-17 year olds feeling 'very worried' or 'extremely worried' about their education
 - All age groups concerned about not seeing friends during Lockdown.
 - Poor quality sleep patterns, particularly for young people between 15 and 17 years of age.
- 1.2.6 The Promise also affords us a national perspective on the emotional well being and health needs of children and young people who have experience of care or are considered on the edge of care. The Promise supports the approach within this framework, advocating the need for prevention and early intervention, setting out that Scotland must ensure that timely, trauma-informed and thoughtful support therapies act as a cushion to all those that require it regardless of diagnosis.



1.3 Schools' Counselling Services Provisions during Lockdown

1.3.1 The Schools' Counselling service provided by DAPL (Drugs, Alcohol and Psychotherapies Ltd) has continued to operate throughout the Covid Context. Schools have continued to make referrals for young people and contact with young people has had to adapt to take account of public health guidance.

1.3.2 The following table shows referrals to the 1:1 Schools' Counselling service between April 2020 and February 2021.

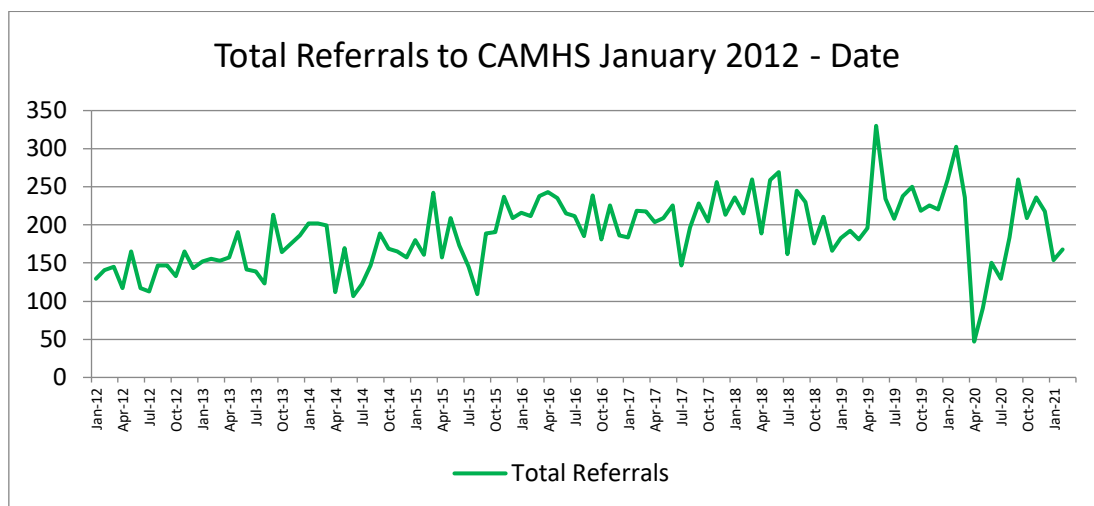


- 1.3.3 When we asked young people for their reasons for seeking support their answers were broad and often were about a combination of factors. More information can be found in the overview in Appendix A.
- 1.3.4 In the main part young peoples' reasons tended to mention stress/anxiety with these terms used interchangeably. Many mentioned a mixture of the following broad categories and underlying issues:

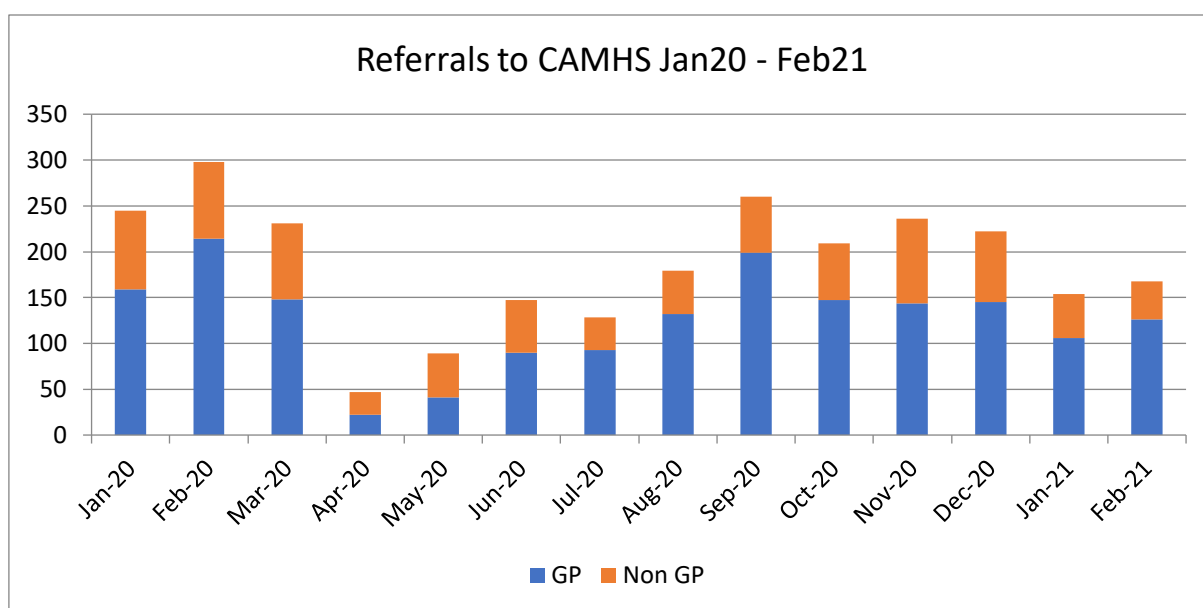
Home-based issues,	Covid Related Issues	Learning related issues,
<i>For example:</i> Family relationships Feeling overwhelmed with people in general Complex family dynamics Parental mental health issues Parental substance use Bereavement A specific event Relational trauma in and out of school	<i>For example:</i> Stress increased by Covid Stress due to lockdown Stress related to the fear of sudden change due to Covid Stress due to the change of routine Covid related Stress due to social anxiety due to Covid Anxiety about getting infected with Covid	<i>For example:</i> Bullying Workload pressure and deadlines Disconnection from school and struggling with learning Anxious about learning Stress due to school achievement pressure and low confidence Being in a new school Exam pressures Learning difficulties

1.4 CAMHS Referrals and Activity

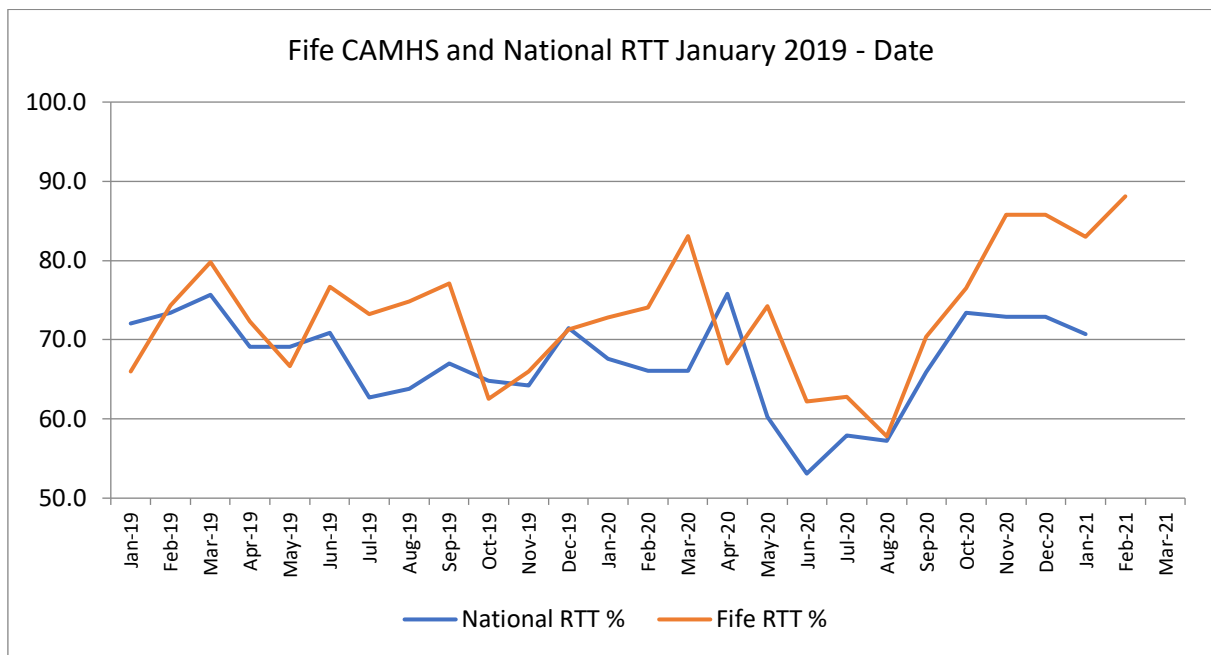
- 1.4.1 Throughout the Covid-19 pandemic, Fife Child & Adolescent Mental Health Services (CAMHS) has continued to strive to provide timely, specialist assessment and therapeutic, evidence-based interventions to individuals, groups, families and carers. Children and young people with the most complex and severe mental health issues continue to be prioritised alongside prompt initial assessment for all those referred via GP's to ensure the right support is identified to meet children and young people's mental health needs.



- 1.4.2 Referral rates to CAMHS are slightly lower than comparative months pre-Covid. Analysis of the current referral numbers reflect school's remaining closed and partner agencies who would traditionally identify mental health needs in children and young people gradually remobilising and returning to normal service provision. It is anticipated that referral numbers will show a marked increase as schools return to more normal functioning.

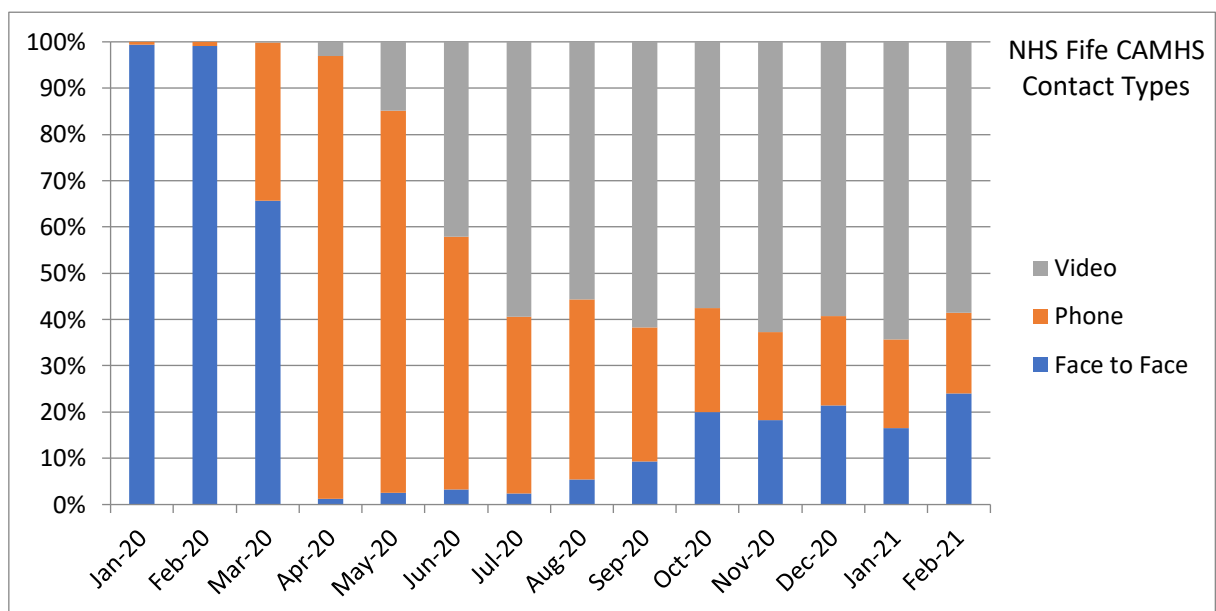


- 1.4.3 Despite the temporarily reduced number of referrals, the numbers of young people accepted to CAMHS remains stable with a significantly higher number of referrals requiring urgent or priority interventions. This has meant that the majority of the clinical resource has been used to meet this demand and resulted in a Referral to Treatment % of 88% in March 2021 and a gradually increasing waiting list.



1.4.4 CAMHS continues to deliver its full range of services including: Sexual Trauma Service, Looked-after Children's services, Core Geographically-based teams, Family Therapy Service, Self-Harm Support Service and Intensive Home Treatment Service.

1.4.5 Delivery of therapeutic interventions during Covid-19 pandemic has been provided face-to-face, via Video link (Near-Me) or telephone, dependant on clinical risk, clinical need and patient preference.



1.4.6 Positive service developments from the first lockdown phase have been integrated into mainstream CAMHS practice including:

- Virtual therapeutic group delivery (Anxiety Management & Decider Skills),
- Single point of referral and centralised allocation system,
- Available Clinician and Available Psychiatrist rota,
- Redesigned Self Harm Support service improving responsiveness

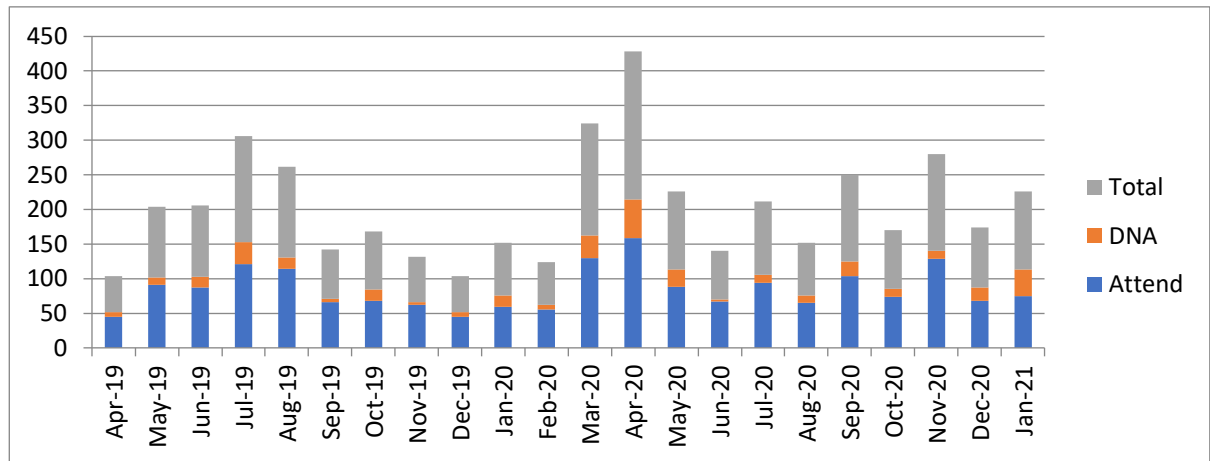
1.5 CAMHS: Ongoing Challenges

- 1.5.1 Referrals to CAMHS continue to exceed the existing resource and combined with the increasing complexity of presenting mental health issues, waiting times still exceed the Scottish Governments Referral to Treatment Target of 18 weeks. Whilst the average waiting time is 11 weeks, the need to provide priority appointments has meant that those presenting with less urgent needs continue to be placed on a waiting list. This has resulted in the waiting list for routine interventions increasing incrementally each month.
- 1.5.2 A review of the CAMHS service capacity to meet the ongoing demand has been completed in conjunction with Scottish Government Mental Health Division, Performance & Improvement Unit. This work has resulted in detailed improvement plan specifically identifying the additional staffing resource required to meet the national treatment time target, predicted demand and to eradicate the current waiting list.
- 1.5.3 As part of this plan, additional staff have been recruited to work specifically on the waiting list. In conjunction with and dependent upon the recruitment of additional staffing resource identified in section 7.2 it is projected that the waiting list should reach zero by June 2022.

Year	Number of children/young people waiting over 18 weeks as at 31 March for each financial year
2016-2017	157
2017-2018	273
2018-2019	370
2019-2020	222
2020-2021	174

- 1.5.4 In addition to direct, specialist interventions CAMHS provides an Early Intervention Service. The team provides Initial Needs Assessments which leads to effective signposting to Universal, Additional and Intensive service providers who are best placed to provide support. At the same time maintenance of support to Universal and Additional service providers remains key to ensuring that capacity exists across wider children services. CAMHS Primary Mental Health Workers have continued to deliver bespoke virtual training, consultation, supervision and an expansion to five-day telephone support lines for the wider network of professionals who support children and young people with mental health issues.

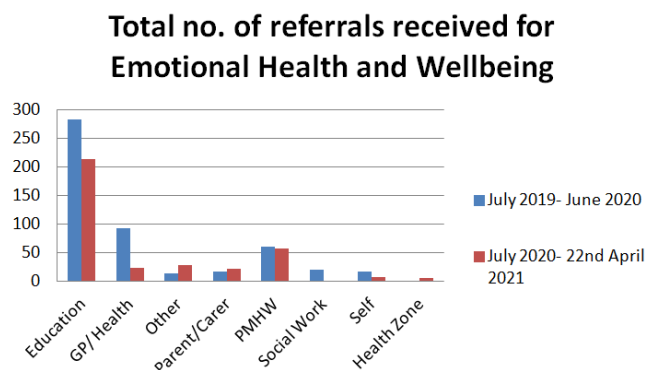
CAMHS Primary Mental Health Worker: Initial Assessments (April 2019-January 2021):



1.6 School Nursing Services Referrals and Activity

- 1.6.1 The School Nursing Service has adapted day to day practice during COVID-19, to ensure continued accessibility for children, young people and families who require support for emotional health and wellbeing. The Service acknowledged the impact the pandemic was having on the emotional health and wellbeing of school-aged population. Further analysis of throughput and outcomes is planned.
- 1.6.2 It was recognised due to the school closures that access to the Service was affected. In acknowledgment of this, a telephone Health Zone line was introduced. This is open from 11am-1pm, Monday – Friday, and welcomes calls from high school aged young people and their parents/carers to discuss any health and wellbeing concerns.
- 1.6.3 One-to-one support continues via the existing referral process. The use of telephone consultation, Near Me video appointments, clinic appointments where COVID-19 restrictions allows, and Microsoft Teams have been fundamental in keeping connected and are ongoing. The graph below demonstrates the number of referrals received for support for emotional health and wellbeing from the academic years July 2019 – June 2020 and July 2020 until 22nd April 2021.
- 1.6.4 The graph below demonstrates the number of referrals received for School Nursing support for emotional health and wellbeing in the academic years July 2019 – June 2020 and July 2020 until 22nd April 2021.

Fife School Nursing Service



1.7 Finance to Support Young People's Mental Wellbeing

1.7.1 In November 2020 the following finance was in place:

Our Minds Matter – Fife Council Funding	Our Minds Matter – capacity building and preventative work, training and co-ordination. supports out-with the brief of the School Counselling Services	£216 000
Schools' Counselling Services – Scottish Government Funding (Year 2 of funding, first year of full funding)	School Counselling Services for young people of school age 10 and above	£1 000 000
Community Mental Health and Wellbeing Supports and Services Framework (New funding) Children and young people aged 5-26.	Initial Set Up Costs for new framework in financial year 20/21	£261 750

1.7.2 In January 2021 further, additional funding of £785 000 was confirmed for Fife from Scottish Government to enable local authorities to provide a response to children and young people's mental health and emotional wellbeing issues as a result of the pandemic.

1.7.3 In Mid-April 2021 Scottish Government Funding for the Community Mental Health and Wellbeing Supports and Services Framework for Fife was confirmed as £1 047 000 for financial year 2021/22.

2.0 Extending our knowledge of young people's wellbeing

2.1 Introduction

2.1.1 Partners' data from CAMHS, from the Schools' Counselling Service and from others provides useful information from users of additional/targeted services. This can be used to inform local and Fife Wide strategic developments and will align with the requirements of The Promise. However, in order to provide a more rounded picture of the needs of the wider group of Fife young people additional tools were needed.

2.1.2 In October 2020 we started to put plans in place for P7, S2 and S4 young people to take part in the Scottish Government National Health and Wellbeing Census as an early adopter authority, ready to undertake the survey in Spring 2021.

2.1.3 Following the Lockdown announced in December 2021, in January 2021 the Scottish Government confirmed that the national survey would now not go ahead

during this school session but instead would be undertaken by all Scottish P6 to S6 pupils in late 2021/early 2022.

- 2.1.4 In order to ensure that robust measures were put in place to gather a clear picture of our young people's wellbeing during this school session, interim arrangements were required. To achieve this, we approached SHINE (Schools Health and Wellbeing Improvement Research Network) based at Glasgow University.

2.2 SHINE Survey

- 2.2.1 The SHINE network aims to support schools in addressing their health and wellbeing needs with a focus on mental health. SHINE uses a data-led, systems-level approach to support schools' health improvements. In taking part in this survey schools will join a Scottish Network, which comes with a range of benefits, for example:

- Individual school feedback reports on survey findings
- Integrated resources to support school health improvement activities with clear learning experiences and outcomes for pupils, including research briefings, webinars, curriculum materials, classroom and assembly sessions and online resources, with the opportunity to feedback and collaborate.
- Social and emotional education and development resource guide, providing a range of ideas and materials to support pupils' social and emotional development in school.
- Professional development and network events to hear about the latest evidence-based research and best practice, and share experiences with other schools
- Opportunities to encourage Pupil Voice and Leadership by providing feedback to help make the network as useful as possible, and through piloting new research tools and processes.

- 2.2.2 In March 2021 the SHINE health and wellbeing survey was made available for use by all schools in Fife for P7, S2 and S4 year groups.

- 2.2.3 Key themes within the online survey include: Health, Happiness, Feelings, School, Self-Confidence, Wellbeing and a Social & Emotional Health Survey is included

2.3 Initial headlines from SHINE Survey April 2021

- 2.3.1 COVID-19 and school closures at the time of the survey provided a challenge to schools. However, a large number of responses were received, and results are being analysed.

