

Conference Rooms 2/3 (FHWGF.007/FHWGF.008),
Ground Floor, Fife House, North Street, Glenrothes
Tuesday, 21 May, 2019 - 10.00 am

AGENDA

Page Nos.

1. **APOLOGIES FOR ABSENCE**
2. **CHANGE OF MEMBERSHIP**

The Committee will be asked to note that Councillor Jane Ann Liston has replaced Councillor James Calder as a member of the Education and Children's Services Committee.
3. **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.
4. **MINUTES**
 - (a) Minute of meeting of the Education and Children's Services Committee of 19th March, 2019. 3 - 8
 - (b) Minutes of meetings of the Education Appointment Committee of 21st and 22nd March, 2019. 9 - 10
5. **CHILDREN'S SERVICES INSPECTION** - Report by the Executive Director - Education & Children's Services. 11 - 15
6. **BUILDING FIFE'S FUTURE: INVERKEITHING HIGH SCHOOL** - Report by the Executive Director - Education & Children's Services. 16 - 38
7. **COST OF SCHOOL DAY UPDATE** - Report by the Executive Director - Education & Children's Services. 39 - 51
8. **OUR MINDS MATTER: SUPPORTING YOUNG PEOPLE'S EMOTIONAL WELLBEING** - Report by the Executive Director - Education & Children's Services 52 - 64
9. **COMMITTEE WORK PROGRAMME** 65 - 66

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.

Morag Ferguson/

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

Fife House
North Street
Glenrothes
Fife, KY7 5LT

14 May, 2019

If telephoning, please ask