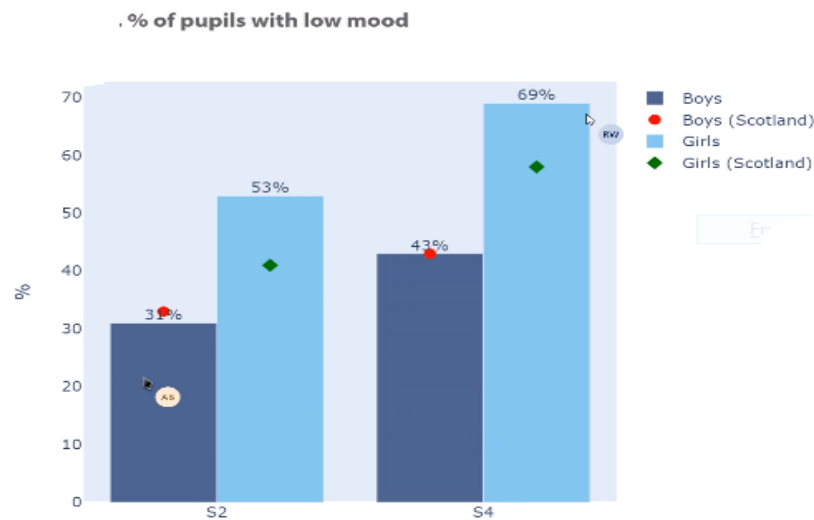
Number of responses received:

Primary 7 children - 3081	S2 and S4 young people - 2413
---------------------------	-------------------------------

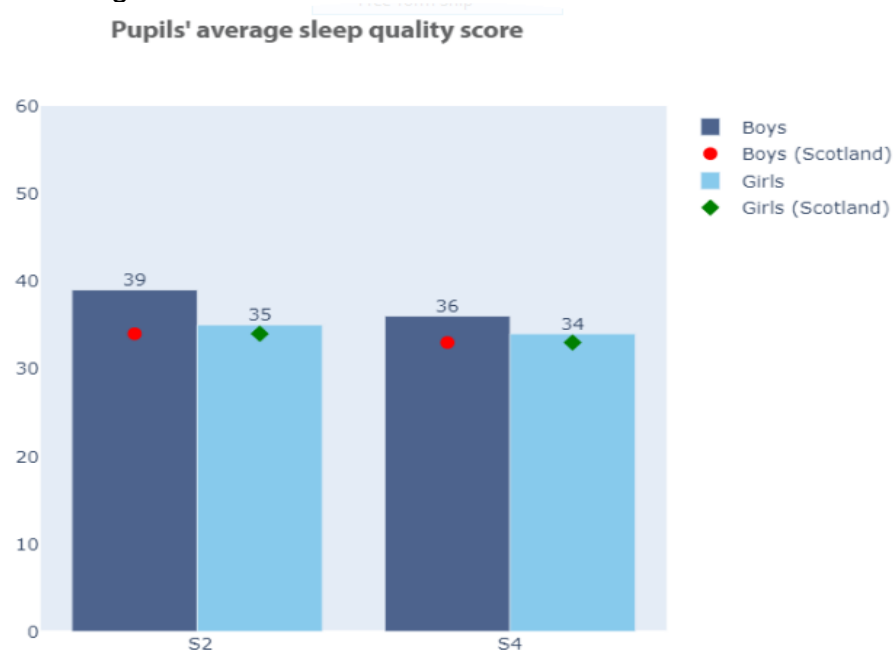
- 2.3.2 Early indications suggest that 80% of Primary Seven boys and 74% of Primary Seven girls reported their general health as in the Excellent or Good band. Most of the Primary 7s who completed the survey reported that they are happy at school (82% of girls, 79% of boys). When asked about general happiness the things they felt most happy about were 'Things you have', 'Home', 'Time Use' and 'Friends'. Their lowest scores were attached to 'the Future' and 'Appearance'. Girls in

Primary 7 stood out as being most concerned about their appearance – 27%, compared to 19% of boys who felt unhappy about their appearance.

- 2.3.3 The picture for our adolescent young people in the S2 and S4 year groups sampled is different. There is an apparent increase in the number of respondents signalling low mood, with more girls than boys indicating that they experience low mood. This figure is higher than the Scottish average figures for this year group reported pre Covid (2018)



- 2.3.4 National research indicated that young people's sleep may be an area for concern as a result of Covid. The majority of Fife adolescent young people who completed this survey tell us that their sleep quality remains generally good and in line with the national Scottish average Pre-Covid.



- 2.3.5 Responses also suggest that S2 and S4 young people are feeling more anxious about their learning than usual. Previous surveys have suggested that girls tend to report this to a greater extent than boys and this message is reflected in this SHINE survey data too. Responses also suggest that this feeling is more pronounced than pre Covid.

- 2.3.6 There are strong messages coming from the data about children and young people feeling socially disconnected, more so than usual. Girls are particularly expressing feelings of loneliness.

2.4 Using the data

- 2.4.1 Schools have been provided with an individual report outlining the responses from their young people. This data will help to inform their school's planning for improvement.
- 2.4.2 Findings will also be used alongside other data to inform ongoing strategic improvement planning for young people's mental wellbeing (e.g. Belonging to Fife data). This will inform planning for Early Intervention as well as additional, targeted support for young people as we work to help them to recover from the effects of the pandemic: this is in line with the priorities set out within The Promise and translated through Belonging to Fife.
- 2.4.3 It is recognised that the emotional wellbeing and mental health of young people affected by family breakdown and trauma will be further compromised and engagement is planned to seek the views of young people and families to better inform how preventative supports can meet their needs.,

3.0 Joining up Strategic Improvements

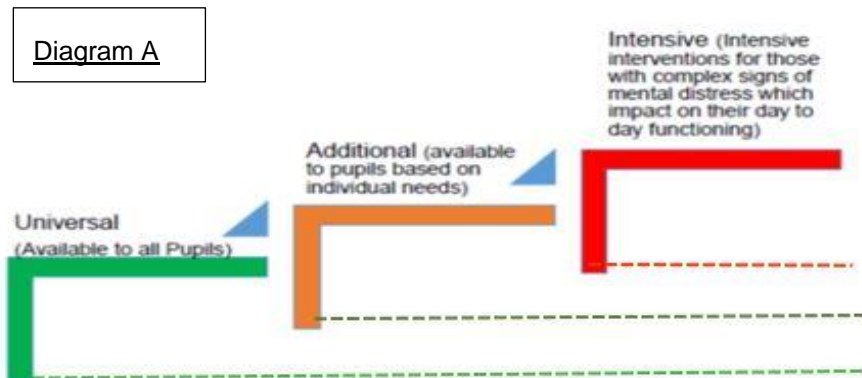
3.1 Introduction

Since our last report, work has continued to join up our preventative, capacity building strategic work with our new Community Mental Health and Wellbeing Supports and Services Framework and our existing Schools' Counselling model. tied together with the additional Co-vid related funding described in paragraph 1.7.2.

3.2 Our Minds Matter

- 3.2.1 Our collected frameworks for support for young people continue to be centred upon the key principles of Fife's Our Minds Matter Framework to support Young People's mental wellbeing, namely:
- Recognition that children and young people need support from the broad pastoral care around them, through solution focused approaches, and a means of identifying and providing additional help if they experience difficulties.
 - Emotional health does not sit separately to general health and wellbeing and must be seen in the context of wider needs. It is recognised widely that young people face many challenges growing up and so some caution should be exercised in labelling young people with 'mental illness' diagnoses or medicalising the normal growing up process, or stigmatising young people through their home/care arrangements..
 - Responsibility for children and young people's health lies with the wide range of supporters around them – families, friends and professionals.

- Through Getting it Right for Every Child (GIRFEC), staged intervention approaches provide a common language and structure to understanding how support can be planned and joined across services, see Diagram A.



This approach is further reflected in Belonging to Fife and The Promise.

3.2.2 Alongside these principles core threads have been identified to tie together our work:

- The 5 Ways approach – Be Active, Take Notice, Give, Learn and Connect
- Layered, connected approaches, which are considered across agencies
- Capacity building and support for those around young people on a daily basis – professionals and parents/carers
- Young people as leaders
- Identification of key themes informed from data from young people, professionals and/or parents and carers are imbedded across plans

3.3 Community Mental Health and Wellbeing Supports and Services Framework

3.3.1 Since November, work has progressed to introduce the new Community Mental Health and Wellbeing Supports and Services Framework.

3.3.2 The national launch of the framework was initially impeded by the Covid-19 pandemic but roll out is now underway. Initial, partial Scottish Government funding for 20/21 was confirmed in December 2020 as £260,000 for Fife. In April 2021 further Scottish Government funding for Fife for 20/21 was confirmed as £1,047,000 per annum.

3.3.3 The framework aims to:

- Set out a clear broad approach for the support that children and young people should be able to access for their mental health and emotional wellbeing within their community.
- Assist local children's services and community planning partnerships with the commissioning and establishment of new local community mental health and wellbeing supports or services or the development of existing supports and services, in line with this framework
- Facilitate the enhancement or creation of services that can deliver support which is additional and innovative wherever these are best placed

- 3.3.4 Importantly, this framework specifically addresses the establishment or development of community supports and services that target issues of mental and emotional distress and wellbeing rather than mental illness and other needs that may be more appropriately met through CAMHS. It supports an approach based on prevention and early intervention. This sits firmly within the aims of The Promise and Belonging to Fife.
- 3.3.5 There is a close association between Fife's Our Minds Matter Framework and the Community Mental Health and Wellbeing Supports and Services Framework. However, there are aspects of the remit that are broader, specifically the age range: children & young people aged 5-25 years and a large focus across community development.
- 3.3.6 A starter plan for Fife for the Community Framework has been drafted (Appendix B) and an associated plan for an initial phase of third sector commissioning has been formed (Appendix C). This plan includes a focus on extended support for young people with complex needs.
- 3.3.7 A Community Framework Oversight Group has been established with members from across Fife's Health and Social Care Partnership in order to:
- Make recommendations to the OMM Steering Group on the content of the Fife plan
 - Devise an action plan to deliver the Fife plan for this framework
 - Co-ordinate evaluation work in relation to the required outcomes of the Fife plan and report collated evaluations to the OMM Steering Group.
 - Take an oversight of any commissioning processes, to liaise with and support and challenge the commissioned services in their work, in line with Belonging to Fife and The Promise
- 3.3.8 The plan for Initial Phase Commissioning (see Appendix C) has been implemented. Invitations were invited for short-term grant funding for an initial six months period to work collaboratively with other service providers to:
- Identify needs within each of the seven localities of Fife in such a way that it forms a sound basis for sustained, ongoing dialogue, engagement and partnership with young people around mental health and wellbeing beyond the period of this initial funding.
 - Deliver extensions and enhancements to current service provision for young people and families related to the framework within each locality
- 3.3.9 Applications were submitted from fifteen services and the following were selected to deliver service April to September 2021.

YMCA	Three localities - Glenrothes, Cowdenbeath and Kirkcaldy	£37 000 x 3 =£111 000
Barnardo's	Two localities - Levenmouth and North East Fife	£37 000 x 2 = £74 000

Includem	Two Localities - Dunfermline and South and West Fife	£37 000 x 2 = £74000
		Total Allocation £259 000

3.4 Preventive and Capacity Building Approaches

- 3.4.1 The 5 Ways Approach (see Appendix D) is a key thread within preventative and capacity building plans. Many schools and partners have woven the 5 Ways into their work to support mental wellbeing in a wide-range of creative ways.
- 3.4.2 For example, the Fife Active Schools team has worked continuously to embed The 5 Ways to wellbeing into key areas of their practice since the introduction of the Our Minds Matter framework. This is based on the understanding that good physical and emotional health are paramount to the overall wellbeing of children and young people. The implementation of The 5 Ways to wellbeing has been layered over several years and is now used in conjunction with their targeted and child-centred initiatives, young leadership pathway through pupil voice and through wellbeing related tasks to compliment sport and physical activity sessions.

5 Ways to Wellbeing – The Active Schools’ Approach



Active Schools has created a Wellbeing Resource comprising of a wellbeing booklet and wellbeing measurement frameworks which centre on tasks relating to the 5 ways to wellbeing. These resources are being used to complement their targeted and child-centred initiatives such as the Our Girls Can initiative, inactive programmes, and other wider wellbeing initiatives with a targeted focus. The Our Girls Can initiative is an example of these targeted programmes which aims to empower girls and young women through sport. The initiative uses a blended model of sport and physical activity sessions and classroom-based activities where areas of wider wellbeing are developed through group work and discussion. The programme itself focuses on 4 key concepts; Active Choices, Belonging, Resilience & Empowerment but the 5 ways to wellbeing are used throughout the delivery to address and develop overall healthy wellbeing.

Whilst Active Schools overarching priority is to provide opportunities for children and young people to get involved, and stay involved in sport and physical activity, their service forms partnerships with a wide range of supporting services and organisations to ensure wider health needs are met through their programmes. Active Schools have always aligned their priorities with broader education outcomes, ensuring their contribution to raising pupil’s attainment. Through embedding the 5 ways to wellbeing, Active Schools can maximise their impact on children and young people’s emotional wellbeing alongside their physical health.

Examples of Active Schools implementation of the 5 ways to wellbeing is showcased in the appendices outlined in this Microsoft Sway:

<https://sway.office.com/Rw0npC5Rm6falo1D?ref=Link>

Appendix 1: Wellbeing Videos (Young Leaders & Education Staff)

Appendix 2: Wellbeing Resources Walk Through Video

Appendix 3: Wellbeing Booklets & Binder

Appendix 4: Wellbeing Family Cards

Appendix 5: Wellbeing Videos (Platinum Ambassadors)

3.5 Extending Young People's Leadership Role within Mental Wellbeing

3.5.1 Countering the disconnection people experienced through the pandemic restrictions and associated Lockdowns is core to improving many people's wellbeing. The 'Connect' element of The Five ways has become increasingly important.

3.5.2 Strategic planning has involved the development of Peer:Peer Support and Young Persons' Leadership of wellbeing through the introduction of our new 'Young Wellbeing Ambassador' programme.

3.5.3 This programme has been formed in collaboration with young people, enlisting their leadership in raising awareness of mental wellbeing and support for their peers to maintain positive emotional wellbeing. Thirty-five senior pupils from across the eighteen secondary schools signed up to the programme and the pupils were given the opportunity to work towards achieving a Dynamic Youth Award for taking part. The programme was developed as a partnership between Education and the CAMHS Early Intervention, Primary Mental Health Workers' Team.

3.5.4 The aims of the Programme are:

1. To promote positive emotional wellbeing, reduce stigma and normalise mental health in all young people
2. To develop knowledge of adolescent brain development
3. To explore stress, anxiety and low mood and develop coping strategies to cope with these
4. To consider the importance of self-care and promote your own wellbeing.


3.5.5 Programme Content Overview:

Session 1	Introducing emotional wellbeing, normalising mental health to reduce stigma, and looking at the 5 ways to promote positive wellbeing
Session 2	Develop knowledge of normal adolescent brain development and look at the factors that can impact on this such as sleep, social media and gaming
Session 3	Explore the impact of anxiety and stress on emotional wellbeing, particularly in relation to exam stress and consider positive coping strategies
Session 4	Explore low mood and factors that can impact on this including peer relationships, body image and negative self-talk and consider positive coping strategies.

Session 5	Consider the importance of self-care to promote your own wellbeing.
Session 6	Final session will look at how the Young Ambassadors will take this forward in their own school communities, raising awareness of emotional wellbeing and supporting their peers

- 3.5.6 Due to the pandemic, the six core sessions were delivered virtually and developed to be as interactive as possible, allowing the pupils to network and have group discussions. The young people were asked to complete a reflective journal between sessions and encouraged to evidence how they planned to produce or develop this work within their school community (i.e. presentation, blog/vlog, set up group, information/posters, surveys).
- 3.5.7 Each young person was supported by 'walk-and-talk' sessions to get to know them on an individual basis and to gain further insight into their school experiences relating to emotional wellbeing. They were offered individualised support and assistance with any plans they had to develop interventions within their school community.
- 3.5.8 Work continues for the current cohort of Wellbeing Young Ambassadors, offering them opportunities to attend local and national workshops and mental health sessions. The model will continue to be offered annually, building imbedded practice and cohorts of Wellbeing Young Ambassadors within Fife schools.

The following text provides feedback from one of this session's ambassadors.

<p>My Experience as a Wellbeing Young Ambassador</p> <p>I have had many different experiences as a wellbeing ambassador and have learnt so much through the sessions, it has been so interesting to learn more about the adolescent brain and how it works as well as how mood swings can affect the behaviour of different people as well as how to handle different situations and tricky conversations that may come our way whilst trying to help people understand their own mind and support them to make the right choices to help themselves feel better or to support others around them.</p> <p>I particularly enjoyed participating in the Self-Care and Mindfulness session, which taught us ways to help relax our bodies after a stressful day or when we're facing a tricky, tough or stressful situation. We also learnt how to de-stress before facing difficult situations/conversations to keep ourselves as calm as possible in order to help sort the situation out in the calmest possible manner or to help diffuse situations.</p> <p>We were not brought in to be counsellors, but to support our peers within our school and to help to improve the relationships between pupils and teachers. We are also there to try and encourage students to open up about their mental health and to help signpost them to the right places to get further support should they need it.</p> <p>We thought it would be a good idea to set up drop-in sessions at Queen Anne High School in order to give pupils a safe place to come and relax away from the stress of schoolwork and everyday life, we have a wide selection of games, colouring sheets, computers and a selection of leaflets with websites and phone numbers of companies</p>	
--	---

that can give them support to improve their mental health, there's even some biscuits if you're quick! We are looking at setting up a questionnaire to send to all pupils and/or teachers in the school to try and get more suggestions and feedback on the support we have been offering.

Murray Hogg- Wellbeing Ambassador Queen Anne High School Dunfermline

3.6 Additional Support for young people impacted by the Covid Context

3.6.1 Funding is currently proposed for:

Keeping Connected Project: Introduction of a temporary, Peer: Peer Coordinator post working across Fife (£30 000)

5 Ways Approach: Support for Vulnerable children and YP to Social Work Children and Families Team (£39 000)

Take Notice: Enhancement of Family Support Service, Social Work To extend support for parents of teenagers (£100 000)

Five Ways: Supplementary Financial allocation across Education clusters – totalling £215 000

Be Active: Led by Active Schools Team, working into all Fife Localities (approximately £250 000)

3.6.2 Further detail on this plan is contained in Appendix E.

3.7 Strategic improvement Support

3.7.1 In line with the recommendations of the previous report to this committee a permanent core of staff is being established to work alongside temporary commissioned service elements.

3.7.2 The appointment of permanent staff will ensure steady, sustained development of high-quality service where common ground areas become well established and understood across partners and relationships built across service leads have continuity and longevity.

3.7.3 The following permanent posts have been recruited:

- 1.0 FTE Educational Psychologist (Role Overview – See Appendix F)
- 1.0 FTE Policy Officer Lead – Community HWB Supports and Services Framework

3.7.4 Recruitment will be progressed for the following permanent posts by the end of this school session:

- 1.0 FTE Our Minds Matter Co-ordinator – Universal Prevention and Capacity Building
- 1.0 FTE Our Minds Matter – Additional/Targeted Supports

4.0 Continued Development of Fife Schools' Counselling Services

Two new supports for young people have been introduced to the Schools' Counselling Services model 1) Digital Drop-In Service and 2) Our Minds Matter families' Pupil Support Officer Team.

4.1 New Digital Drop-In Service

- 4.1.1 In keeping with our goal to provide direct access to counselling for young people within the secondary schools in Fife the in-school listening, coaching and mentoring School Counselling service commissioned to DAPL has been extended.
- 4.1.2 This development takes account of feedback from young people and wider lessons learned from the experiences of Lockdown when the opportunities to deliver counselling support by mobile phone, text or video conferencing platforms became clear. As part of continued development work the views of young people supported within Belonging to Fife, and those not regularly attending school, will be sought to ensure they can access these supports, and any restrictions faced are limited.
- 4.1.3 In order to ensure ease of access for young people this service has been designed for young people to directly arrange access to support, without the need for a referral from a professional. It is not an immediate, crisis call line. Promotional materials make that clear, advising young people of alternative options for immediate help.
- 4.1.4 A pilot programme has been carried out with young people in S5 and S6 at Madras College in North East Fife. This provided significant learning, helping to outline standard operating procedures and logistical requirements for counselling staff.
- 4.1.5 Following this successful pilot, the model is now being rolled out across Fife, with young people across all High Schools having access by August 2021. The specifications for each High School's Digital Drop In model will respond to the demands of the school, with initial introduction to 5th and 6th year young people. This will enable the demand within these year groups to be gauged and roll out to be planned as/when appropriate.
- 4.1.6 This fast access, early intervention approach may provide a way of intervening early enough to reduce the level of need, potentially reducing the number of young people coming in to the service through the referral pathway. Uptake will be gauged against impacts on the demand for the Schools' Counselling Service.

4.2 OMM Families Pupil Support Officer Team

- 4.2.1 In March 2021, a team of seven temporary Pupil Support Officers were recruited to pilot a new model of additional, targeted emotional wellbeing support for young people, parents and carers:
 - Promoting positive mental health
 - Promoting emotional regulation
 - Enabling young people to manage anxiety and stress which is proving to be a barrier to engaging fully with educational opportunities

- 4.2.2 This service will be a family-centred, systemic model focusing on young people's needs within their family-dynamic. In line with The Promise and Belonging to Fife, families are seen in the widest sense to include young people in foster care or kinship arrangements as a non-stigmatising, inclusive approach. This service's practice centres upon building positive relationships and effective communications, helping young people and families to build upon their strengths, to find their own solutions and be empowered to make positive changes which improve young people's mental wellbeing.
- 4.2.3 Within the pilot the service will target their work to Primary children aged 10 years and above and S1-S4 young people who have attendance levels below 15% (with a key focus on 5%-15%)
- 4.2.4 The approaches and impacts of this model will be explored across the period between March and August 2021. It is proposed that recruitment to permanent posts will be undertaken in August 2021.
- 4.2.5 Further information on this model is provided in Appendix G.

5.0 Key Themes for Wellbeing Support

- 5.1 Actions relating to key themes informed by data from young people, professionals and family are imbedded into our plans. These aim to ensure that:**
- Fife Young People are provided with effective support when experiencing Bereavement, Loss and Change
 - Fife young people learn about mental wellbeing through an effective curricular programme
 - Fife Young People are effectively supported by practitioner who adopt a trauma informed and responsive approach
 - Fife practitioners feel confident in their approach to supporting young people at risk of Self-Harm and Suicide

An update on progress in relation to these aims is provided in this section.

5.2 To ensure that Fife Young People are provided with effective support when experiencing Bereavement, Loss and Change:

- 5.2.1 As people start to process the impacts of Covid-19, we may be supporting young people who have been bereaved, or dealing with a range of emotions like anger, anxiety, fear and denial: emotions often associated with loss or grief. 'Lockdown' restricted our movements, our routines and our freedom to connect with family and friends –supports which can help us to feel more resilient at times of loss.
- 5.2.2 In order to ensure practitioners working with Fife young people feel confident and skilled in their approaches a number of twilight webinars have been delivered in partnership with Child Bereavement UK in "Bereavement Awareness" for practitioners across the Education and Children's Services Directorate. We have hosted five since February and there are another three planned from now until May with 150 attendees so far. These have all been very popular and the evaluations show that before the training, more than 90% of attendees rated their skills and

knowledge as either fair or good. Following the training, more than three quarters of attendees rated their skills and knowledge as either very good or excellent.

- 5.2.3 All respondents stated that their confidence in dealing with bereavement, loss and change issues had increased and that the training improved their knowledge of support and referral options, both in Fife and nationally. (See summary and sample qualitative feedback in Appendix H)
- 5.2.4 The Our Minds Matter budget continues to fund staff training for Education and community partners to provide Seasons for Growth peer-support groups within schools. There are currently over 200 trained Seasons Companions in Fife and a Seasons Co-ordinator based in each locality who can assess the needs and requirements of children and young people in that area and liaise with us to ensure that there is equity in the provision across Fife.
- 5.2.5 Plans are being explored to extend this resource to introduce Parent/Carer groups, which will enhance the children and young people's groups. These groups will build the skills and confidence of parents and carers to discuss and help their children with the grieving process and other impacts of loss and change. There is a specific need around children and young people who experience loss from changes/traumas in family relationships and family care, which will be addressed through this model.

5.3 To ensure that Fife young people learn about mental wellbeing through an effective curricular programme

- 5.3.1 The Branch Out Emotional Wellbeing Curricular Resource, which was developed to support young people's emotional wellbeing from P7 until S3, is now firmly embedded in many schools across Fife and we continue to promote and offer information and support sessions to schools who may be considering, or just starting to deliver the programme.
- 5.3.2 We have been updating the resource and there is now an 'app' developed by the Fife Child Psychology Team which will sit alongside the programme where the materials will be available, encouraging engagement with parents and carers. The Branch Out resource contains guidance for staff, 13 interactive lesson plans for P7 cohorts, 12 lessons for S1 cohorts and 16 additional 'bolt-on' topics that can be delivered over S2 and S3 and designed to fit in flexibly with other aspects of PSE.
- 5.3.3 The School Counselling referral data provided by DAPL from January and February 2021 indicates that almost half of the young people who are referred to the school counselling service (47.1%) are for Anxiety, School related stress or stress at home. The Branch Out programme was developed to address these areas and provide coping strategies that can be learned, practised and used in times of emotional difficulty.
- 5.3.4 The P7 programme is titled "The Wellbeing Ways" and focuses on:
 - Introducing the concept of emotional wellbeing, and normalising and supporting dialogue around this within the classroom;
 - Providing a broad foundation of learning about general approaches for supporting wellbeing that fit with the Five Ways to Wellbeing;
 - Supporting students to apply these approaches to improve whole-class wellbeing, particularly within the context of the upcoming transition to secondary school.

5.3.5 The S1 programme is titled “The Wellbeing Cycle” and focuses on:

- Recapping the learning around the general approaches to support wellbeing that were discussed in P7, primarily the 5 ways to Wellbeing, and adjustments to coping with emotional wellbeing given the current restrictions;
- Introducing the cognitive behavioural model, and supporting students’ understanding of how they can use this to promote their emotional wellbeing;
- Learning strategies and approaches for promoting wellbeing, through understanding and managing the psychological stress response, unhelpful thinking patterns and unhelpful behavioural responses;
- Developing a toolkit of coping strategies for students to use at times of emotional difficulty such as re-introduction back into the school environment and new ways of learning.

5.3.6 The additional lessons which were developed to be delivered across the S2 and S3 PSE curriculum focus on separate topics such as Understanding the Teenage Brain, Relationships and Assertiveness, Sleep Hygiene, Anger Management, Bereavement and Loss, and Low Mood and Self-Harm and can be adapted to fit in with the PSE programme flexibly.

5.3.7 There is a temporary additional lesson which can be delivered before starting the main programme focusing on helping children to adjust to Covid restrictions within the school and community and supporting communication around change. There are also pupil and carer/parent evaluations, which will inform how the programme is developed and updated, particularly important due to the restrictions and effect on wellbeing due to the pandemic.

5.4 To ensure that Fife Young People are effectively supported by practitioner who adopt a trauma informed and responsive approach

5.4.1 The principles of OMM are aligned with a trauma-informed approach through recovery and beyond. Local, national and international research suggests the following as key to successfully implementing a trauma informed approach: i) taking joined-up approaches; ii) trauma informed leadership; iii) strengthening workforce knowledge and skills; iv) supporting workforce wellbeing; v) using existing resources and support; vi) engaging those with lived experience and; (vii) collecting data and information. Three trauma Champions have been identified across the NHS, Fife HSCP and Council Directorate and this will drive the agenda from a leadership perspective.

5.4.2 OMM have been key partners in the Fife Trauma Training Collaborative who have jointly developed and marketed E-Learning pathways for staff. At the point of writing, more than 4000 Fife Council staff have accessed either Trauma Informed or Trauma Skilled e-learning and it is estimated that between 7 - 10,000 Fife practitioners have completed the training which is significant, and the feedback has been positive from third sector and voluntary partners. It has been agreed that the E-Learning Trauma-Informed module will soon be included as part of the Corporate training requirements so that every new employee will be expected to complete this as part of their induction into the Council.

- 5.4.3 OMM continues to deliver the “Be That Person” Trauma Reflective Workshop with Education Staff and as part of the Health Promotion Programme. The 90-minute reflective workshops were developed and adapted to support practitioners to consider the impact of Adverse Childhood Experiences (ACEs) and trauma on young people and families that they work with. The workshop includes a screening of our “Be That Person” film and encourages practitioners to reflect on and develop their practice, using the Five Ways.
- 5.4.4 From July 2020 to January 2021 we delivered several workshops and a range of professionals from the NHS, The Health and Social Care Partnership and the Education and Children’s Services directorate attended. This accords with the priorities of Belonging to Fife and The Promise.
- 5.4.5 All attendees felt that the workshop increased their understanding of Adverse Childhood Experiences (ACEs), trauma and the impact on social and emotional wellbeing. Most attendees felt that the workshop made them feel more confident in their practice in terms of supporting social and emotional wellbeing and development.

Qualitative feedback from session participants:

This was such a good workshop with lots of information, both during the session and in this follow-up email. It was very inspiring and I'm looking forward to students coming back to start practising these five ways.

Very informative workshop and good to have a reminder of Our Minds Matter. I found the information and follow up resources especially helpful. Thank you again.

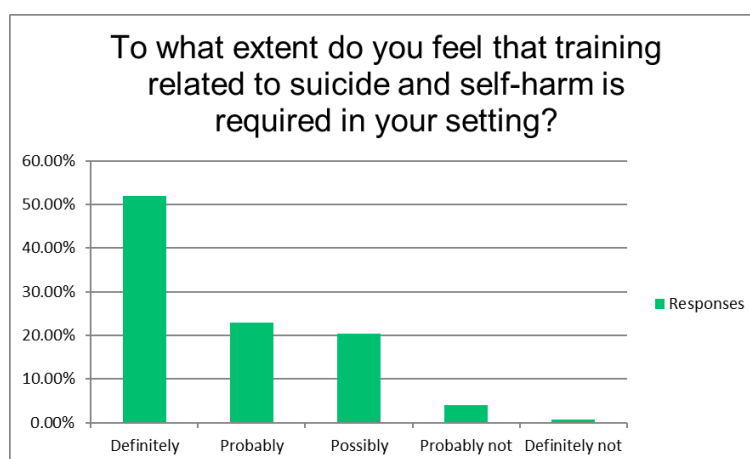
I really enjoyed the session, particularly being able to connect with colleagues in different settings. I am interested in running a ‘Be That Person’ workshop and will be in contact after speaking with my school

It was great to hear that there are different levels of Trauma Training up to Specialist Level, I will now be able to look at further training in this area.

I really enjoyed the virtual experience and found it beneficial to learn and meet others from different backgrounds

5.5 To ensure that Fife practitioners feel confident in their approach to supporting young people at risk of Self-Harm and Suicide

- 5.5.1 The Schools’ Counselling Service by DAPL referral statistics from January and February 2021 indicated that low mood, self-harm, and suicidal thoughts make up almost a third (28.8%) of referrals to the school counselling service. Work was undertaken to develop and promote early intervention support in this area, including partnership work with the Educational Psychology Service, Health Promotion Service, and ensuring that we incorporate material on these areas into the Branch Out Curricular Resource within the S2/3 Programme.
- 5.5.2 In a survey which was sent out to all named persons in Fife in December 2019, 75% of respondents reported that training related to self-harm and suicide was probably (23%) or definitely (52%) required in their setting (see graph below). In addition to this, 63% of respondents were either unsure or did not know where or how to access current support and guidance in relation to self-harm and suicide.



5.5.3 In response to this survey, an E-Learning resource has been developed in collaboration with the Educational Psychology Service to support all professionals working with young people who may be at risk of self-harm and suicide and the resource is now available on Fife's Oracle Cloud. The title is "Self-Harm and Suicide – Supporting Young People" (OLC790188). This training complements the ["Understanding and Responding to Children and Young People at risk of self-harm and suicide" guidance](#) which is available on the Fife GIRFEC website.

5.5.4 Partnership work is underway through Fife Suicide Prevention: Young Person's Delivery Group which is planning a multi-agency Suicide Prevention Campaign for young people. We are engaging young people through our Young Wellbeing Ambassador Programme and other groups, gathering ideas from them on what they feel the key messages and theme for the campaign should be, and deciding on the best channels of communication for the campaign. A secondary element to the campaign will be the provision of support and information for family/carers concerned for a young person. The aim of this campaign is to encourage young people in Fife and their families/carers to have healthy conversations around emotional health and about suicide; raise awareness of the range of support which is available if required; and encourage those in need of help to access it. The campaign will recognise the circumstances and challenges which the pandemic has presented for young people.

6.0 Development of Information and Advice Available to Young People and Families

6.1 Responding to Feedback from Parents/Carers

6.1.1 In December 2020 we began an online Parents/Carers Survey with partnership of School Parent Councils. This was designed to help inform our planning for multi-partner work in promoting mental health resources, guidance and signposting to Fife parents/carers across the course of 2021.

6.1.2 Over five hundred parents across Fife responded. A summary of the results can be found in Appendix I.

- 6.1.3 The results of the survey were very positive, with over 80% of respondents reporting that their child's mental wellbeing was either supported, well supported or very well supported. Almost all respondents (90%) said that they felt aware to varying extents of additional ways to support their child's wellbeing.
- 6.1.4 However, it was notable that the period of the survey was followed by another Lockdown period, which quickly changed the picture for families.
- 6.1.5 Therefore to deliver continued improvement in the advice and information provided for parent/carers a range of next steps were quickly identified:
- We will increase the information available to Fife parents on the themes of - Bullying, Relationships, Supporting Anxiety, Coping Strategies and Loss and Bereavement
 - We will work to build Fife parents' awareness of advice and signposting which is available online
 - We will work with partners to increase the support and information regarding young people's mental wellbeing which is available in community settings
 - We will check in with parents again with a follow-on survey in April 21
- 6.1.6 As a first step towards these improvements, five online meetings for Parents and Carers across Fife were promoted, designed as an opportunity to meet with some of the key services who work around YP's mental wellbeing in Fife and to ask questions about young people's mental health.

6.2 Continued Development of Resources for Families

- 6.2.1 Partners continue to develop resources to provide mental wellbeing advice and support for young people and families.
- 6.2.2 Fife CAMHS Service has developed Enhanced online resources for children, parents and professionals accessed via the Hands On Website.
<https://www.handsonscotland.co.uk/>



6.2.3 A range of new virtual workshops sessions were produced by the Primary Mental Health Workers Team for parents and shared via the Hands On Website <https://www.handsonscotland.co.uk/parent-carer-workshops/>. Topics were:

- Understanding Anxiety and Avoidance Behaviour
- Emotion Regulation
- Understanding and Surviving the Teenage Years
- Containment and Managing Challenging Behaviour
- Low Mood and Motivation
- Safeguarding Your Child's Wellbeing – Online Safety and Bullying

6.2.4 Educational Psychology Service developed some new resources focused on supporting the transition and adjustment back to early years and school settings for staff, pupils and parents. These were based on the principles of Trauma Informed practice and supporting and developing the resilience of both staff and young people in order to progress into the recovery phase. This involves providing support for young people's wellbeing in order to allow them to effectively re-engage with teaching and learning.

6.2.5 The following link provides access to a selection of web-based resources developed by the EP Service that have been tailored for professionals, and where additional guidance and advice regarding Anxiety, Resilience, Coaching etcetera can be sourced on fife.gov.uk - [EP Service - Resources for Staff](#)

6.2.6 Specific information and resources have also been developed for children, young people and parents, which can be shared with pupils and families by Headteachers or other professionals, or accessed directly by families through fife.gov.uk - [EP Service - Info for Children & Parents](#) .

6.3 Continued Challenge in ensuring full awareness of sources of advice

6.3.1 Despite positive feedback from a large number of parents continued effort is required in ensuring that all Fife families and young people are aware of supports, services and sources of advice.

6.3.2 Many schools are demonstrating creative approaches to this, involving innovative IT solution. An example of this from Duloch Primary is provided below.

Parental Partnership to support with Emotional Wellbeing – Duloch Primary School

During Children's Mental Health Awareness Week in Feb 2021, the school created 'Thinglinks' and 'Wakelets' which are virtual platforms which provide parents with information, resources, weblinks, and videos about the curriculum areas, and school life.



The Support for Learners Teacher also hosted a live Teams drop-in session for any parents who wanted to find out more about the support offered in school to support the children's emotional wellbeing and mental health. At this session, they talked through the information on the Health and Wellbeing Wakelet (<https://wke.it/w/s/F2dh0W>) and answered any questions or concerns, signposting parents and carers to useful websites and resources which can be used at home.

The staff felt that the parents engaged well with the session, more than they usually would have when they came into the school. It felt relaxed and people were very interactive, talked and shared ideas.

The original plan had been to run a week in school involving parents and families in activities relating to emotional wellbeing to engage and include parents in the various projects and resources they use, but due to the pandemic, this was put on hold. The school plans to continue with this plan once schools return to normal and develop their engagement with parents around mental health and emotional wellbeing supports even further.

7.0 Proposed Next Steps

7.1 The following key next steps and associated underlying actions are proposed:

7.2 Extension of Fife CAMHS Resources & Capacity

7.2.1 A review of the CAMHS service capacity to meet the ongoing demand has been completed in conjunction with Scottish Government Mental Health Division, Performance & Improvement Unit. The detailed improvement plan identified the staffing resource required to meet the national target as outlined in Fife's Annual Operating Plan and prioritised in Fife's Mental Health Strategy 2020-2024. The plan builds on current improvement work and sets out a trajectory to meet the national RTT access target and ensures timely, ongoing support by Dec 2022.

7.2.2 The plan and associated workforce proposal have been supported and fully funded by Fife Health & Social Care Partnership. This will result in the recruitment of 11 additional clinical staff into Fife CAMHS East & West Core teams and 8 temporary posts made permanent to ensure the sustainability of the early intervention provision.

7.2.3 Work with the Scottish Government's Mental Health Performance & Improvement Team will continue to support the implementation of the additional workforce and to complete a Gap Analysis of Fife CAMHS compared to the newly launched CAMHS National Service Specification.

7.2.4 Fife CAMHS remains committed to the Fife children and young people's framework for emotional and mental wellbeing: 'Our Minds Matter' in order to ensure that clear pathways exist to support children and young people who experience emotional and mental health issues and to promote clear points of access, early intervention and broad ranging strategies to enhance mental health through all agencies.

7.3 Formation of a minimum Data Set of collated data relating to Fife Young People's wellbeing

7.3.1 This information will help to support the measuring of impact and ensure that service design and provision is matched carefully to young people and their families' needs.

7.3.2 The Scottish Government National HWB Census will be implemented with all Fife in the target range during Session 21/22. The census will help to inform strategic and school planning to meeting Fife young people's needs, covering questions relating to their:

- Physical Activity
- Health
- Emotional Wellbeing
- Sleep
- Eating Habits
- Social Media Use
- Bullying
- Family
- Substance Use (Secondary Only)

7.3.3 This will be supplemented by additional knowledge in relation to the three thousand children/young people being supported through Belonging to Fife.

7.4 Extension of information and advice made available for young people and their families about the range of ways to access support

7.4.1 To explore innovative approaches to delivering widespread awareness across Fife's young people and their families.

7.5 Continued development of 'No Wrong Door' approach with key partners who support young people's emotional wellbeing. This will aim to ensure that young people and their families are clear about where and how to access support for young people's mental wellbeing in Fife.

7.5.1 With a continued focus on collaborative working, Fife CAMHS Primary Mental Health Workers and Fife Education will link in with each of the GP Locality networks to raise awareness of the current provisions available across Fife to support children's emotional wellbeing and mental health.

7.6 Progression of the development and implementation of Fife's Community HWB Supports and Services Framework

7.6.1 To define the detail of the Fife plan

7.6.2 To form briefs for any commissioned services required to fulfil the outcomes of the plan

7.7 Continued development of suitable approaches to supporting young people's emotional wellbeing, which are informed by the needs of Fife's young people and families through Recovery from the Covid Pandemic

7.8 Focus of supporting the emotional wellbeing of young people, families and staff as an Education and Children's Services' directorate priority.

- 7.9 Offer to Elected Members to join workshops across the course of the coming year a) sharing additional information on strategic development work included within this report and b) providing opportunities for discussion and feedback**

8.0 Conclusions

- 8.1 In Fife we continue to apply a well embedded framework to support young people's wellbeing – Our Minds Matter. This framework is built on strong multi-agency links across the Children's Services Partnership, which is working to respond to the impacts of the Covid-19 Pandemic.
- 8.2 Capacity building work to strengthen early intervention practice is extensive and well developed, is beginning to deliver impacts and has a clear direction of travel.
- 8.3 An effective and adaptable Schools' Counselling Service model has been designed in a way that it can continually evolve to meet the changing needs of Fife young people over the years ahead.

Background Papers

The following were relied on in the preparation of this report in terms of the Local Government (Scotland) Act, 1973:

- Our Minds Matter Framework: fifedirect.org.uk/ourmindsmatter
- <https://thepromise.scot/plan-21-24-pdf-spread.pdf>

List of Appendices

- Appendix A: School Counselling Service by DAPL Update
- Appendix B: Community Mental HWB Supports and Service – Fife Draft Plan
- Appendix C: Community Mental HWB Supports and Service – Initial Phase Commissioning
- Appendix D: The 5 Ways Approach Overview
- Appendix E: OMM Fife Covid Plan
- Appendix F: Schools' Counselling Service Educational Psychology Service Role Remit
- Appendix G: OMM Families Pupil Support Officer Model
- Appendix H: Bereavement and Loss Training Impacts
- Appendix I: OMM Fife Parents' Survey Summary

Report Contact

Rona Weir
Education Manager, Education & Children's Services
Rothesay House, Glenrothes
Telephone: 03451 55 55 55 Extension 441985
Email:- rona.weir@fife.gov.uk

APPENDIX A: School Counselling Service by DAPL Update

Reason for Referral (Jan and Feb 2021)

	Listed Reasons for referral	Overall % total
Anxiety	15	17.2
Bereavement	2	2.3
Suicidal thoughts	6	6.9
Anger	2	2.3
Childhood trauma - ACEs	2	2.3
Eating disorders	2	2.3
Gender related issues	1	1.1
Home stress	14	16.1
Low mood	15	17.2
Low self esteem	10	11.5
Panic attacks	1	1.1
School stress	12	13.8
Self-harming	4	4.6
Sexual abuse trauma	1	1.1

Listed reasons for referrals	87
Average number of reasons per referral	3.3

APPENDIX B

COMMUNITY MENTAL HEALTH & WELLBEING SUPPORTS & SERVICES Fife Draft Plan

1. Local Authority: Fife

Current Local Authority Leads: Lee Cowie, Clinical Services Manager, Fife Child and Adolescent Mental Health Services.
Rona Weir, Education Manager, Education and Children's Services, Fife.

2. Please estimate how many new or enhanced services are planned to be in place to support young people with

Distress: All the new areas of provision listed have a remit of targeted work, they also contribute to universal capacity building and provision of positive mental health and wellbeing)

Positive Mental Health & Wellbeing: All the new areas of provision listed have a role in contributing to universal capacity building and support for positive mental health and wellbeing)

3. Please provide information on each new or enhanced service planned, consideration should be given to how they align with the framework.

The information in this section gives an overview of the key new and enhanced service provisions which form the core of our plan. These align with the aims of the framework and will attend to the required Key Components.

Enhancement of the existing Early Intervention Mental Health Workforce across education and community settings: Increase the capacity of this workforce to provide:

- a. routine participation in wellbeing meetings,
- b. co-ordinate access to mental health supports,
- c. deliver bespoke training & consultation across education settings,
- d. embed and deliver therapeutic group work.
- e. deliver parenting groups & workshops through twilight sessions
- f. offer of support to professional leads working within the wellbeing pathway via no-names consultation and listening and coaching
- g. For consideration: Single point of access for emotional wellbeing and mental health support

Enhancement of the range of parenting programmes for children with additional needs: ADHD, LD, ASD, to include:

- h. Developing problem solving skills
- i. Ensuring support systems are developed within communities
- j. Linking school-based programmes with community-based programmes

Development of a range of interventions for children, young people and young adults with ASD, to include:

- k. Bridging the gap between CAMHS threshold and the needs of this group
- l. Group programmes: Distress tolerance & Emotional regulation
- m. Individual support packages
- n. Befriending/mentoring service

- o. Linking with school partners to access those who have fallen out of education due to ASD

Provision of wrap around care for children and young people with Learning Disabilities, to include:

- p. Services delivered by 3rd sector agencies
q. Focus on maintaining children and young people with challenging needs within their own home
r. Provision of respite care
s. Direct intervention and support to families

Continued extension of joined-up early intervention mental health/wellbeing work with children and young people with learning disability & their families:

- Extension of practices to support target groups of children and YP at high risk of poor mental health/wellbeing, but with reduced access to early intervention due to complexity associated with disability
- Recognising need for early trusting relationships with (often grieving) families of children who will need life-long contact with services
- Building on existing Fife needs assessment work done by partnership of Local Authority, Third Sector, Health and service users
- Developing clear pathways, with 'no wrong door', making best use of existing skills and services so families get right help at right time, with reduced waiting times to specialist MH services
- Delivered in partnership between all agencies, e.g. joint early assessments, joint delivery of groups, joint use of facilities
- Direct intervention & support for at risk children & families with focus on reducing inequality, preventing escalation, and maintaining children in their own homes
- Working together across traditional 'transition' boundaries to provide seamless care into adulthood

4. Provide information on how the need for services has been or will be established. Please include details on children, young people and families' involvement in informing service design

At this stage in our planning process the need for service has been defined through the extensive multi-agency approach to supporting young people's wellbeing in Fife, which has developed steadily over the past five years using Fife's Our Minds Matter Framework. Close working, with ongoing discussion and review between partners has ensured that the gaps and opportunities for service extension are clearly understood.

Our Minds Matter partners meet regularly to review provisions, to bring together any relevant data and feedback in connection to their services and to discuss pathways and relationships across services' practices. This helps us to be clear about what's working and where some extensions to practice would be useful, perhaps to address the needs of particular groups of young people.

Following the submission of this draft plan the intention is that we will move to a period of deeper consultation and partnership working through ongoing development of our locality centred practice. This approach links well with the Community MH&WB frameworks brief to ensure that services "*vary according to local structure and the needs identified by children, young people and families in each local area*" as we will:

- Consider complex issues from multiple perspectives and as part of a whole area approach.
- Challenge and culture and practice which holds us back,
- Draw upon local leadership to drive improvement in outcomes
- Design and deliver services in a way that is more responsive to the needs of people and communities – and in a more streamlined and efficient way
- Re-weave national policies together with local priorities and implement them within the constraints and opportunities of a local operating model

5. Estimate how many children and young people are likely to be require these services?

	2019/20	2020/21
Distress (Taken as 10% of total 5-25 aged Fife Population, 2019)		9065
Positive mental health & wellbeing (Taken as, at some point or another, reaching up to around 80% of total 5-25 aged Fife Population, 2019)		72 520

6. How will the new and enhanced services planned link to existing local support and services (e.g. Education, CAMHS, primary care, wider children's services, youth work and third sector services.)

The new and enhanced service will be coordinated by a lead officer in a Policy Officer role. This officer will be a member of the Our Minds Matter (OMM) Steering group, which includes senior leaders from across services within Fife's Health and Social Care Partnership.

The role of this group currently centres on work with school-aged young people, aiming:

- To guide development of implementation of partnership approach to promoting and supporting young people's emotional wellbeing in Fife.
- To ensure clarity of key messages shared in connection to across-partner work in emotional wellbeing support and early intervention and preventative work.
- To measure impact along with promoting engagement, developing evaluation and reporting on impact.

The work of the OMM Steering Group will be extended beyond school-aged young people and reviewed to ensure its aims include the age range and objectives of the Community MH & WB Supports and Services Framework.

In addition to working within the Our Minds Matter Steering group the Lead Officer will also link into the work of Fife's MHSIG which leads the delivery of Fife's Mental Health Strategy "Let's Raise The Bar – 2020 to 2024", as tasked by Fife's Health and Social Care Partnership's Integrated Join Board.

7. Can you provide information on any risks you have identified in implementing the above, and how you will minimise those.

The following risks have been identified:

- i. The challenges associated with ensuring equity of service across Fife, whilst attending to the needs and views of the seven localities of Fife, many with quite differing contexts
- ii. The negative impacts and constraints related to Covid-19 (e.g. connecting with people's views, bringing service-users together to discuss areas' needs, introducing services within conditions where many services have been closed through Lockdown periods and when a period of regrowth and recovery is required.)
- iii. Ensuring effective, joined up partnership working within local areas and generally across Fife across a broad age range and a variety of different contexts.

The lead Our Minds Matter group will ensure that as action plans are generated the risks above are considered and mitigating, solution focused approaches are adopted.

This detail of action plans will be led by the Lead Officer and a Community, Mental Health and Wellbeing Supports and Services Framework Group, which they will establish. This will be made up of leads across Fife's 7 localities and representatives from mental health partner agencies across these localities.

8. Can you provide information on how staff will be supported. For example, what training and wellbeing support will be available.

Cross-Partner, multi-agency Training will be provided by a range of lead partners and will be made available across partners wherever possible. This has been a key principle in how we've worked in the past, with training and support being designed in a way that partners can come together to take part, building shared language and approaches as well as getting to know each other and strengthening their working relationships. We will continue to increase and strengthen mutual offers across services of training and development.

9. Please can you provide details of how you intend to measure outcomes in terms of the impact of the service.

We will adopt a multi-dimensional approach to this, which draws upon practices across partners. We will work to coordinate the various approaches the many different partners use to define an agreed suite of approaches. This will include:

- Within Education - School Aged Pupils in Fife will take part in the national Health and Wellbeing Census and the SHINE survey
- Community Learning and Development – We will consider how to draw upon the CogniSoft data – council use software system for recording Youth Work
- Tracking wider achievement informal impacts – e.g. Partnership with CLD Colleagues e.g. Achievement – High Five (Plan Do, Review Cycle Dynamic Youth Award,), Youth Achievement Awards. Individual partners may also be able to share data.
- Linking into practitioners in Fife who are using Improvement Methodology, small tests of approaches
- Application of WEMWBS and Core YP by partners who use these tools
- Tracking impacts for individual young people using Goal-Based approaches

Key within this will be the need to track serviced users' journeys across and between the various services, whilst paying attention to confidentiality and data protection. We will implement a No Wrong Door approach to layering up and associating services, which will help in communicating service options to young people and families and also ensuring service users are all clear on how their practices relate and link to those of other agencies.

Additional Information

This plan remains at draft stage. It is designed to give an overview of the key elements of our approach in Fife. However, we propose to a) take on further work with lead partners to review this plan and b) to take account of what we learn from locality-centred work across the seven areas of Fife when we are able to undertake that.



Community Mental Health and Wellbeing Supports and Services Framework



Initial Phase Grant - Commissioning brief

Introduction

In line with Scottish Government policy and associated funding Local Authorities across Scotland are working to introduce their frameworks for 'Community Mental Health and Wellbeing Supports and Services' to meet the following objectives:

- a) Every child and young person in Scotland will be able to access local community services which support and improve their mental health and emotional wellbeing.
- b) Every child and young person and their families or carers will get the help they need, when they need it, from people with the right knowledge, skills and experience to support them. This will be available in the form of easily accessible support close to their home, education, employment or community.

Fife's Health & Social Care partnership, a partnership between Fife Council and NHS Fife, seeks bids for appropriately experienced voluntary sector organisations to partner with on the initial phase of the introduction of this framework in Fife.

Service Description

The service provided will sit within the Community Mental Health and Wellbeing Supports and Services Framework with close associations with Fife's Our Minds Matter framework for supporting young people's emotional wellbeing, for example it:

- Requires a whole-system approach to improving the mental and emotional health of children and young people, which is in line with a GIRFEC approach
- Promotes a co-ordinated approach to children's planning that brings professionals across different disciplines together to deliver the right support at the right time
- Aims to ensure needs are identified as early as possible to avoid bigger concerns or problems developing informed by service user views and participation
- Includes a Vision for children and young people to experience a seamless pathway through supports.
- Aims to deliver help that targets the following:

<i>Distress</i>	<i>Positive Mental Health and Wellbeing</i>
<ul style="list-style-type: none"> • Anxiety • Attachment • Bereavement Support • Depression (Mild to Moderate) • Emotional & behavioural difficulties associated with neurodevelopmental disorders • Gender identity • Repetitive/perseverative behaviours • Self-harm • Self- injury • Substance use • Trauma Awareness 	<ul style="list-style-type: none"> • Body image and self esteem • Building resilience and coping strategies (emotional regulation) • Healthy and positive relationships • Healthy digital interaction • Parenting support for children and young people of all ages

However, there are aspects of the remit that are broader:

Age range: The framework goes beyond school-aged pupils, focusing on children and young people aged 5-25 (>26 for care experienced young people)

Large focus across community development. Local partnerships are asked to clearly identify how community services and supports will be co-produced with children, young people and their families

Have clear links to **associated services**, which can support with poverty, homelessness, substance use etc

There is a strong emphasis on being able to clearly set out how **children, young people and families have been involved in providing views or designing support** and how this input will be sought going forward to ensure that the model continues to reflect local need. A key principle in the Promise

There's also a need to ensure **support for families and carers as well as children** and young people is targeted appropriately. Preventative support will also be made available to family members supporting their child or young person and whole family support where there is already significant stress.

In providing support and considering where such support should take place organisations are also asked to consider the physical environments in which services are delivered, with particular consideration around creating safe, **non-clinical community environments that are accessible to all**.

Initial Phase – Commissioned Service -Range of support and specific outcomes

The commissioned service will be required to deliver both a) general and b) specific supports in line with the framework as follows:

General support

The service will work collaboratively with other service providers to:

- Identify needs within each of the seven localities of Fife. This will include early discussion through each locality's 'Multi-disciplinary: People' groups and associated local services. This will achieve extended and enhanced approaches to understanding children and young people's (5-25/26) views and needs in relation to

achieving the outcomes of this framework. Service deliverers will be required to regularly report the findings and impacts of this work to the framework's lead group and findings will a) contribute to forming the basis for future change, b) provide ideas and proposals for future service design.

This work should be established in such a way that it forms a sound basis for sustained, ongoing dialogue, engagement and partnership with young people around mental health and wellbeing beyond the period of this initial funding.

- Deliver extensions and enhancements to current service provision related to the framework within each locality. It is anticipated that these will lead to:
- Improved resilience – personal capacity of children/young people, and their families, or carers, to resolve difficulties and problems
- Improved mental health and emotional wellbeing of children/young people
- Target mental and emotional distress and wellbeing (as Early Intervention)
- Increased capacity of parents/carers in supporting the emotional needs of their children/young people
- Provide services outside Monday - Friday 9-5 timescales

Specific support

Commissioned service will work to extend current service for each locality:

- Via the provision of sustained effective and easily accessible community supports for children, young people and their families responding to local needs
- Giving special consideration to children and young people who are impacted by poverty, involved in the criminal justice system or who are in care
- Reaching young people whose distress is inhibiting their seeking of support
- Taking account of the desired outcomes of the draft Fife plan for Community MHWB Supports and Services Framework

Anticipated measurable outcomes & reporting of performance

Performance will be measured and reported on an ongoing basis, through the provision of the following content:

- 1 Data and overview of all offers of support, and extent to which it is being accessed
- 2 Qualitative and quantitative data evidencing positive impacts on service users' wellbeing and the difference to families/ young people through this support
- 3 Frequent, effective monthly updates contributing to the understanding of young people's needs and views within each locality
- 4 Qualitative data evidencing young people's experience of the service through feedback garnered

Commencement and period of engagement

The service level agreement will commence on 12th April 2021, or with prior agreement, as soon as is reasonably practicable thereafter.

The service level agreement will have effect until 31st October 2021.

Service providers will report on delivery of service to the framework's lead group on an alternate month basis.

Budget

This project will be in place for a short, fixed-term period from 12.4.21 to 31.10.21 with a budget of £260 000, to cover service across all seven localities.

Individual organisations are welcomed to submit applications to provide service in one or more specific locality areas. This should be stated clearly on applications, explaining whether the bid applies to a particular locality/localities and indicating any flexibility in the bid in terms of localities the organisation would work within.

In cases where organisations apply for more than one locality and they are selected to deliver service, the offer may relate to a different number of localities than proposed in their application. This is necessary to ensure that all Fife localities receive the required service. Organisations are asked to state in their bid if an alternative offer to cover a higher/lower number of localities than the proposals on their application would/would not be an option to them.

Available funding should be considered as being £37 000 for each locality

Budget includes all management, employment, administration and overhead costs and service delivery costs.

In August 2021 new service brief/s will be promoted, which will build upon the work of this initial phase and will be aligned into the service outcomes of Fife's plan for the development of this framework. At that time applications will be invited from third sector partners for the service detailed in the new brief/s. Following a selection process in September, it is anticipated that successful bidders will begin their service provision by the 1st of November 2021.

APPENDIX D

The 5 Ways Approach

In Fife, we recognise that the emotional wellbeing of our young people matters. Emotional health is as important as general health and wellbeing. For more information on supporting young people's emotional wellbeing visit: fifedirect.org.uk/ourmindsmatter

Here are our five ways to wellbeing:



Connect

People with strong and wide-ranging relationships are happier, healthier and live longer. Close relationships with family and friends provide love, meaning, support, and increase our feelings of self-worth. Friendships bring a sense of belonging, so taking action to strengthen our relationships and build connections is essential for emotional wellbeing.



Be Active

Keeping active helps your mind and body. Small, positive changes can make a difference. People who do regular physical activity have a lower risk of diseases and physical activity can boost self-esteem, mood, sleep quality and energy. Adults should aim for 30 minutes and children 60 minutes of activity most days.



Give

Giving is about helping others with kindness. It is not only good for them and a worthy thing to do, it also makes us happier and healthier as it helps lower stress and anxiety. Volunteering can be a good way of helping others. When you give, you're more likely to get back and remember it is particularly helpful to be kind to ourselves.



Take Notice

Life can feel fast paced and stressful sometimes, so time spent on looking after ourselves is important. Try to find ways to take notice of things like diet, sleep, your thoughts and feelings and to be aware of the here and now. Some people call this being 'mindful'. Focusing on positives can change the way we feel about life and how we approach challenges.



Learn

The human brain is most happy when we are working towards a goal. This can be anything from learning a new language or taking part in sport, work or music. Research has shown learning something new makes us feel better about ourselves, feel more confident, reduces the risk of depression, anxiety and sleep disorders.

There are lots of ways to keep connected, keep active, give, take notice and learn in Fife:

[Twitter: /FifeActiveSch](https://twitter.com/FifeActiveSch)

[Facebook: /ActiveFife](https://www.facebook.com/ActiveFife)

onyourdoorstepfife.org

nhs.uk/livewell

fifevoluntaryaction.org.uk

communityuse.fife.scot

fife.ac.uk

youthspacefife.co.uk

young.scot

fifeleisure.org.uk

onfife.com

eatbetterfeelbetter.co.uk

moodcafe.co.uk

stopbreathethink.com

calm.com

headspace.com

These are just a few examples, there are many more.

APPENDIX E

Fife Outline Plan for Application for YP's Mental Health Covid Related funding

Funding of £785 000

"To enable support for children and young people's mental health and emotional wellbeing issues arising as a result of the Covid – 19 Pandemic"

1. The policy intention of this Grant Scheme is to enable local authorities to provide a response to children and young people's mental health and emotional wellbeing issues arising as a result of the pandemic.
2. The scheme will allow flexibility in how the funding is used to reflect local situations, while being clear about the purpose of the funding.

In Fife we are working to apply to following key principles in deciding how to allocate funding:

1. That this funding sits between and around the range of funding that the Our Minds Matter Steering Groups takes a lead on, namely:
 - **Fife's own Education's Our Minds Matter funding**, which aims to a) support the leadership and coordination of Our Minds Matter approaches, b) promote universal, early intervention and support practices, c) enhance training and partnership approaches and d) contribute to the development of targeted support for children aged 10 and below not served by the school counselling service model and e) development of additional support for school aged young people aged 10 and above who are not best served by a school counselling provision.
 - **Fife Schools' Counselling Service**, which provides 1:1 support for school-aged young people aged 10 and above, accessed through the schools' wellbeing pathways, digital drop-in support with open access to Fife young people and locality-centred family partnership work with young people and families with very low-level of partnership into education designed to build mental wellbeing and connection into education.
 - **Fife Community Mental Health and Wellbeing Supports and Services Framework**, which supports young people aged 5-26's access to services and supports which improve their mental health and emotional wellbeing within their community.
2. That the way that this funding is applied takes account of its finite nature and where possible deliver a two-fold impact a) addressing YP's immediate needs and b) resulting in some sort of improved legacy of provision when the funding ends.
3. That the plan for allocation of funding takes account of the changing COVID context by enabling us to respond to what we know about young people in Fife's emotional wellbeing needs during two phases:
 - Short Term - April to September 2021
 - Mid Term – October 2021 to March 2022

4. That the way funding is applied takes account of broad, partnership knowledge about supporting Fife's young people's emotional wellbeing under the leadership of Our Minds Matter Steering group members in partnership with Fife's Community Framework multi-agency oversight group.
5. That the funding be deployed for additional/targeted or intensive support and not universal support.
6. That the funding builds upon the 5 Ways Approach – Be Active, Take Notice, Learn, Give and Connect
7. That a key emphasis is placed upon 'Connectedness' to meet the need of young people who are continuing to experience negative impacts of Covid upon aspects such as:
 - Connection to peer support
 - Connection to school
 - Connection to professional support
 - Connection to advice
8. That elements of a Locality approach are built into the plan wherever possible
9. That the way the funding is applied sits within the Our Minds Matter approach and its key principles

The following initial steps are identified

	<i>Aims</i>	<i>Funding</i>
<p>Be Active</p> <p>The Active Schools team in collaboration with Active Fife will lead the development of additional support for young people under the heading of 'Be Active' working in partnership with the Multi-Disciplinary (People) Teams.</p> <p>This will include the introduction of small group programme of outdoor sessions for YP struggling to manage their mental health and emotional well-being. This would include hill walks, kayaking, mountain biking, local walks – either on an individual basis or in small groups.</p>	<p>To devise a plan for each locality, which responds to local young people's needs delivering additional, targeted support for young people's mental health development within the locality. Work should be centred upon Being Active but also take account of the other 5 Ways.</p>	<p>Approximately £250 000</p>
<p>The Five Ways: Support through Education</p> <p>Fife Schools allocation for each cluster on sliding scale according to roll - extension of additional, targeted support measures for children and young people's mental wellbeing between now and end of March 2022</p>	<p>To devise a cluster plan for extensions to support for young people of school age which addresses needs of target group/s and leaves a legacy of impact on service beyond the period of funding. This could include improved partnerships to support YP's wellbeing and/or improved staff skills and confidence in new aspects of support, increased in school resources.</p>	<p>Approximately £200 000</p>

	<i>Aims</i>	<i>Funding</i>
<p>5 Ways Approach: Support for Vulnerable children and YP</p> <p>Extension of additional, targeted support measures to promote individual young people's personal application of the 5 Ways approach</p>	<p>To promote the 5 ways approach with vulnerable children and young people who are supported by the Children and Families teams.</p> <p>To reinforce their application of the 5 ways in their lives with financial investment (e.g. to buy resources or experiences which would support children/YP to introduce new activity in their lives to support their mental wellbeing)</p>	<p>£39 000 to be distributed across the 12 Children and Family teams</p>
<p>Take Notice – Family support to improve the emotional and mental well-being of vulnerable children and young people</p> <p>Parenting support and advice: Explore option for Family Programme initiatives to support young people's mental wellbeing with young people in three age bands, associating with Solihull Parenting Programme. With a particular focus on 13-19 year olds</p> <p>Improvement and promotion of whole-family well-being: Practical and emotional support to reduce adversity, overcome challenges and enhance the mental and emotional well-being of parents and carers.</p> <p>Key focus on themes of support for teenagers (e.g. sleep and social media)</p> <p>'Understanding Teens' – online delivery, self-referral route to support for parents/carers with YP experiencing distress (CAMHS process)</p>	<p>To enhance Family Support Service</p> <p>To extend across- Fife supports for parents of teenagers</p> <ul style="list-style-type: none"> - Advice and Signposting (early development of Fife App to become a core resource) - Promotion of Digital Resources - Support Sessions 	<p>Up to £100 000</p>

	<i>Aims</i>	<i>Funding</i>
<p>Keeping Connected Project</p> <p>Introduction of Peer: Peer Coordinator post</p> <p>Development of mediation across all schools – Scottish Mediation training for school staff</p> <p>Promotion of Signposting to support and advice</p> <p>Continued extension of Young People Wellbeing Ambassadors Programme</p>	<p>To build the provisions in place for young people who would benefit from additional wellbeing support centred upon growing a) their connections with peers and b) with sources of support which are designed to reduce social isolation.</p> <p>c) Supporting young people's routes to self identify/seek support – linking into Digital Drop In</p>	<p>Up to £30 000</p>
<p>TAKE NOTICE – Relating Music and Creativity to Emotional Wellbeing</p> <p>Targeted at Secondary aged YP with very low levels of attendance and those who are young carers who would benefit from additional support.</p> <p>A model is being explored which brings YP together with family members to take part in this project together.</p> <p>Involvement will centre of digital methods of creating songs and music.</p>	<p>To devise a lead team/organisation to deliver creative sessions with target Secondary Aged YP as therapeutic interventions to help to broaden their outlook and to support transition.</p> <p>To work with YP to help them to express their feelings of trauma and their perspectives as a result of the Covid Pandemic – producing a creative output at the end of the process, which looks to the future.</p> <p>To make linkages into the Pupil Support family team work to build relationships with this team and to support wider wellbeing and support opportunities for YP's improved engagement in learning.</p>	<p>Around £50 000</p>
<p>SHINE Health and wellbeing Survey – to be carried out at P7, S2 and S4 (March 2021)</p> <p>Results to be used alongside other partner data to inform any additional funding allocations next steps.</p>	<p>To raise awareness of Fife's SHINE survey results to inform planning for additional/targeted supports</p>	<p>zero</p>

Total commitment at time of current draft: £669 000

Further allocations to be agreed in August 2021, to respond to context as it and YP's needs evolve

APPENDIX F

Schools Counselling Service – remit for OMM funded Educational Psychology support

This remit is designed to ensure specific Educational Psychologist support for schools in developing and evaluating the impact of their continuum of support for young people's emotional wellbeing, including Counselling in Schools, as part of the Health and Social Care Partnership approach to supporting emotional wellbeing.

Purpose:

- to support the effective implementation of the Counselling in Schools initiative into schools in Fife including evaluation
- to work alongside schools to integrate this initiative into related emotional wellbeing supports and develop their practice and overall approach to supporting wellbeing
- to work with schools to evaluate the impact of their approach to supporting emotional wellbeing, both for individuals and at an organisational level
- To support co-ordination of emotional wellbeing supports within the Directorate alongside Education Manager, OMM Champion and OMM Development Officer, and other relevant roles

Tasks associated with this role will be necessarily flexible in order to meet the purpose set out above.

They will include:

Linking with Schools

Working with school leadership team (SLT) representatives responsible for the deployment and overview of the school counselling service in secondary schools.

Using the 'Fife Counselling in Schools Guidance' as reference to guide and support effective implementation in schools

Supporting secondary schools to develop work with their cluster HTs to support an integrated approach to emotional wellbeing support for pupils.

Develop consistency across secondary schools via a framework for overview of emotional wellbeing supports at universal, additional and intensive and the location of Counselling in Schools within this.

Working with the OMM Development Officer on the implementation of school-level evaluation tools for emotional wellbeing.

Supporting schools to use evaluative data to identify areas of strength and areas for development in relation to emotional wellbeing, and to share this information to develop best practice across schools in Fife.

Linking to the Secondary Heads Collaborative, and the DHT (Support) Network, as appropriate to take forward this remit.

Linking with Partners

Considering the training offer to Counsellors, DHT (support) Network and Secondary Heads Collaborative on Universal Supports and Additional Supports such as FCEPS Emotional Wellbeing tools where appropriate.

Identifying training needs within schools or clusters and liaising with partners on the delivery of that training.

Linking with DAPL to build on current evaluative processes, including gathering and analysing data and evaluating pupil responses, and to support best practice on embedding support into existing school systems.

Work with other partners to further develop understanding and integrate this approach into Fife structures.

Responsibility for reporting back to FCEPS management team link and sharing developments across FCEPS on a regular basis.

Supporting strategic developments

Alongside the OMM Development Officer, supporting schools to collate this data for the purposes of

- school improvement
- feedback to the Directorate
- reporting to Scottish Government in terms of impact

Providing a direct and ongoing link to the Our Minds Matter Steering Group, to share information, collaborate with Steering Group members, and to report back on progress.

Providing feedback and updates on outcomes and impact to the Directorate Leadership Team (DLG) and Fife Council Elected Members, as appropriate.



Pupil Support Officer: Family Partnership

Criteria for Schools to help with the selection of children, young people and families to support.

The service will target their work to children and young people who meet the following criteria:

- 10 years old and above (if primary pupil)
- S1-S4 (if secondary pupil)
- Attendance levels below 15% (with a key focus on 5%-15%)
- School has robust planning around the young person's attendance
- School Evidence trail demonstrating low levels of engagement between school and home
- A Child's Plan is in place, with partner involvement

School Counselling Service: Family Partnership

To devise and implement a locality approach to building family partnership approaches within the supports of Fife Schools' Counselling Service

Anticipated Outcomes for school aged young people aged 10 and above:

- Improved attendance at school
- Increased engagement with learning
- Positive family engagement with school
- Improved wellbeing and resilience of targeted young people

Objectives:

To support young people, parents and carers by:

- Promoting positive mental health
- Promoting emotional regulation
- Enabling them to manage anxiety and stress which prove a barrier to engaging fully with educational opportunities

Develop understanding and skills for self-management by supporting:

- Parents/carers with understanding and responding to complex trauma and attachment issues at home. How a key

How will this be delivered?

A family-based, systemic model for young people with the most complex needs will be designed and introduced, which builds on and extends existing good practice in Fife.

Central to the work will be practice built upon positive relationships and communication by identifying families strengths, and enabling them to find their own solutions and be empowered to make positive changes.

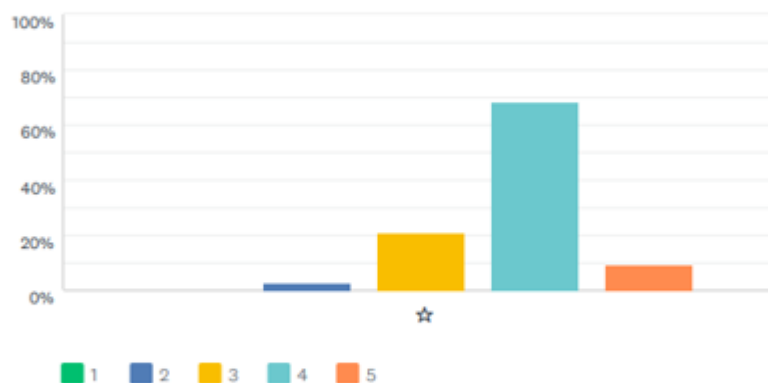
The model will focus on delivery at an additional towards intensive level and

<p>attachment figure can build connection; Compassion fatigue</p> <ul style="list-style-type: none"> • Young people, parents and carers to manage emotional and physical risks at home. Trauma informed safe handling and de-escalation skills; crisis management • Children and young people in a trauma informed approach building broad understanding of the impact of trauma and attachment issues in school. • Goal Based understanding around: <ul style="list-style-type: none"> - Families and young people where there are additional challenges posed by (living with): - Parental substance misuse - Parental mental health issues - Issues related to grief, loss and bereavement - Complex needs such as learning disabilities; neurodevelopmental conditions 	<p>where possible will look for opportunities to aid development of practice at universal level.</p> <p>We anticipate that the model will contribute to strengthened locality working across the 7 locality areas.</p> <p>There will be opportunities for:</p> <ol style="list-style-type: none"> 1. Targeted one-to-one and family sessions. 2. Behavioural Family Training (BFT) 3. Connecting with Parents' Motivations 4. Incredible Years (school age) 5. Extend the spread and impact of Solihull (e.g. Adolescent Brain workshops) 6. Extension of Seasons for Growth (e.g. parent leads) 7. Understanding Teens 8. Adult Parenting Programme
---	--

APPENDIX H Bereavement and Loss Training Impacts for Practitioners

How would you rate your skills / knowledge after this training?

Answered: 44 Skipped: 1



	1	2	3	4	5	TOTAL	WEIGHTED AVERAGE
☆	0.00%	2.27%	20.45%	68.18%	9.09%	44	3.84
	0	1	9	30	4		

How would you rate your skills / knowledge before this training?

Answered: 44 Skipped: 1



	POOR	FAIR	GOOD	VERY GOOD	EXCELLENT	TOTAL	WEIGHTED AVERAGE
☆	2.27%	45.45%	45.45%	4.55%	2.27%	44	2.59
	1	20	20	2	1		

- Fantastic session and I feel much more prepared for returning to school and working with children who have experienced loss and grieving! Thank you!
- Very informative, definitely information I can share with my team in school.
- Thank you for this very informative session and for drawing my attention to many other supports available.
- Very useful information relating to what to/not to do, the different ways children can respond to grief at different ages and stages, and resources/contacts.
- Thank you for this session. I found it informative and I feel more confident to support children and families who have experienced bereavement
- Very helpful to me as a Foster carer whose teen just lost his mum helped me understand that grief is not always visible.

‘Our Minds Matter Online Parent/Carer Survey 1’

Summary Report

January 2021

Our Minds Matter Online Parent/Care Survey 1

Background

This survey was designed to understand how parents and carers in Fife were feeling during the current COVID-19 pandemic. Since March 2020, children and young people have experienced a disruption to schooling due to school closures as a result of lockdowns. It is important to find out how the children and young people in Fife are feeling in terms of their health and wellbeing. It is also important for schools to find out how their parents and carers are feeling and to ascertain if they feel supported and that they know where to go for support and advice if they need to.

In Fife we have a framework for improving how we work to support young people’s emotional wellbeing. It’s called ‘Our Minds Matter’ and centres on working as partners to support young people.

This online Survey was sent out to all Fife schools on the 15th December 2020 and closed on the 10th January 2021. It was promoted to parents and carers by Parent Council Chairs and Headteachers and was created to help inform planning and provide a focus on health and wellbeing resources and advice for parents and carers throughout 2021.

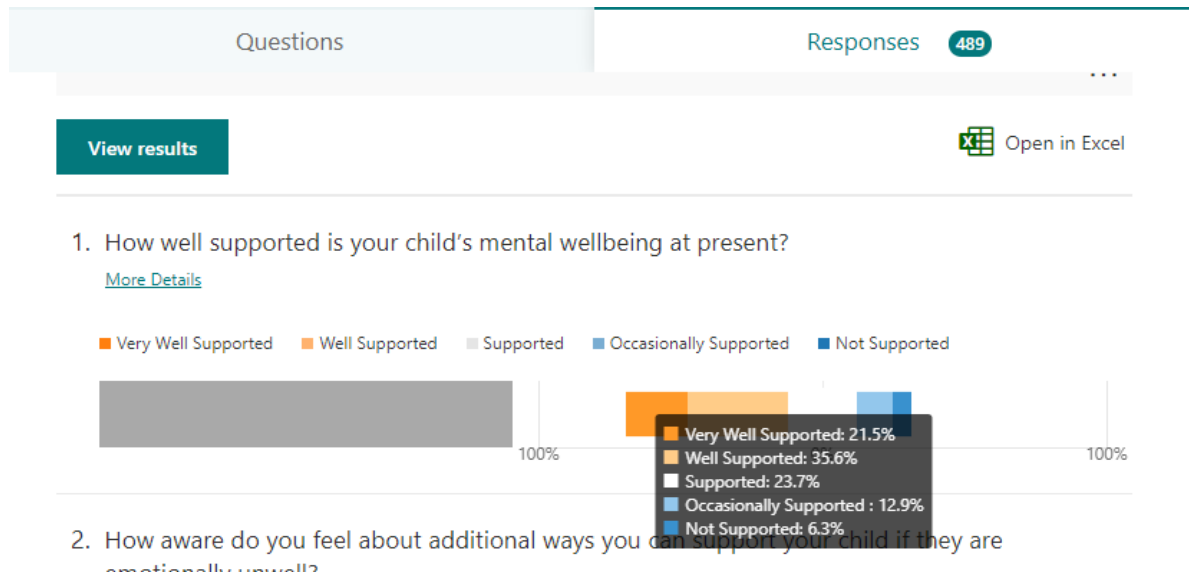
Questions

The online Survey was completed by 489 parents and carers throughout Fife and consisted of 8 questions/ requests for information:

1. How well supported is your child’s mental wellbeing at present?
2. How aware do you feel about additional ways you can support your child if they are emotionally unwell?
3. If you have a concern about your young person’s wellbeing, tick the box that best applies to you (options given of people to speak with).
4. Rank in order the people that you would typically speak with from this list below (options given and ranked in order).
5. Thinking about the parents you know, what topics would they appreciate more information about? (options given and ranked by importance).
6. Please let us know about any other mental wellbeing related topics parents might want more information about.
7. How would we best help parents with these themes? (options given and ranked by importance).
8. Please add any other suggestions.

Summary Findings – Parental Survey

1. How well supported is your child's mental wellbeing at present?



The results from this question were very positive and it is worth noting that over 80% of respondents felt their child's mental wellbeing was supported, well supported or very well supported.

2. How aware do you feel about additional ways you can support your child if they are emotionally unwell?

13.9% of respondents felt extremely aware, 24.7% felt very aware, 32.9% felt aware and 18.2% felt occasionally aware. Only 10.2% were not aware of additional ways to support their child if they were emotionally unwell. Whilst this figure is low, it does mean that more could be done to get information out to parents and carers.

3. If you have a concern about your young person's wellbeing, tick the box that best applies to you (options given of people to speak with).

3. If you have a concern about your Young Person's wellbeing, tick the box that best applies to you.

[More Details](#)

- I wouldn't speak with anyone. 10
- I would like to speak with som... 161
- I have a number of people I c... 318



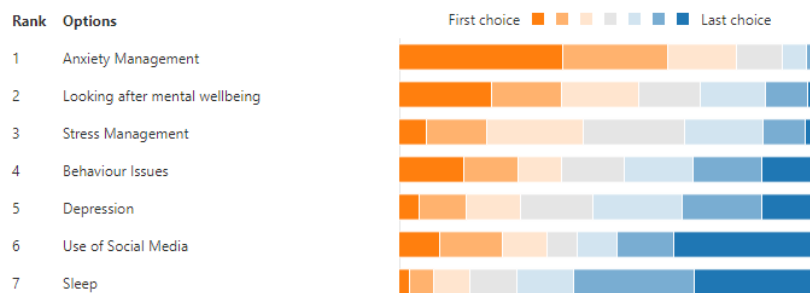
4. Rank in order the people that you would typically speak with from this list below (options given and ranked in order).

The results from respondents showed that most were willing to speak to a family member (39.9%), a high percentage would also speak to their child's teacher (21.4%). 11.3% of respondents would speak to a G.P and only 3.8% would speak to another health professional.

5. Thinking about the parents you know, what topics would they appreciate more information about? (options given and ranked by importance).

5. Thinking about the parents you know, what topics would they appreciate more information about? please arrange in the order of importance, top being the most important, using the arrows at the side.

[More Details](#)

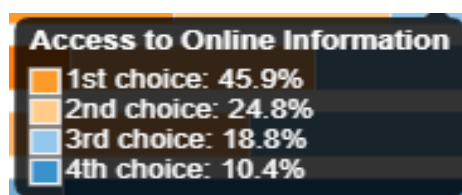


If the first two topics (Anxiety Management and Looking After Mental wellbeing) are put together as a similar theme/topic to be chosen as a First Choice over 60% of respondents chose these as key areas for more information.

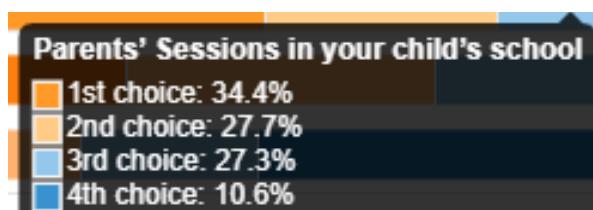
6. Please let us know about any other mental wellbeing related topics parents might want more information about.

There were 136 responses from the overall 489 respondents. Key themes from these responses are included at the end of this Summary Report.

7. How would we best help parents with these themes? (options given and ranked by importance).



The two most popular methods of sharing information was 'Access to Online Information' and 'Parents Sessions in your child's school'



Question 8 'Please add any other suggestions' links in with Question 6 above. Some key themes to emerge from responses were:

- *Bullying*
- *Relationships*
- *Coping Strategies*
- *Bereavement and Loss*

Next Steps:

The results of the 'Our Minds Matter Online Parent/Carer Survey 1' have been very positive in terms of how parents and carers feel about the health and wellbeing support being offered in Fife to their children and young people. The findings have helped shape current thinking and practice at this important time in education.

Moving forward the Our Minds Matter team will action the following:

- Continue to raise awareness of health and wellbeing resources and partnership working through social media platforms, school websites and local news sources.
- Develop resources for children and young people which will help support them and their families as they return to school from the current lockdown in January 2021.
- Develop stronger links with the Parent Council Chairs Group within Fife to ensure health and wellbeing is a key focus of Parent Council meetings in 2021.
- A follow up 'Our Minds Matter Online Parent/Carer Survey 2' in August 2021

11th May 2021

Agenda Item No. 6

Climate Change and Learning for Sustainability

Report by: Carrie Lindsay, Executive Director, Education and Children's Services

Wards Affected: ALL

Purpose

The purpose of this paper is to provide for the Education and Children's Services Sub-Committee an overview of:

- National expectations on Climate Change and Learning for Sustainability
- Local delivery of these aspects of the Curriculum within Fife educational settings

This was Motion 1 from Fife Council meeting 12/11/20 (para 204)

Recommendation(s)

The Education and Children's Service Committee is asked to consider the information which has been shared within this report

Resource Implications

None

Legal & Risk Implications

There are no direct legal/risk implication arising from the report

Impact Assessment

An EqIA is not required because this report does not propose a change or revise any existing policies or practice.

Consultation*

There was no specific consultation related to this report

1.0 Background

- 1.1 Education addresses climate change by uniting experiences and outcomes from Curriculum for Excellence. Experiences and outcomes across curriculum areas are delivered in a variety of contexts as part of the theme of Learning for Sustainability (LfS). The Scottish curriculum and education system have a fundamental role to play in providing “learners with many opportunities to develop the skills, capabilities, attributes, knowledge, motivation and behaviours to live sustainable lifestyles as informed and committed global citizens.” [Link for document in Appendix 1](#) (not hard copy of hard document)
- 1.2 Within the Scottish curriculum all learners have an entitlement to Learning for Sustainability and there is an expectation that all education practitioners reflect the key principles of Learning for Sustainability within their practice as set out in the Vision 2030+ Report published in 2016 and the General Teaching Council of Scotland Professional Standards.

2.0 Current Position

Curriculum for Excellence

- 2.1 Curriculum for Excellence has been designed to prepare children and young people for learning, life and work in the 21st century. It provides a broad, flexible framework that enables teachers to connect learning to real-life contexts and as such provides rich opportunities for learners to explore and learn about climate change and associated issues to become responsible citizens.
- 2.2 Educational establishments have progressive learning pathways that ensures these experiences and outcomes from across Curriculum for Excellence are planned for and delivered. The curriculum should be underpinned by a coherent whole school approach to learning for sustainability. Learning for sustainability (LfS) is an approach to life and learning which enables learners, educators, schools and their wider communities to build a socially-just, sustainable and equitable society.
- 2.3 Learning for Sustainability is an important component of Curriculum for Excellence, an entitlement for learners, and a core part of teachers’ professional standards. It supports the development of knowledge, skills and values at the heart of the curriculum’s four capacities and provides a mechanism for promoting and working towards the UN’s Sustainable Development Goals.
- 2.4 Within Early Years settings play and outdoor learning expose children to a wide variety of resources and experiences across Technologies, Social Studies, Health and Wellbeing and Religious and Moral Education covering recycling and making better sustainable lifestyle choices.

- 2.5 Within Primary (P1 – P7) learners are exposed to a wide variety of experiences across Technologies, Social Studies, Science, Health and Wellbeing and Religious and Moral Education (RME) covering human impact on the environment and how living in a more sustainable way can reduce the impact on the environment. Due to the flexibility of Curriculum for Excellence, climate change provides a meaningful and highly relevant real-life context which can be further explored through play, outdoor learning and interdisciplinary learning across curricular areas.
- 2.6 Within Secondary, throughout the BGE (S1 – S3), experiences across the Sciences and Social Studies more specifically explore climate change and the impact on living things, and how renewable energy and sustainable living can slow or reverse the effect of climate change. Furthermore, progressive experiences across the Technologies, Health and Wellbeing and Religious and Moral Education and further interdisciplinary learning provides opportunities to think, discuss and learn about our environment, our responsibilities and sustainable living.
- 2.7 Within Senior Phase climate change and renewable energy also feature extensively in the National Qualifications from National 2 to Advanced Higher across many subject areas (Science, Biology, Environment Science, Physics, Religious Moral and Philosophical Studies, Geography, Modern Studies and Engineering Science) providing learners with opportunities to study the causes and effects of climate change and develop their understanding of the scientific, geographical, technological and political aspects of the issue.
- 2.8 Appendix 2 shows specific detail of progressive experiences and outcomes

Climate Change (Emissions Reduction Targets) (Scotland) Act 2019

- 2.9 The **Climate Change** (Emissions Reduction Targets) (**Scotland**) **Act** 2019, which amends the **Climate Change (Scotland) Act** 2009, sets an ambitious target date for net-zero emissions of all greenhouse gases by 2045, terminating Scotland's contribution to climate change definitively within one generation.
- 2.10 The Scottish Government released the Climate Change Plan update in December 2020 which outlines how Scotland will navigate towards a prosperous low carbon economy which will create “a greener, fairer and healthier Scotland by 2032.” Link for document in Appendix 3 (not a hard copy in Appendix)

Work with external partners which support delivery of Climate Change and Learning for Sustainability.

- 2.11 Eco-Schools is the leading sustainable schools programme in the world and has been delivered by Keep Scotland Beautiful in Scotland since 1995. Full document available in Appendix 4.(not hard copy in Appendix)
- The seven key elements comprise the core of all Eco-Schools programmes worldwide:

- Eco Committee
- Environmental Review
- Action Plan
- Measuring
- Linking to the Curriculum
- Community
- Eco Code

2.12 The Green Flag Award is an internationally recognised achievement for schools and early learning centres committed to Learning for Sustainability. To achieve a Green Flag Award, the pupil-led Eco-Committee must select and demonstrate they have taken action on litter and three further topics:

- Biodiversity
- Energy
- Food and the Environment
- Global Citizenship
- Health and Wellbeing
- School Grounds
- Transport
- Waste Minimisation
- Water

2.13 Fife schools have engaged with Eco-Schools Scotland since the launch in 1995 and have successfully applied for multiple Green Flag Awards consistently every two years. From the beginning of 2019 until the end of 2020, 37 Fife schools achieved Eco-Schools Green Flag status.

2.14 Keep Scotland Beautiful also runs further programmes and competitions to support education on Climate Change.

- Primary Schools – Introduction to Climate Change (online course); Pocket Garden Design (annual competition for 3 – 18year olds)
- Secondary Schools – Climate Ready Classrooms (one-day accredited Carbon Literacy Training course for 14-17year olds); My Beach, Your Beach (classroom resources for S1 – S6 pupils); Young Reporters for the Environment (annual writing competition for 11 – 25 year olds)
- In collaboration with e-Sgoil and WestOS, Keep Scotland Beautiful provided lessons with a focus on Climate Change during lockdown for S1-S3 pupils.

2.15 Keep Scotland Beautiful supports many local projects through the Climate Challenge Fund. Two current projects are running in Fife which our young people can get involved in:

- Greener Kirkcaldy (reducing car use and upcycling bikes)
- Tayport Grows (support to grow and cook food)

Detail of Fife establishments achieving the Green Flag between 2019 and 2020 is in Appendix 5.

Delivery within Education Establishments

2.16 Delivery within our educational establishments is varied, creative and innovative. Evidence linked to this area is gathered through national inspections from Education Scotland and Care Inspectorate. Locally, evidence of progress and impact is gathered through our internal quality improvement processes and good practice shared between and across schools through various forums.

2.17 An example of practice is shared below:

Early Years	Sunflower Early Learning Centre
Primary	Balcurvie Primary School
Secondary	Waid Academy
Special	Kilmarnock Special School

2.18 Sunflower Family Nurture Centre

Over the past two years, Sunflower Family Nurture Centre has focused on travel, waste management and litter to achieve their 6th Green Flag Award. Their Sustainable Development Goal was Responsible Consumption and Reduction which underpinned the ethos of all the learner activities which included road safety walks, gardening, recycling and upcycling to encourage better sustainable choices and responsible consumption for their setting and community. Over the last year, a live Eco Wall of Wishes was utilised to continue promoting, engaging and educating the local community in their shared quest to improve the environment.

2.19 Balcurvie Primary School

Balcurvie Primary School has been an Eco-School since 2008 with all ten Green Flag topics firmly embedded in the ethos and life of the school. All Eco initiatives intersect with the different Pupil Voice groups: Eco Committee, Rights Respecting, Pupil Council, Social Enterprise, Events and Charities and Junior Road Safety Officers. At the start of each academic year, pupils and staff make an individual Eco Pledge which forms the Eco Pledge and Global Goals Tree displayed in the school gym hall. Whole school initiatives are scheduled throughout each session and are linked to all areas of the curriculum including:

- Litter picking
- Recycling
- Wake Up Shake Up
- Fruity Friday
- Fairtrade Fortnight
- Earth Hour
- Health Week
- Active Travel Week and the Big Pedal
- Dog fouling and anti-littering campaigns
- Fundraising events to support countries impacted by Climate Change

Weather and Climate is a topic bundle studied by all learners at second level in Balcurvie. Resources such as Oxfam case studies are used to raise awareness and empathise with people living in different countries across the globe (e.g. Bangladesh, Malawi and Uganda) experiencing the impact of Climate Change. New cluster Connecting Classrooms resources and lesson materials focusing on Sustainable Development Goals have also been made available by Levenmouth Academy to further support Climate Change education.

On the 9th of March 2021, Balcurvie was awarded their 7th Green Flag.

2.20 Waid Academy

Waid Academy has been an Eco-School since 2005 and has achieved seven Green Flag Awards. There continues to be an active Eco Committee at Waid who continually raise awareness about Climate Change through different activities involving many subject areas (e.g. litter picking activities during PSHE produce data which is handled in Mathematics). The S2 Climate Change Challenge is an interdisciplinary learning project which has been taking place annually for over a decade and links learning on Climate Change through Science, Geography, Mathematics and Religious Moral and Philosophical Studies. At the end of S2, all pupils participate in the 6-week Climate Challenge working in groups of four to create a presentation of any form (an artwork, play, model, interview etc.) which aims to answer the question: How are we going to power Scotland in 2050? Representatives from the local community including local MPs, Professors from St Andrews University, Farming and Wildlife colleagues are all involved in the judging process which selects three group presentations to showcase to the whole year group who then select the winner of the Climate Challenge.

2.21 Kilmaron School

Kilmaron is a green-site school set in a garden and orchard. Learning for Sustainability very much provides the canvas for learning across the four main contexts at Kilmaron:

- Curriculum areas and subjects
- Interdisciplinary learning
- Ethos and life of the school
- Opportunities for personal achievement

Learners fully engage in outdoor education with an adapted sustainable greenhouse which is used to grow their own food. Food produced has been sold locally as part of enterprise education. Further products from the garden are recycled and upcycled. Learners are heavily involved in many fundraising efforts and have responded to international appeals following natural disasters linked to Climate Change including flooding in Malawi. Kilmaron has actively participated in a cluster connecting classrooms exchange with Malawi in recent years.

Useful Resources for Fife Schools

- 2.22 There are many useful online resources which have been published to support education on Climate Change. These resources support the delivery of Curriculum of excellence across all our educational establishments. Details in Appendix 6

3.0 Conclusions

- 3.1 We will continue to support and challenge all educational establishments to ensure all children and young people across Fife receive their entitlement to Learning for Sustainability which includes Climate Change. We will do this by supporting practitioners and leaders across the 3-18 learner journey in identifying and accessing resources and professional learning to ensure they can deliver all aspects of learning linked to Learning for Sustainability and Climate Change.

List of Appendices

1. Link - <https://education.gov.scot/improvement/self-evaluation/climate-change-in-scottish-education/>
2. Overview of Experiences and Outcomes from Curriculum for Excellence
3. Link - <https://www.gov.scot/policies/climate-change/>
4. Link - <https://www.keepsotlandbeautiful.org/education-and-learning/eco-schools/>
5. Eco-Schools Green Flag Awards in Fife 2019 – 2020
6. Climate Change and Learning for Sustainability Resources

Background Papers

The following papers were relied on in the preparation of this report in terms of the Local Government (Scotland) Act, 1973:-

- <https://education.gov.scot/improvement/self-evaluation/climate-change-in-scottish-education/>
- <https://education.gov.scot/improvement/learning-resources/a-summary-of-learning-for-sustainability-resources/>

Report Contact

Author Name	Jackie Funnell
Author's Job Title	Education Manager
Workplace	Rothsay House, Rothsay Place, Glenrothes, KY7 5LT
Telephone:	03451 55 55 55 + VOIP Number 450397
Email:	jackie.funnell@fife.gov.uk

The following information has been extracted from an Education Scotland Publication:

Climate Change and Education in Scotland

(<https://education.gov.scot/improvement/Documents/ClimateChangeinScottishEducationBriefing140819new.pdf>)

Sciences – Planet Earth

- By investigating renewable energy sources and taking part in practical activities to harness them, I can discuss their benefits and potential problems. SCN 3-04b
- I can explain some of the processes which contribute to climate change and discuss the possible impact of atmospheric change on the survival of living things. SCN 3-05b
- Through exploring the carbon cycle, I can describe the processes involved in maintaining the balance of gases in the air, considering causes and implications of changes in the balance. SCN 4-05b

Technologies – Technological developments in society and business

- I can analyse products taking into consideration sustainability, scientific and technological developments. TCH 4-05a
- To help care for the environment, I reduce, re-use and recycle the resources I use. TCH 0-06a
- I can analyse how lifestyles can impact on the environment and Earth's resources and can make suggestions about how to live in a more sustainable way. TCH 2-06a
- I can examine a range of materials, processes or designs in my local community to consider their environmental, social and economic impact. TCH 4-06a
- I can make suggestions as to how individuals and organisations may use technologies to support sustainability and reduce the impact on our environment. TCH 2-07a
- I can identify the costs and benefits of using technologies to reduce the impact of our activities on the environment and business. TCH 3-07a
- I can present conclusions about the impact of technologies on the economy, politics and the environment. TCH 4-07a

Social Studies – People, place and environment

- I can identify threats facing the main climate zones, including climate change, and analyse how these threats impact on the way of life. SOC 4-12a
- I can carry out a geographical enquiry to assess the impact and possible outcomes of climate change on a selected region and can propose strategies to slow or reverse the impact. SOC 4-12b

Health and wellbeing – Mental, emotional, social and physical wellbeing

- I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible. HWB 0-16a / HWB 1-16a / HWB 2-16a / HWB 3-16a / HWB 4-16a
- I know and can demonstrate how to keep myself and others safe and how to respond in a range of emergency situations. HWB 0-17a / HWB 1-17a / HWB 2-17a / HWB 3-17a / HWB 4-17a

- I know and can demonstrate how to travel safely. HWB 0-18a / HWB 1-18a / HWB 2-18a / HWB 3-18a / HWB 4-18

Religious and Moral Education – development of beliefs and values

- I am developing an increasing awareness and understanding of my own beliefs and I put them into action in positive ways. RME 1-08a / RME 2-08a / RME 3-08a / RME 4-08a
- I am becoming aware that people's beliefs and values affect their actions. RME 1-09c
- I am developing my understanding of how my own and other people's beliefs and values affect their actions. RME 2-09d
- I can explain how the different beliefs that people have, including beliefs which are independent of religion, relate to their moral viewpoints and how this leads them to respond to moral issues. RME 3-09c
- Having reflected upon and considered a range of beliefs, belief systems and moral viewpoints, I can express reasoned views on how putting these beliefs and values into action might lead to changes in society. RME 4-09a

The qualifications which provide opportunities for learning about climate change and its impacts include:

- Science in the Environment [National 2] (<https://www.sqa.org.uk/sqa/48572.html>)
- Science [National 3 and National 4] (<http://www.sqa.org.uk/sqa/45718.html>)
- Biology [National 3, National 4, National 5, Higher and Advanced Higher] (<http://www.sqa.org.uk/sqa/45723.html>)
- Environmental Science [National 3, National 4, National 5 & Higher] (<http://www.sqa.org.uk/sqa/45726.html>)
- Religious Moral and Philosophical Studies [National 4, National 5 & Higher] (<https://www.sqa.org.uk/sqa/45631.html>)
- Physics [National 3 & National 4] (<http://www.sqa.org.uk/sqa/45729.html>)
- Geography [National 3, National 4, National 5 & Higher] (<http://www.sqa.org.uk/sqa/45627.html>)
- Modern Studies [National 5] (<http://www.sqa.org.uk/sqa/45629.html>)
- Engineering Science [National 4, National 5 & Higher] (<http://www.sqa.org.uk/sqa/45648.html>)

Appendix 5

Eco-Schools Green Flag Awards in Fife 2019 – 2020

School Name	Postcode	Latest Green Flag Awarded
Canmore Primary School	KY11 8RF	13/10/2020
McLean Primary School	KY12 9EE	04/02/2020
St Margaret's RC Primary School	KY11 4BB	22/01/2020
Commercial Primary School	KY11 4BB	29/11/2019
Treetop Family Nurture Centre	KY11 1PL	25/10/2019
St John's RC Primary School	KY11 2BT	23/10/2019
Glenrothes High School	KY6 1HJ	04/10/2019
Ladybird Family Nurture Centre	KY7 4JB	01/10/2019
St Columba's RC Primary School	KY15 4AN	13/09/2019
St Monans Primary School	KY10 2DH	19/07/2019
Letham Primary School	KY15 7RN	19/07/2019
Falkland Primary School	KY15 7AW	18/07/2019
Lynburn Primary School	KY11 4LU	16/07/2019
Bell Baxter High School	KY15 4HY	30/06/2019
Waid Academy	KY10 3HD	28/06/2019
Lumphinnans Primary Community School	KY4 9HG	24/06/2019
St Paul's RC Primary School	KY6 2AT	19/06/2019
Dunfermline High School	KY11 3BQ	24/05/2019
Ladybank Primary School	KY15 7LE	05/04/2019
Hyndhead School	KY8 1JE	28/03/2019
Clentry Nursery	KY4 0LB	28/03/2019
Duloch Primary School	KY11 8FG	05/03/2019
Balcurvie Primary School	KY8 5DY	04/03/2019
St Marie's RC Primary School	KY1 2JH	28/02/2019

School Name	Postcode	Latest Green Flag Awarded
Gallatown Nursery School	KY1 1AB	26/02/2019
Southwood Primary School	KY6 1JU	15/02/2019
Greyfriars RC Primary School	KY16 8DF	13/02/2019
Beanstalk Family Nurture Centre	KY11 4PZ	06/02/2019
Kennoway Primary & Community School	KY8 5LW	06/02/2019
Coaltown of Wemyss Primary School	KY1 4NR	21/01/2019
Sunflower Family Nurture Centre	KY5 9QY	03/01/2019

Appendix 6

Climate Change and Learning for Sustainability Resources

Education Scotland Exploring Climate Change Resources for Secondary:
<https://education.gov.scot/improvement/learning-resources/exploring-climate-change/>

Education Scotland Learning for Sustainability Resources:
<https://education.gov.scot/improvement/learning-resources/a-summary-of-learning-for-sustainability-resources>

Education Scotland Weather and Climate Change Resources for Primary and Secondary:
<https://education.gov.scot/improvement/learning-resources/weather-and-climate-change/>

Education Scotland Climate Change in Scottish Education:
<https://education.gov.scot/improvement/self-evaluation/climate-change-in-scottish-education/>

Education Scotland Visio 2030+ Report: <https://education.gov.scot/improvement/self-evaluation/vision-2030-report-concluding-report-of-the-learning-for-sustainability-national-implementation-group/>

Education Scotland Community Resilience and Curriculum for Excellence:
<https://education.gov.scot/improvement/learning-resources/community-resilience-and-curriculum-for-excellence/>

Education Scotland Whole school and community approach to learning for sustainability (LfS) - Self-evaluation and improvement framework: <https://education.gov.scot/improvement/self-evaluation/whole-school-and-community-approach-to-learning-for-sustainability-lfs-self-evaluation-and-improvement-framework/>

Scotland's Environment Website: <https://www.environment.gov.scot/educational-resources/get-learning-climate/>

COP26 Summit (November 2021): <https://ukcop26.org/>

United Nations Sustainable Development Goals:
<https://www.un.org/sustainabledevelopment/climate-action/>

Our World, Our Impact: <https://www.glasgowsciencecentre.org/discover/our-world-our-impact>

GTCS Professional Standards Learning for Sustainability: <https://www.gtcs.org.uk/professional-standards/learning-for-sustainability.aspx>

Zero Waste Scotland (Local Authority Resources): <https://www.zerowastescotland.org.uk/>

Eco-Schools At Home: <https://www.keepsotlandbeautiful.org/education-and-learning/eco-schools/eco-schools-at-home/>

Eco Schools Training Opportunities: <https://www.keepsotlandbeautiful.org/education-and-learning/eco-schools/training/>

Learning and Teaching Resources: <https://www.globalgoals.org/resources>

Teacher Network: <https://www.teachthefuture.uk/action/teachers-network>

11 May 2021

Agenda Item No. 7

Directorate Improvement Plan – Priorities 2021-23

Report by: Carrie Lindsay, Executive Director, Education & Children's Services

Wards Affected: All wards

Purpose

The purpose of this report is to outline the draft improvement priorities for the Education & Children's Services Directorate Plan 2021-23 and to explain the rationale for these priorities. Comments are invited on these draft priorities.

Recommendation(s)

The Committee is asked to consider the ECS Directorate's draft improvement priorities for 2021-23 and to comment as appropriate.

Resource Implications

The paper outlines the Directorate's focus for improvement, to ensure that outcomes for children and young people in Fife improve as the Directorate works to support recovery from the Covid pandemic within its current budget.

Legal & Risk Implications

The priorities identified in para. 3.4 have been identified as a suitable basis to support the Directorate's approach to improvement for 2021-23. They will enable the Directorate to publish an Improvement Plan that will meet a range of requirements, arising from legislation and national policy. Failure to identify suitable priorities for improvement would result in a failure to meet these statutory and policy requirements.

Impact Assessment

The Directorate Plan highlights the Directorate's key priorities for improvement over the coming year. These have been chosen to help achieve improved outcomes for all children and young people, but will have a particular focus on: closing the attainment gap for children living in socially disadvantaged areas; improving life chances and opportunities for Fife's most vulnerable children and young people (including looked after children and the care experienced).

Consultation

The development of the Education & Children's Services (ECS) Directorate improvement priorities for 2021-23 has been informed by a range of consultation and engagement activities with staff and by feedback from children, young people and families. This process of consultation is ongoing, and members of the Education & Children's Services Sub-Committee are invited to comment on the current draft priorities, as part of this consultation process.

1.0 Background

- 1.1 The Education & Children's Services (ECS) Directorate is subject to a range of requirements to develop and publish strategic plans for its services, arising from both legislation and national policy. The Directorate meets many of these demands through its Directorate Improvement Plan, ensuring that the Directorate's services for children, young people and families are aligned with one another.
- 1.2 The Education & Children's Services (ECS) Directorate Improvement Plan covers a 3-year planning period, which is aligned to the statutory planning period for children's services. The current planning period is 2020-23, however, during 2020-21 both the ECS Directorate and Children's Services Partnership published a single-year plan. These were produced in line with national guidance, and were designed to support the work of children's services during the initial stages of the Covid pandemic.
- 1.3 Both the ECS Directorate and Fife Children's Services Partnership are currently developing Improvement Plans for 2021-23, to cover the remaining part of the statutory planning period for children's services. This paper provides an overview of the draft improvement priorities that the Directorate has identified, and the rationale for their choice.

2.0 Overview of the Directorate's current performance

- 2.1 Appendix 1 of the paper provides a summary overview of current evidence about the experiences and outcomes of children, young people and families in Fife. This evidence is taken from a multi-agency review, which has been undertaken as part of the work to develop the Fife Children's Services Plan 2021-23.
- 2.2 Most of the outcomes in appendix 1 have been reported to the Education & Children's Services Sub-Committee during the past year. The remainder will be published in the Annual Report on Children's Services 2020/21, which is expected to be published in June.
- 2.3 A number of broad themes are evident in the evidence about improvement in Fife during the period before the Covid pandemic:
 - The level of child poverty is increasing across Scotland. However, there is evidence that poverty in Fife is increasing at a faster rate. Fife now reports the 5th highest level of child poverty among Scotland's 32 authorities.
 - Overall, average outcomes in Fife were similar to those for Scotland, although persistently below national outcomes for some measures (e.g. attainment at National 5). For many measures where Fife was performing below national, Fife's performance was in line with outcomes for similar areas in Scotland, allowing for levels of child poverty in Fife. This is true for many measures of school leaver attainment, (e.g. the complementary tariff points of school leavers are similar to those of Fife's "virtual comparator" – a benchmark that reflects levels of deprivation and stage of leaving, etc).
 - Outcomes for the vulnerable and most disadvantaged (including the care experienced and those facing multiple forms of disadvantage – e.g. those living in SIMD Quintile 1, and/or being registered for free school meals, and/or having an additional support need) were significantly lower than those for the "average" child. Equity remains a significant challenge for Fife, as for Scotland and many other nations.

- Outcomes were improving and significant progress had been made in closing the equity gap across a range of key measures (including literacy and numeracy skills, positive destinations and participation post-school). However, the rate of improvement had been slowing in recent years.
- Significant progress has been made in supporting more children & young people who had a social work involvement at home, or within Fife. However, it is clear that a more child-centred and preventative approach is needed, involving a collective response across the partnership. This was also recognised in the findings of the Independent Care Review, and reflects the focus of “The Promise”.

2.4 A number of broad themes are also evident from the evidence to date regarding the impact of the Covid pandemic:

- Many outcomes have seen a set back, falling to levels last seen 3 or 4 years ago.
- Across a number of key outcomes equity gaps have widened again.
- Mental health and emotional wellbeing are a significant cause for concern.
- Engagement with children, young people and families has been a significant challenge during the pandemic.
- Nationally, unemployment is expected to rise in the next 10 months to between 7.5% and 10%.
- Child poverty levels are projected to rise further in the coming years.

2.5 Appendix 2 provides a summary overview of performance and process indicators for children’s services, as reported in the Local Government Benchmarking Framework (LGBF), as published by the Improvement Service. Data is presented for the most recent two years, where currently published.

2.6 The key messages evident about outcomes in the Local Government Benchmarking Framework broadly reflect those summarised in appendix 1, albeit that the LGBF uses a narrower range of measures. It may be noted that:

- The quality of early years provision is good, compared with national inspection outcomes.
- Educational outcomes and experiences for looked after children are similar to, or better than, those seen in other parts of Scotland.
- Attainment for literacy and numeracy in primary schools is slightly better than national and somewhat above expectations (based on levels of child poverty in Fife and recognising the influence of social context on attainment).
- The attainment of Fife’s higher attaining pupils is generally lower than national but broadly in line with expectations (based on levels of child poverty in Fife and recognising the influence of social context on attainment).
- Levels of school attendance and exclusion are similar to those seen in other parts of Scotland.
- The proportion of school leavers entering a positive destination from school, and the proportion of young people aged 16-19 years old participating in education, training or employment, are similar to the Scottish average.

2.7 Indicators for children and families social work within the Local Government Benchmarking Framework have yet to be updated for last year’s data. They reflect some of the challenges that the service has been addressing through its Belonging 2 Fife strategy. However, they do not reflect the progress that has been made in reducing the use of residential placements, and in supporting more looked after children safely at home, over the past 2 years.

- 2.8 Appendix 3 provides a overview of key facts relating to the Directorate's resources, for information. This includes LGBF cost measures and workforce profile data.

3.0 The Directorate's Draft Priorities for 2021-23

- 3.1 As part of the process for developing a new Children's Services Plan for Fife, professionals from across the children's services partnership have met in recent months to review a wide range of evidence about outcomes for children and young people in Fife. This has included pre-Covid improvement and evidence about the impact of Covid to date. This review process has highlighted the importance of a number of factors for the coming period of recovery:
- There is significant capacity to achieve improvement within the Directorate, supported by a culture of professional learning and development amongst staff and increasing experience in the use of improvement methodologies.
 - It will be important in developing our approaches to support improvement during recovery to have a more targeted focus on those who are most disadvantaged.
 - Nurturing approaches and trauma-informed practice have already begun to be developed in Fife and have an important role to play in helping to recognise and meet individual needs.
 - It will be important to support the emotional wellbeing of our young people, families & staff.
 - Valuing choice and participation, allowing young people a greater voice.
 - Mitigating the impact of poverty.
- 3.2 Many of these factors have also been identified as important requirements for successful recovery by national reviews and research into the impact of the Covid pandemic (see: Scottish Government, October 2020).
- 3.3 The Directorate's priorities:
- Have been developed to address the key challenges highlighted in the evidence outlined in section 2.
 - Will help to support a focus on the factors identified as important for successful recovery from Covid, as summarised in para. 3.1.
 - Align with and support major national policy priorities, including: The Promise, and the National Improvement Framework for Schools.
 - Align with and will ensure delivery of the Council recovery and reform areas for which the Directorate provides a lead (The Promise, attainment, and employability), or to which the Directorate contributes (including Tackling Poverty and Crisis Prevention).
- 3.4 The draft Directorate improvement priorities for 2021-23 are:
- **Delivering the Promise.** Working with the wider children's services partnership to develop a more collaborative approach to prevention for vulnerable children, including those on the edge of care.
 - **Closing the Attainment Gap.** Building on existing experience in the use of the Model for Improvement to ensure that attainment recovers and further improves, and that the attainment gap closes significantly.
 - **Improving Opportunity.** Ensuring that the achievement, attainment and employability skills of young people improve, particularly for the vulnerable and multiply disadvantaged.

- **Supporting Wellbeing.** Working to support the mental and physical health of children, young people and families, and of staff.
- **Empowering all.** Further developing leadership at all levels within the Directorate, to ensure that the Directorate's capacity for further improvement continues to grow during recovery.

3.5 The Directorate Plan priorities have been developed in parallel with and closely align with the draft improvement priorities identified for:

- The **Fife Children's Services Plan 2021-23**, the priorities being: Delivering the Promise; Closing the Equity Gap; Supporting Wellbeing; Respecting & Protecting Children's Rights. These have a particular focus on the working and responsibilities of the wider children's services partnership.
- The **South East Improvement Collaborative Improvement Plan** for schools, the priorities being: Drive High Quality Learning, Teaching & Assessment; Support Inclusion Wellbeing & Equity; Develop the Use of Digital Pedagogy. These are focused on the key enablers for closing the attainment gap and improving opportunities for learners during recovery.

4.0 Conclusions

- 4.1 The priorities outlined in para. 3.4 have been developed through a process of ongoing engagement and consultation with children, young people and staff.
- 4.2 The committee is asked for any comments that it may have on the Directorate's draft priorities, as part of this ongoing consultation.

List of Appendices

1. Education & Children's Services Directorate Overview of Performance 2020-21
2. Overview of Local Government Benchmarking Framework indicators for children's services in Fife
3. Overview of key facts relating to Directorate resources

Background Papers

The following papers were relied on in the preparation of this report in terms of the Local Government (Scotland) Act, 1973:

- Coronavirus (COVID-19): impact on children, young people and families - evidence summary October 2020 (published by the Scottish Government, November 2020). Available at: <https://www.gov.scot/publications/report-covid-19-children-young-people-families-october-2020-evidence-summary/>

Report Contacts

Angela Logue
 Head of Education & Children's Services (Improvement Support)
 Rothesay House, Glenrothes
 Telephone: 03451 55 55 55 + VOIP Number 480220
 Email: angela.logue@fife.gov.uk

Stuart Booker
Improvement Officer (Strategy & Knowledge Management)
Rothesay House, Glenrothes
Telephone: 03451 55 55 55 + VOIP Number 441143
Email: stuart.booker@fife.gov.uk

Appendix 1

Education & Children's Services Directorate Overview of Performance 2020-21

Key messages

The table below summarises the outcomes reported to committee over the past year.



Priority Area	Pre-COVID Improvement Journey	Impact of COVID
Safety	<p>The proportion of children looked after by the local authority has been lower in Fife than in Scotland for a number of years.</p> <p>As a result of the Belonging 2 Fife strategy, there has been a shift in the profile of care in the past 2 years with:</p> <ul style="list-style-type: none"> • A reduction in the proportion of looked after children in residential placements. • A reduction in the number of looked after children in purchased foster care placements. • An increase in the number of looked after children who are being supported safely at home, or in a kinship placement. <p>However, the proportion of children being looked after in a purchased foster care placement continues to be above the national average.</p>	<p>The shift in the profile of care towards children being supported safely at home has continued, during the course of the pandemic.</p> <p>A programme of work, using the 4DX improvement methodology and involving the wider children's services partnership, has begun. This is looking to develop a better coordinated partnership approach to prevention for vulnerable children and young people, including those on the edge of care.</p>
Wellbeing	<p>Emotional wellbeing was identified as an area of concern before the pandemic, through a range of surveys and engagement events with young people.</p> <p>A partnership approach (Our Minds Matter) had been developed to ensure that young people were better supported with their mental health. The initial stages of this approach had been deployed, including multi-agency training, and improved transition pathways to access support.</p>	<p>Plans to introduce a Fife's Community Wellbeing Supports and Services Framework were initially delayed by the pandemic but are now being progressed.</p> <p>Surveys of parents have indicated a high level of positive feedback regarding the support given to children and families by the Directorate. However, there is a range of evidence that the Covid pandemic has added to existing stresses for young people, families and staff.</p> <p>A range of local and national surveys have also identified that mental health and resilience are key issues of concern to young people.</p>
Opportunity	<p>Prior to 2019/20 there had been:</p> <ul style="list-style-type: none"> • A sustained increase in participation of 16-19-year olds in 	<p>During 2019/20:</p> <ul style="list-style-type: none"> • The proportion of school leavers entering positive

Priority Area	Pre-COVID Improvement Journey	Impact of COVID
	<p>education, training or education. Fife also substantially closed the gap with national levels of participation.</p> <ul style="list-style-type: none"> • An improvement in the proportion of school leavers entering positive destinations, both nationally and in Fife. By 2019/20 Fife had significantly closed the gap in outcomes with national. • An improvement in school leaver attainment for literacy and numeracy and a closing of the attainment gap. • An improvement in achievement of CfE levels in primary schools for literacy and numeracy and a closing of the attainment gap. 	<p>destinations declined in both and Scotland. The gap with national widened.</p> <ul style="list-style-type: none"> • The Certification Process for SQA awards at National 5, Higher and Advanced Higher was replaced with an alternative method of certification. This means that school leaver attainment for 2019/20 is not comparable with earlier years. • Although data on achievement of CfE levels was not collected nationally in 2019/20, there is evidence that levels of achievement had declined in Fife and that the attainment gap had widened. <p>N.B. Published data on participation pre-dates the Covid pandemic.</p>
Poverty	<p>Levels of child poverty have been increasing across Scotland in recent years. There is evidence that levels of child poverty have been increasing at a faster rate than national. Fife now ranks as having the 5th highest rate of child poverty by the standard national measure of local poverty.</p>	<p>The Covid pandemic has had a negative impact on economic activity and levels of child poverty are projected to increase yet further. Unemployment levels are also projected to increase – potentially towards 10% – in the immediate aftermath of the pandemic.</p>
Enablers	<p>Quality indicators for children's services before the pandemic had shown that the Directorate's provision was generally well rated by national inspection agencies, including early years settings, schools, and care settings.</p> <p>The Directorate and wider children's services partnership were evaluated as having the capacity for further improvement.</p>	<p>The regular schedule of service inspections has been interrupted by the pandemic.</p>

Appendix 2 – Overview of Local Government Benchmarking Framework (LGBF) performance and process indicators

LGBF Indicator	Indicator Name	Fife 2018-19	Scotland 2018-19	Fife rank 2018-19	Fife 2019-20	Scotland 2019-20	Fife rank 2019-20	
CHN18	% of funded early years provision which is graded good/better	93.8	90.6	14	97.5	90.2	6	Performance
CHN20b	School exclusion rates (per 1,000 'looked after children')	112.3	152.2	9	dna	dna	dna	above or
CHN13a	% of P1, P4 and P7 pupils achieving expected CFE Level: Literacy	74.2	72.3	11	dna	dna	dna	similar to the
CHN13b	% of P1, P4 and P7 pupils achieving expected CFE Level: Numeracy	80.2	79.1	11	dna	dna	dna	Scottish
CHN20a	School exclusion rates (per 1,000 pupils)	19.3	21.6	15	dna	dna	dna	average
CHN23	% LAC with more than 1 placement in the last year (Aug-July)	20.9	19.7	16	dna	dna	dna	
CHN14b	Numeracy Attainment Gap (P1,4,7) - percentage point gap	16.5	16.8	19	dna	dna	dna	
CHN17	% of children meeting developmental milestones	84.6	85.5	19	dna	dna	dna	
CHN21	Participation rate for 16-19 year olds (per 100)	90.7	91.6	23	91.7	92.1	22	
CHN11	Proportion of Pupils Entering Positive Destinations	94.4	95.0	23	dna	dna	dna	
CHN19b	School attendance rate (Looked After Children)	85.7	86.8	23	dna	dna	dna	
CHN19a	School attendance rate	92.6	93.0	25	dna	dna	dna	
CHN7	% of Pupils from Deprived Areas Gaining 5+ Awards at Level 6	13	19	20	15	21	20	Performance
CHN12b	Average Total Tariff SIMD quintile 1	556	628	21	544	649	21	lower than the
CHN6	% of Pupils from Deprived Areas Gaining 5+ Awards at Level 5	36	45	21	38	47	22	Scottish
CHN12a	Overall Average Total Tariff	831.72	895.01	20	828.69	929.18	22	average
CHN9	% of children being looked after in the community	85.7	89.9	23	dna	dna	dna	but broadly
CHN5	% of Pupils Gaining 5+ Awards at Level 6	30	35	24	31	38	25	in line with
CHN14a	Literacy Attainment Gap (P1,4,7) - percentage point gap	18.5	20.7	25	dna	dna	dna	expectations
CHN4	% of Pupils Gaining 5+ Awards at Level 5	57	63	27	58	64	27	based on
CHN22	% of child protection re-registrations within 18 months	10.4	7.2	29	dna	dna	dna	poverty levels

Notes. Comments on performance relative to Scotland reflect the scale of difference in the level of performance, as well as ranking position. Some indicators are not available for 2019/20, either because national data was not collected in 2019/20 (e.g. CfE achievement, attendance) or because data for 2019/20 is available at a date later than publication on the LGBF (e.g. data for children and families social work).

Appendix 3 – Overview of key facts relating to Directorate resources

Local Government Benchmarking Framework (LGBF) cost indicators

LGBF Indicator	Indicator Name	Fife 2018-19	Scotland 2018-19	Fife rank 2018-19	Fife 2019-20	Scotland 2019-20	Fife rank 2019-20
CHN1	Cost Per Primary School Pupil	£4,969	£5,372	6	£5,180	£5,595	7
CHN2	Cost per Secondary School Pupil	£6,590	£7,337	2	£6,641	£7,531	1
CHN3	Cost per Pre-School Education Registration	£4,696	£5,141	12	£5,602	£6,783	8
CHN8a	Gross Cost of LAC in Residential Based Services per Child per Week	£4,030	£4,026	14	dna	dna	dna
CHN8b	The Gross Cost of LAC in a Community Setting per Child per Week	£484	£357	29	dna	dna	dna

Education and Children's Services Directorate Workforce Profile

Service	No of Employees (FTE) April 2018	No of Employees (FTE) April 2019	No of Employees (FTE) April 2020	Difference in FTE 2019-2020
ED CHILDREN & FAMILIES	363.80	405.52	418.91	13.39
ED CRIMINAL JUSTICE	138.48	155.99	152.16	-3.83
ED EDUCATION - ALL OTHER EMPLOYEES	0.00	2548.57	2465.55	-83.02
ED EDUCATION - TEACHERS	0.00	3540.29	3540.29	0.00
*Ed Childcare (2018 Category)	127.83	N/A	N/A	N/A
ED Education (2018 Category)	5901.21	N/A	N/A	N/A
Total	6,531.32	6650	6,577	-73.09

11th May 2021

Agenda Item No. 8

Early Learning and Childcare – Admissions Update

Report by: Carrie Lindsay, Executive Director, Education and Children's Services

Wards Affected: All

Purpose

To provide the outcomes of the review, agreed at the Policy & Coordination Committee meeting of 16 July 2020, of the Early Learning and Childcare (ELC) admissions process, following the establishment of the member working group set up to recommend improvement and address problems that had arisen during the 2020/21 admissions process; and to respond to the Fife Council decision of 25 February 2021, requesting a report to the Education & Children's Services Sub-Committee to advise on the possibility that all children who are under the age of five at the start of the school term automatically receive funding for an additional year of nursery – to begin from this academic year.

Recommendation(s)

It is recommended that members:

- (1) consider the outcomes of the work undertaken to investigate areas of concern, and the impact of any proposed amendments to the Early Learning and Childcare Admissions Policy, as identified by the working group.
- (2) in the context of the statutory requirement for a biennial review, agree that the Education Service also undertakes an annual review, considering the applications received during the previous admissions process, and determines whether any changes in capacity and/or operating model should be explored, to better reflect demand.
- (3) agree, in the future, should there be a need for a fundamental revision of the models of delivery of ELC across Fife, as happened for session 2020/21, at that point note will be taken of the issues highlighted regarding eligible children returning for their second year of funded ELC and options will be investigated to mitigate any impact of children already allocated placements having to reapply.

- (4) based on the investigation, agree that the Education Authority does not progress a proposal to amend the ELC Admissions Policy, at this time, to provide priority for places to children where their siblings attend the primary school based in the same location as the nursery they are applying to.
- (5) based on the investigation, agree that the Education Authority does not progress a proposal to amend the ELC Admissions Policy, at this time, to enable children to access an additional year of funded ELC at a provider of their choice.

Resource Implications

The Scottish Government allocated a multiyear funding package, covering both capital and revenue expenditure, to the Early Learning and Childcare expansion programme. This multiyear funding package does not include funding for children granted a discretionary deferral.

Legal & Risk Implications

Fife Council is legally required to ensure there are sufficient ELC placements available across the whole of Fife to meet the number of applications received. Catchment areas do not exist for ELC settings, so these placements do not need to be offered in specific settings.

Impact Assessment

An EqIA has not been completed and is not necessary because this report does not propose a change to existing policies.

Consultation

Working Group established following Policy and Coordination Committee. Other local authorities on current admissions policy. Continued engagement with National Bodies.

1.0 Background

- 1.1 Due to the Covid-19 pandemic, on 30th March 2020, Ministers removed the legal obligation on Councils to deliver the expansion to 1,140 hours of funded ELC by August 2020. A revised deadline of August 2021 has now been agreed to reinstate this legal obligation, as approved by the Scottish Parliament on 3rd March 2021.
- 1.2 Fife Council remained committed to delivering 1140 hours of funded ELC, where possible, for session 2020/21 and most settings were able to offer this, in line with the anticipated models of delivery.
- 1.3 Following on from the paper presented at the Policy & Coordination Committee of 16 July 2020, which provided an update on the progress with the admissions process for funded Early Learning and Childcare places within Fife Council settings, for eligible children, from August 2020, a working group was established to review the current Early Learning and Childcare Admissions Policy and to identify whether any amendments to this policy should be investigated.

- 1.4 The four points identified for investigation by this working group were:
- A means for reviewing the operating models for settings and amending where possible.
 - The impact of returning children having to reapply for their placement for the following session, 2020/21.
 - Giving priority for places to children where their siblings attend the primary school based in the same location as the nursery they are applying to.
 - The deferral policy, to bring it in line with the principle of 'funding following the child,' enabling children to access an additional year of funded ELC at a provider of their choice.
- 1.5 The working group agreed that these points would be investigated, based on the admissions data for 2021/22, that the impact of any change would be assessed and that this would be reported to the Education and Children's Sub-Committee for consideration.

2.0 Reviewing Operating Models within Fife Council Settings.

- 2.1 Under section 50(1)(a) of the 2014 Children and Young People Act, Education Authorities must consult with persons who appear to be representative of parents and carers of children under school age in their area, about how they should make early learning and childcare available. This consultation must be carried out at least once every 2 years.
- 2.2 Our last consultation took place in academic session 2018/19, so, as discussed at our elected member working group, we have been consulting with Fife families again about our ELC provision. This consultation was open to the public from Monday 15th March 2021 to Monday 26th April 2021.
- 2.3 Alongside this public consultation, we have sought professional views from our own senior leadership teams (SLT) within schools to ascertain their opinions about the expansion of ELC within their local area. This broader consultation will provide a more comprehensive picture of provision for children, particularly around flexibility and integration of ELC services.
- 2.4 Under Section 50(1)(b) of the 2014 Act Education Authorities must have regard to the views expressed in the consultation and they should prepare a plan setting out how they intend to make early learning and childcare available. The outcome of our consultation will inform how we do this.
- 2.5 It would be our aim to review all the information that we garner from this process to reflect on the models of delivery and availability of models within local nursery areas.
- 2.6 In the context of the requirement for this biennial review, the working group agreed that the Education Service would also undertake a review in advance of the 2021/22 admissions process, considering the applications received during the previous admissions process, and determine whether any changes in capacity and/or operating model should be explored, to better reflect demand.

- 2.7 As a result, for 2021/22 ELC Admissions, the operating models of two settings were amended, involving a further managing change exercise for all staff, and the capacities of a number of settings have been reviewed, in consultation with the Care Commission, to better reflect demand.
- 2.8 The outcomes of the most recent public consultation will be reflected in the ELC offer and Admissions process for 2022/23.

3.0 Returning children reapplying for their placement.

- 3.1 Under the current Early Learning and Childcare Admissions Policy, eligible children returning for their second year of funded ELC do not have to reapply if they wish to continue with their current allocated nursery placement.
- 3.2 If they wish to make changes to the session they attend, either location or the attendance pattern, then a new application should be made in line with the policy. Their existing session time will be automatically extended for the next academic session unless they accept an offer of an alternative placement following the admissions process, at which point their existing session will be discontinued.
- 3.3 The specific issue with returning children, which arose for Session 2020/21 **only**, was the result of the changes to the models of delivery of Early Learning and Childcare available from August 2020. In line with the policy, all children were asked to apply for a placement as none of the models available in session 2019/20 were due to be continued at the time applications were submitted.
- 3.4 This issue will not arise again in the future unless there is a fundamental revision of the models of delivery across Fife, as happened for session 2020/21. Should this situation arise, at that point note will be taken of the issues highlighted and options will be investigated to mitigate any impact of children already allocated placements having to reapply.

4.0 Changes to Sibling Eligibility for Nursery Admissions

- 4.1 The current Early Learning and Childcare Admissions Policy has a number of allocation priority levels, where children within a higher category will be offered a placement first. The current categories for 3-4 year old children applying for term time or full year provision are as follows:
- **Priority 1**
Children deferring entry from Primary 1 and staying at nursery, where an additional year of funding has been agreed by Fife Council.
 - **Priority 2**
Children whose application form is supported by the appropriate inter-agency documentation, including children on the child protection register and those with additional support needs.
 - **Priority 3**
Children who have siblings already allocated a place at the nursery and who will continue their nursery placement in the following academic year.

- Priority 4
Children from the local nursery area.
- Priority 5
Children from out-with the local nursery area.
- Priority 6
Children residing out-with the Fife Council area.

4.2 Priority levels for children applying for the 46-week model are slightly different as there are only 7 of these services across Fife, one in each Local Committee area. These priorities are:

- Priority 1
Children who have siblings already allocated a place at the nursery and who will continue their nursery placement in the following academic year.
- Priority 2
Children from the defined Fife Council local committee area.
- Priority 3
Children from out-with the defined Fife Council local committee area.
- Priority 4
Children residing out-with the Fife Council area.

4.3 Priority levels do not currently include a category for children with siblings at Primary School, as not all Primary Schools have a nursery attached and not all ELC settings have a Primary School attached. This is in line with the admissions policy for Schools in which siblings in nursery are not considered when allocating school placements.

4.4 A survey was undertaken of other Local Authority admissions policies. Most of the Local Authorities (17 out of the 26 where information was available) do not take account of siblings attending primary school when allocating ELC placements.

4.5 There are 43 Fife Council Primary Schools that do not have a nursery attached. Children applying for nursery provision, with siblings attending these Primary Schools, would not be prioritised in an equitable and fair way, compared to other children from the local nursery area.

4.6 Analysis was undertaken on a number of the applications submitted for session 2021/22 to see what impact this would have on placements allocated. Appendix 1 – Analysis of re-prioritisation of ELC Allocations, shows a breakdown of these results.

4.7 Seven nurseries were included in the analysis, one in each of the 7 local committee areas across Fife. All these services were oversubscribed for academic year 2021/22, for at least one of the models of delivery they offered, and have a Primary School attached. A ballot process was applied to allocations in these settings. Children were re-prioritised from their existing priority level if they had a sibling in the attached school (no 46-week models were included in the analysis). The allocation process was then re-run for these services to identify the differences in allocations.

- 4.8 This highlighted that, of those services examined, 18 fewer children would be offered their first choice of nursery session and an additional 3 children would be offered no placement at all, based on their preferences, if siblings in Primary School had been considered during the allocation process.

5.0 Deferral Policy

- 5.1 Under the terms of the Education (Scotland) Act 1980, Section 32 (3), parents are not obliged to send their child to school until the first entry date after their fifth birthday.
- 5.2 Currently, if their child has a January or February birthday then they can access another funded year of Early Learning and Childcare as an automatic deferral. These placements are funded by the Scottish Government and as a result can be facilitated in any ELC funded provider. These types of placements have been increasing year on year
- 5.3 For a child whose fifth birthday is after the start of the academic year and up to 31st December, then a discretionary deferral can be agreed under the current Fife Council Deferral Policy if it is deemed in the best interest of the child. This type of deferral does not receive funding from the Scottish Government under the current multiyear funding package, so is facilitated by utilising capacity within Fife Council ELC settings. The cost per child to facilitate this at a partner provider setting, such as Private Nursery, Playgroup or childminder, would be £6,486 per annum (including meal allowance).
- 5.4 In October 2020 the Scottish Government committed to introducing legislation to ensure that all children who are not yet five on the first day of school are able to receive funded Early Learning and Childcare (ELC) if parents choose to defer entry into Primary 1. This legislation is planned to be implemented for academic session 2023-24 and a funding package associated with this change has still to be agreed.
- 5.5 A number of options can be considered:
- No change to the existing policy and any discretionary deferrals continue to be facilitated in Fife Council ELC settings.
 - Change to the existing policy to allow agreed discretionary deferrals to attend an ELC provider of their choice. This would have a financial impact as funding would need to be paid to the provider of choice if this was not a Fife Council setting.
 - Change to the existing policy to bring it in line with the expected changes to be introduced by the Scottish Government for Academic Year 2023-24. This would also have an impact on the number of overall placements available across Fife and would impact on the ability of Fife Council to offer a funded ELC placement in each local area to all eligible children. This would also have an impact on the flexibility and choice of placements for children from the local area as deferred children would take priority.
- 5.6 Appendix 2 – Costs associated with Allocation of Discretionary Deferrals, lists the possible revenue costs associated with children accessing this placement in an ELC funded provider of their choice, based on the funding provided to non-Fife Council services.

- 5.7 Any changes to the current policy will have financial implications for Fife Council as discretionary deferrals are not currently funded by the Scottish Government until the policy changes in 2023-24.

6.0 Conclusions

- 6.1 No changes need to be implemented, at this time, for returning children, as they currently have their existing placement extended for the following academic year in line with the current ELC Admissions Policy.
- 6.2 Based on the analysis of the admissions data, there would be a reduction in the number of 1st choice placements allocated if siblings in Primary School were included as a priority level in the ELC Admissions Policy. There would also be an increase in the number of children not allocated a placement through the allocation panels, based on their choices. As a result, no change to the existing priority levels is recommended.
- 6.3 Due to the costs associated with changing the current deferral process, and the impact that this could have on the availability of funded places for eligible 3-4 year olds, it is recommended that there is no change to the existing policy.
- 6.4 Any changes to the existing Early Learning and Childcare Admissions policy would require a statutory Consultation process to be facilitated. The timeline for consultation is 6 months from the point of approval of a consultation paper, prior to returning to the Committee for subsequent approval of any proposed changes.

List of Appendices

1. Analysis of re-prioritisation of ELC Allocations
2. Costs associated with Allocation of Discretionary Deferrals

Background Papers

The following papers were relied on in the preparation of this report in terms of the Local Government (Scotland) Act, 1973: -

- [Education \(Scotland\) Act 1980 \(legislation.gov.uk\)](#)
- [Children and Young People \(Scotland\) Act 2014](#)
- [Early Learning & Childcare Admissions Policy \(September 2019\)](#)

Report Contact

Shelagh McLean

Head of Education & Children's Services (Early Years and Directorate Support)

Rothesay House, Glenrothes

Telephone: 03451 55 55 55 + VOIP Number **444229**

Email: shelagh.mclean@fife.gov.uk

Jacqueline Price

Education Manager

Rothesay House, Glenrothes

Telephone: 03451 55 55 55 + VOIP Number **442045**

Email: jacqueline.price@fife.gov.uk

Clark Graham
Early Learning Officer
Rothesay House, Glenrothes
Telephone: 03451 55 55 55 + VOIP Number **492858**
Email: clark.graham@fife.gov.uk

Appendix 1 – Analysis of Re-prioritisation of ELC Allocations

Changes to Categories:

Name of Setting	Categories					
	1	2	*3	4	5	6
Aberdour 6hr - original allocation 2021/22	1	0	0	17	1	0
Aberdour 6hr - including siblings in school 21/22	1	0	11	6	1	0
DIFFERENCE	0	0	11	-11	0	0
Duloch 6hr - original allocation 2021/22	1	3	0	42	2	0
Duloch 6hr - including siblings in school 2021/22	1	3	17	25	2	0
DIFFERENCE	0	0	17	-17	0	0
Duloch 4hr 40am - original allocation 2021/22	1	1	2	23	1	0
Duloch 4hr 40am - including siblings in school 2021/22	1	1	6	19	1	0
DIFFERENCE	0	0	4	-4	0	0
St. Kenneth's 6hr - original allocation 2021/22	0	1	1	17	1	0
St. Kenneth's 6hr - including siblings in school 2021/22	0	1	9	9	1	0
DIFFERENCE	0	0	8	-8	0	0
Pitcoudie 6hr - original allocation 2021/22	1	2	0	34	2	0
Pitcoudie 6hr - including siblings in school 2021/22	1	2	14	20	2	0
DIFFERENCE	0	0	14	-14	0	0
Torbain 6hr - original allocation 2021/22	0	0	2	51	7	0
Torbain 6hr - including siblings in school 2021/22	0	0	21	34	5	0
DIFFERENCE	0	0	19	-17	-2	0
Mountfleurie 6hr - original allocation 2021/22	0	6	1	42	4	0
Mountfleurie 6hr - including sibling in school 2021/22	0	6	20	25	2	0
DIFFERENCE	0	0	19	-17	-2	0
Newport 6hr - original allocation 2021/22	0	0	0	27	0	0
Newport 6hr - including siblings in school 2021/22	0	0	18	9	0	0
DIFFERENCE	0	0	18	-18	0	0
Overall Original Allocation	4	13	6	253	18	0
Overall Allocation including siblings	4	13	116	147	14	0
OVERALL DIFFERENCE	0	0	110	-106	-4	0

***Category 3 includes sibling in nursery for the original allocation and sibling in nursery and primary for the re-allocation.**

Changes to Allocation of placements:

Name of Setting	Allocation - based on choice					
	1st	2nd	3rd	4th	5th	No Offer
Aberdour 6hr - original allocation 2021/22	15	1	0	0	0	5
Aberdour 6hr - including siblings in school 21/22	13	2	0	0	0	6
DIFFERENCE	-2	1	0	0	0	1
Duloch 6hr - original allocation 2021/22	19	16	5	0	0	12
Duloch 6hr - including siblings in school 2021/22	16	21	5	1	0	9
DIFFERENCE	-3	5	0	1	0	-3
Duloch 4hr 40am - original allocation 2021/22	29	9	0	0	0	3
Duloch 4hr 40am - including siblings in school 2021/22	24	10	2	1	0	4
DIFFERENCE	-5	1	2	1	0	1
St. Kenneth's 6hr - original allocation 2021/22	10	2	3	0	0	5
St. Kenneth's 6hr - including siblings in school 2021/22	10	5	1	0	0	4
DIFFERENCE	0	3	-2	0	0	-1
Pitcoudie 6hr - original allocation 2021/22	27	7	4	2	0	6
Pitcoudie 6hr - including siblings in school 2021/22	22	13	2	2	0	7
DIFFERENCE	-5	6	-2	0	0	1
Torbain 6hr - original allocation 2021/22	48	11	1	0	0	1
Torbain 6hr - including siblings in school 2021/22	47	12	0	0	0	2
DIFFERENCE	-1	1	-1	0	0	1
Mountfleurie 6hr - original allocation 2021/22	33	9	0	0	0	13
Mountfleurie 6hr - including sibling in school 2021/22	31	9	1	0	0	14
DIFFERENCE	-2	0	1	0	0	1
Newport 6hr - original allocation 2021/22	14	8	0	0	0	5
Newport 6hr - including siblings in school 2021/22	14	6	0	0	0	7
DIFFERENCE	0	-2	0	0	0	2
Overall Original Allocation	195	63	13	2	0	50
Overall Allocation including siblings	177	78	11	4	0	53
OVERALL DIFFERENCE	-18	15	-2	2	0	3

Appendix 2 – Costs Associated with Deferrals

Cost per child attending a non-Fife Council ELC Funded Provider (at current payment rates)

Cost per child for funded hours	£6,053
Lunch costs	£433
	<u>£6,486</u>

Cost of all current discretionary deferrals accessing ELC at non-Fife Council ELC Provider:

Academic Year	2021/22	2022/23
Estimated No of Discretionary Deferrals	52	56
Hours of Funded ELC	59,280	63,840
Funded Hours (PP Rate)	£314,777	£338,990
Meal Cost (PP rate)	£22,526	£24,259
TOTAL	<u>£337,303</u>	<u>£363,250</u>

Cost of Maximum Number of Deferrals based on all children under 5 allocating an additional year of funded ELC:

Academic Year	2021/22	2022/23
Current Automatic	664	638
Current Discretionary	1493	1435
Number of Children	2157	2073
Hours of Funded ELC	2,458,980	2,363,069
Funded Hours (PP Rate)	£13,057,187	£12,548,698
Meal Cost (PP rate)	£934,412	£898,024
TOTAL	<u>£13,991,596</u>	<u>£1446,722</u>

Impact on Placements Available:

	No of placements available across all providers (2021/22)	3-4 yo totals 2021/22	Places available	Deferrals @ Current projected 2021/22 levels	Places remaining	Deferrals Projected at full amount 2021/22	Places remaining with all children deferring who are not 5 at the start of P1
SW1	370	260	110	12	98	76	34
SW2	486	401	85	17	67	109	-24
SW3	379	274	105	13	92	82	23
D1	425	263	162	14	148	90	72
D2	573	384	189	19	170	121	68
D3	865	682	183	34	149	211	-29
C1	364	300	64	13	51	84	-20
C2	364	275	89	12	77	74	15
C3	444	347	97	18	79	113	-16
G1	426	366	60	17	43	107	-47
G2	364	279	85	14	71	89	-4
G3	464	387	77	15	62	92	-15
K1	397	388	9	17	-8	108	-99
K2	580	477	103	20	83	125	-22
K3	535	442	93	21	72	135	-42
L1	514	380	134	16	118	103	31
L2	450	423	27	17	10	109	-83
NE1	317	166	151	8	143	51	100
NE2	453	280	173	15	158	92	81
NE3	271	204	67	10	57	63	4
NE4	274	140	134	7	127	43	91
NE5	406	297	109	12	96	78	31
TOTALS	9721	7413	2308	342		2157	

11 May 2021

Agenda Item No. 9

Support for Voluntary Organisations

Report by Carrie Lindsay, Executive Director (Education & Children's Services Directorate)

Wards Affected: All

Purpose

This report provides a progress update on the re-modelling of Children & Families Commissioned Services and outlines proposals for the next stage of this programme of work for 2021-22.

Recommendation(s)

It is recommended that Committee:

- Note the progress that has been achieved and plans for the next phase of activity.
- Approve the preferred option - Option 2 as outlined in section 3.4 - based on the progress made to date and a further report will be submitted by September.

Resource Implications

Appendix 2 provides details of allocated funding agreed at the last Committee as well as proposals for the next stage of grant awards. The budget saving of £410,000 has been reinvested resulting in an overall budget of £4,837,861. If the preferred option is approved the total expenditure for 2021-22 would be £5,005,698. This includes £160,000 refund monies that will be non-recurring and an assumption that the £410,000 reinvestment is recurring.

Legal and Risk Implications

All awards for support are subject to compliance with Fife Council's Monitoring and Evaluation Framework which requires that they are reviewed on an annual basis as part of the Council's ongoing commitment to ensuring organisations are meeting the terms of their Service Level Agreement.

Impact Assessment

An EqIA and summary form has been completed and attached to the report (appendix 1).

Engagement and consultation with Third sector organisations since the last Committee report has been intensive involving both individual and collaborative meetings with organisations. Weekly meetings are held with Fife Voluntary Action (FVA) to support communication. The Strategic Commissioning group continues to meet six weekly and has multi-agency representation.

1.0 Introduction

- 1.1 The Education and Children's Services Sub Committee on 26th January 2021 approved recommendations for funding new service briefs and also 6-month transitional funding from April 2021. No change was made to organisations who are part of national agreements or receiving under £5,000.00
- 1.2 It was agreed further assessment and discussions would be undertaken with organisations who had not met the requirements of the new briefs within a 6-month period. The list of organisations is highlighted in amber in appendix 2. This would allow further time to engage in collaborative discussion and assessment to consider current models as well as alternative funding streams.

2.0 Progress Update

- 2.1 Since the last report to Committee in January intensive work has been undertaken which is summarised below. This has involved deploying additional resources to engage in ongoing assessment and collaborative discussions with Third sector organisations. The priority has been given to organisations subject to 6 months funding from April 2021
- 2.2 During this period there has also been time spent with organisations awarded new briefs which has involved the following
 - Recruitment of staff.
 - Refining service models and internal arrangements and processes.
 - Meetings with the Children and Families Service and allocated Contracts Officers.
 - Providing further information as requested to better understand delivery models and any barriers to implementation of the new services.
 - Seeking clarification where required on aspects of the service briefs.
 - Liaising with Contracts Officers in relation to the completion of Service Level Agreements.
- 2.3 Organisations subject to 6 months funding

Assessment of organisations' ability to re-align to the service briefs has been based on the activities below.

- Review of the feedback from the application scoring panels.
- Initial feedback meeting with each organisation.

- Discussion, engagement and communication with each organisation following the initial feedback meeting.
- Collaborative discussions with organisations where appropriate.
- Requests for further written information as required.
- Liaison and discussion with the ADP (Alcohol and Drug Partnership) Co-ordinator in respect of the Children Affected by Substance Use brief.

2.4 Assessment has concluded organisations subject to transitional funding can be categorised as:

1. Organisations that have been assessed as having potential to meet the full requirements of service briefs 2a (family support – early years) and 6 (children affected by substance misuse) as part of a consortium.
2. Organisations whose current service models are outwith brief requirements, however, active consideration has been given to adapting in ways which would align closer or add value.
3. Organisations that don't have capacity to adapt in any significant way beyond what they currently offer based on their model and/or don't align well to brief requirements because of their specialism. These organisations deliver services which are at the early stages of early intervention and prevention or are specialist in nature.

2.5 Table 1 below categorises each individual organisation according to the criteria and assessment above.

Table 1

Organisation	Service Brief	Category
Barnardo's	Children and Young People Affected by Substance Use	1
Crossroads Fife	Children and Young People Affected by Disability	2
Clued-Up	Children and Young People Affected by Substance Use	1
DAPL (Drugs Alcohol and Psychotherapies Ltd)	Children and Young People Affected by Substance Use	1
Families First St Andrews	Family Support – Trauma/Adversity	3
Families Outside	Family Support – Trauma/Adversity Family Support – Teenagers/Transitions	3
Fife Gingerbread	Family Support – Early Years	1
Home-start Fife Consortium	Family Support – Early Years	1
Relationships Scotland Couple Counselling	Family Support – Early Years	2

Organisation	Service Brief	Category
Relationships Scotland Family Mediation	Family Support – Trauma/Adversity Family Support – Teenagers/Transitions	2
RNIB (Royal National Institute of Blind People)	Children and Young People Affected by Disability	3
SCMA (Scottish Child-Minding Association)	Family Support – Early Years	2
SEAL Dunfermline	Family Support – Trauma/Adversity Family Support – Teenagers/Transitions	3
The Cottage	Family Support – Early Years	1
Who Cares?	Rights and Advocacy for Looked After Children	3

2.6 Organisations in Category 1

Home-Start, Fife Gingerbread and The Cottage

Assessment of these organisations' ability to meet the requirements of service brief 2a (family support: early years) in partnership with each other is being undertaken. Sessions have been led by Council Officers and facilitated by Fife Voluntary Action (FVA). A series of meetings have been held to explore the detail of how this consortium will work and a proposal has been resubmitted giving some detail on how these organisations aspire towards a collaborative model that would deliver on the brief requirements. The costing the organisations arrived at in relation to full delivery of the brief considerably exceeds the budget for the brief, which is set at £750,000 - £800,000. The organisations have submitted that a total of £1,044,537 in grant funding would be required to meet the brief in full as 3 organisations.

Discussions are now taking place with the organisations to develop their proposal into a workable service delivery model and understand the detail of what this would look like in practice. The organisations have expressed positive intentions to work in partnership and re-align to the brief however challenges are anticipated as the discussions begin to focus more on the details of the service model.

Barnardo's, Clued-Up and DAPL

These organisations are being assessed in relation to service brief 6 (children affected by substance misuse). Clued-Up and Barnardo's current service models broadly align to the 2 components in the brief – i.e. whole family support and young person's service. Due to the joint funding for this brief work is being undertaken with the Alcohol and Drug Partnership Co-ordinator.

A proposal will be resubmitted in May and further discussion and negotiation will be required going forward in relation to the budget, however the organisations have indicated the budget requested is likely to be greater than the current value.

Organisations in category 2

2.7 Crossroads Fife

The requirements of the Children and Young People Affected by Disability service brief are much wider than Crossroads' current model, which is based on the provision of a short break to young people and their families. Crossroads are willing to re-align their model closer to the brief requirements and have submitted a proposal to achieve this by October 2021. Beyond the short-break provision, they propose to offer a service that would be more responsive to family's needs, including at times of crisis, and with a greater focus on the provision of parenting support and advice.

2.8 Relationships Scotland Couple Counselling

This organisation has proposed adapting their model to add value to the family support-early years brief. They propose to 'ring-fence' funding from the Children and Families Service for parents of children age 0-8 only, which is the age criteria specified in the brief. They would also align their service model and the pathway into the service with the Child Well-being Pathway. This would ensure that the service is focused on families where couple counselling would have the most positive impact, aligned closer to the outcomes in the brief.

2.9 Relationships Scotland Family Mediation

It has been assessed that this organisation could add value to brief 2c – family support-teenagers and transitions. The organisation would align to the Child Well-being Pathway to provide an early intervention and preventative service for teenagers at home where there is risk of crisis and breakdown due to family conflict. The service model would be based on family mediation, but also include provision for one-to-one counselling and mentoring to teenagers and supported family contact to improve family relationships.

2.10 Scottish Child-Minding Association (SCMA)

SCMA is proposing to reshape its community child-minding model to add increased value to the family support-early years brief. This will ensure that the service is targeted at families with higher levels of need, where a child-minding service would be most effective in mitigating against the risk of crisis and breakdown. They have submitted a revised proposal with a 60% cost reduction from the original sum applied for. Further discussions will be required to fully assess this model to reach a decision on the final budget

Organisations in Category 3

2.11 Families First and SEAL

Both organisations are long established, and locality based in St Andrews and Dunfermline respectively. SEAL delivers group-based activities to support children and young people's social skills, confidence, engagement and emotional well-being. Families First provides a befriending service to children and young people with similar needs and a family support service involving one-to-one support to parents out with the family home. Neither organisation has the capacity to adapt in any significant way beyond their current service models. Both organisations have a long-standing community presence and provide services that are of value to children and young

people's well-being and development at the universal/lower additional level of the continuum of need.

2.12 Families Outside

This organisation provides a specialist service to children, young people and families affected by imprisonment. The organisation does not add significant value to the briefs overall due to the specialist nature of their provision and limited capacity. However, they are willing to consider re-focusing the service on families who have higher levels of need due to the impact of imprisonment. If correctly targeted, the service could potentially add value across the continuum of need where imprisonment is assessed as a factor that could lead to crisis or family breakdown. Further discussions will be required to fully assess this model to reach a decision on the final budget

2.13 RNIB

This organisation supports children and young people with a sight impairment and/or additional support needs and their families. They provide advice and guidance to parents and other professionals on the impact of sight loss for children and how their developmental needs can be supported. It is not feasible for the organisation to adapt beyond its current specialist provision; however, consideration has been given to developing stronger partnerships with other organisations who also support children and young people affected by disability.

2.14 Who Cares?

Who Cares? applied for service brief 1: rights and advocacy and were unsuccessful. The organisation has 1 Children's Rights worker supporting children and young people in Fife Council residential establishments and were not seeking to expand to meet the full requirements of the new brief. Discussion are underway with this organisation within the context of priorities in the Corporate Parenting Board. Further discussions will be required to fully assess this model to reach a decision on the final budget

2.15 Opportunities for alternative funding for organisations have been explored through the Strategic Commissioning Group for Children's Services, Our Minds Matters steering group and the Community Mental Health and Well-being Supports and Services Framework (CMHWSSF) oversight group. Only two tangible funding opportunities have been identified: Scottish Government Community Mental Health monies to support children and young people age 5-25 (26 for care experienced); and £785 000 from the Scottish Government to support children and young people's mental health and emotional well-being as a result of the covid-19 pandemic.

The Health and Social Care Partnership recently undertook a commissioning process in relation to the community mental health monies. **SEAL, Families Outside, Who Cares Crossroads, Relationship Scotland Couple Counselling/Family Mediation** (jointly), **and Fife Gingerbread** submitted applications. Unfortunately, none were successful. Another round of commissioning for community mental health monies will take place in August 2021.

3.0 Summary & Options

- 3.1 Significant progress has been achieved since the last report to Committee, the programme of work has continued since February 2021 and is focused on delivery of new service briefs alongside further assessment of organisations. For those awarded full grants for the new service brief progress has been achieved as noted and new services will commence between April and July depending on recruitment / referral pathways, new systems etc.
- 3.2 Negotiation and assessment has been undertaken with organisations funded for a 6 month period. This has led to organisations being assessed within 3 broad categories and the progress for each category is outlined in the report. Based on this assessment the following options have been considered to assist reaching a recommendation for the next stage of work including grant awards.
- 3.3 Option one would be to recommend a funding decision for all organisations, however given the various stages of work that is required, and the categories listed above this would not be the preferred option as there has been insufficient progress with some organisations.
- 3.4 Option 2, which is the preferred option, is that there is a differential approach based on the categories listed:
- Category 1 organisations require more time to establish if a consortia arrangement will be achievable, on this basis, it is recommended these organisations are funded for a further 6 months from October based on the 2020-21 grant. Despite intensive work with category 1 organisations the detail on the delivery model and budget as part of a consortia is still not clear.
 - Category 2 organisations have evidenced that they are now able to enhance the new service briefs and it is recommended they are funded.
 - Category 3 organisations are those with a long history in localities, some providing a specialist niche service which is not possible to adapt or align with the new briefs. For some category 3 organisations further work is required to fully understand the detail of the budget and for this group the option is 6 months funding based on 2020-21 grant awards. For others where the budget has been revised these organisations receive funding within available resources

4.0 Conclusion

- 4.1 Significant progress has been made however further work is required particularly for those organisations in category 1 & 3 to finally reach a conclusion in relation to funding awards

Appendices

1. Equality Impact Assessment Summary Report
2. Summary of recommendations for funding

Report Contact:

Kathy Henwood
Head of Education & Children's Services (Enhancing Opportunities for the Vulnerable)
Education & Children's Services Directorate
Rothesay House, Glenrothes
Telephone: 03451 55 55 55, Ext 441189
E-mail: kathy.henwood@fife.gov.uk

Lynn Gillies
Service Manager- Children & Families
Education & Children's Services Directorate
Fife House, Glenrothes
Telephone 03451 55 55 55, Ext 443043
E-mail: lynn.gillies@fife.gov.uk

Equality Impact Assessment Summary Report

(to be attached as an Appendix to the committee report or for consideration by any other partnership forum, board or advisory group as appropriate)

<p>Which Committee report does this IA relate to (specify meeting date)?</p> <p>Education & Children's Service Committee (26/01/2021)</p>
<p>What are the main impacts on equality?</p> <ul style="list-style-type: none"> • A focus on the most vulnerable children, young people and families in Fife to address needs, risks and wellbeing leading to positive outcomes. • Children's rights will be central to service delivery promoting greater inclusion and participation • Support will be targeted at a community level for families experiencing poverty, disadvantage and poor outcomes
<p>What are the main recommendations to enhance or mitigate the impacts identified?</p> <p>The remodelling of services across Children & Families and the review of Third sector organisations will ensure a focus on the most vulnerable children & families in Fife. This will provide targeted support which is community facing and the ability to be flexible; responsive and agile in approach. Better coordination and clearer pathways for accessing services will ensure the most vulnerable children, young people and families receive the right support at the right time.</p>
<p>If there are no equality impacts on any of the protected characteristics, please explain.</p>
<p>Further information is available from: Name / position / contact details:</p> <p>Lynn Gillies Service Manager (Children & Families) Tel 03451 555 555 ext 443043</p>

One of the following statements must be included in the "Impact Assessment" section of any committee report. Attach as an appendix the completed EqlA Summary form to the report – not required for option (a).

- (a) An EqlA has not been completed and is not necessary for the following reasons:
(please write in brief description)
- (b) The general duties section of the impact assessment and the summary form has been completed – the summary form is attached to the report.
- (c) An EqlA and summary form have been completed – the summary form is attached to the Report

Organisation	Service Brief If Applicable	20/21 Full year awards	Recommended 6 Months Transitional 21/22 awards		Recommended 21/22 Full Year Awards	Additional Funding for 2nd six months for Approval @ E&CS in May		Recommended 21/22 Full Year Awards	
Recommended In Scope Funding Under New Arrangements									
Aberlour Childcare Trust	3	£461,529			£506,759			£506,759	
Barnardo's - Intensive P Capacity Assessment & Childrens Rights Service	1 & 2b	£749,161			£750,000			£750,000	
Birthlink		£4,963			£4,963			£4,963	
Childline Scotland		£1,600			£1,600			£1,600	
Fife Women's Aid	4	£326,261			£477,057			£477,057	
Fife Young Carers		£135,403			£149,907			£149,907	
Includem	2c	£532,359			£528,320			£528,320	
Scottish Child Law Centre		£2,209			£2,209			£2,209	
Snowdrop		£2,314			£2,314			£2,314	
Recommended In Scope Transition Funding Under New Arrangements									
CATEGORY 1									
Cottage Family Centre		£299,423	£149,711			£149,711		£299,423	
Clued-Up Project		£133,255	£66,628			£66,628		£133,255	
Drug and Alcohol Project Leven (DAPL)		£302,344	£151,172			£151,172		£302,344	
Fife Gingerbread		£219,104	£109,552			£109,552		£219,104	
Homestart (Dunfermline)		£97,311	£48,656			£48,656		£97,311	
Homestart (East Fife)		£71,479	£35,739			£35,739		£71,479	
Homestart (Glenrothes)		£88,000	£44,000			£44,000		£88,000	
Homestart (Kirkcaldy)		£91,070	£45,535			£45,535		£91,070	
Homestart (Levenmouth)		£80,122	£40,061			£40,061		£80,122	
Homestart (Cowdenbeath)		£84,342	£42,171			£42,171		£84,342	
CATEGORY 2 & 3									
Crossroads (Fife Central)		£26,994	£13,497			£16,518		£30,015	
Families First		£38,384	£19,192			£20,077		£39,269	
Families Outside		£14,000	£7,000			£7,000		£14,000	
Family Mediation Tayside/Fife		£55,313	£27,657			£16,016		£43,673	
Relationship Scotland – Couple Counselling		£22,826	£11,413			£11,500		£22,913	
RNIB		£30,690	£15,345			£15,894		£31,239	
SCMA		£47,520	£23,760			£23,760		£47,520	
Seal Association		£28,596	£14,298			£14,298		£28,596	
Who Cares		£43,209	£21,604			£21,604		£43,209	
Recommended Out of Scope Funding Under New Arrangements									
Apex - Glenrothes	From Criminal Justice Budget	£53,455			£53,455			£53,455	
CHAS - Rachel House Kinross (Children's Hospice Association Scotland)	Agreed by COSLA	£46,342			£46,342			£46,342	
Drug and Alcohol Project Leven (DAPL)	From School Counselling Budget	£450,000			£450,000			£450,000	
Early Years Scotland	Contributes to national requirement to deliver of 1140 hours of EL&C	£45,764			£48,952			£48,952	
Fife Women's Aid	C&F Contribution to MARAC Funding outwith components of brief	£120,936			£120,936			£120,936	
Fife Women's Aid	Contribution to MARAC service from NHS	£30,000			£30,000			£30,000	
Fife Women's Aid	Contribution to MARAC service from Housing Service	£66,000			£66,000			£66,000	
		£4,802,279	£886,992		£3,238,814	£879,892		£5,005,698	

Approved at Committee in January 2021	£4,125,806
---------------------------------------	------------

Education & Children's Services Sub-Committee

Forward Work Programme
11th May, 2021
Agenda Item No. 10

Education & Children's Services Sub-Committee of 7 September 2021			
Title	Service(s)	Contact(s)	Comments
Consultation - Relocation of St Columba's RCH and Woodmill High Schools to since site with new Fife College campus	Education and Children's Services	Shelagh McLean	Para 201 (4) of 2021.ECS.83 - 16.03.21 - refers - Schedule for Aug/Sep, 2021.
Mothballing of Milton of Balgonie Primary School Update	Education and Children's Services	Shelagh McLean	Agreed 26.01.21 - Para 193 (4) of 2021 ECS 79 refers.
Support for Voluntary Organisations - Update	Education and Children's Services	Lynn Gillies, Keith Main, Kathy Henwood	Update since 11.05.21
Secondary School Staffwise Survey Update	Education and Children's Services	Neil Finnie, Murray Mcbain	Update since E&CS 11.02.20 - Minute Ref. Para. 168 of 2020.ECS.63. Update expected Sep '21 - results from May 2021 survey.
6-Monthly Update/Analysis - Fife Corporate Parenting Board	Education and Children's Services	Kathy Henwood	Para. 206 (4) of 2021.ECS.85 (16.03.21) refers - schedule for September 2021.
Education & Children's Services Sub-Committee Forward Work Programme			

Education & Children's Services Sub-Committee of 9 November 2021			
Title	Service(s)	Contact(s)	Comments
Education & Children's Services Sub-Committee Forward Work Programme			

Education & Children's Services Sub-Committee of 1 March 2022			
Title	Service(s)	Contact(s)	Comments
Chief Social Work Officer Annual Report 2020/21	Education and Children's Services	Kathy Henwood	Annual Report previously considered 16.03.21 (Para No. 205 of 2021.ECS.85 refers).
Education & Children's Services Sub-Committee Forward Work Programme			

Unallocated			
Title	Service(s)	Contact(s)	Comments
Dunfermline North Catchment Review	Education and Children's Services	Shelagh McLean	Para. 88 of 2018.EChSC.52 refers - to carry out a catchment review in Dunfermline North.
Establishing the Walked Routes to Schools - Assessment	Education and Children's Services	Shelagh McLean, Neil Finnie, Murray McBain	E&CS 19.03.19, 2019 Para 116 - update one year from implementation in Aug '21, ie expected Aug '22.
Workforce Planning	Education and Children's Services	Shelagh McLean	
January 2022 - Children's Services Inspection Update	Education and Children's Services	Christine Moir, Kathy Henwood	January 2022 date tbc. Further update from 26.01.21 - Para 194 (3) of 2021 ECS 79 refers. To include more detail on early intervention.
Childcare Services and Play Practice Development			ECS 03.11.20. Decision called-in to Scrutiny, 09.02.21 (Ref Para 36 of 2021.ECHSC.18/19); deferred to/

Unallocated			
Title	Service(s)	Contact(s)	Comments
			to FC 25.02.21 (Ref Para 214 of 2021.FC.248/249). Referred back to Sub-Committee for further reports, including full business plan.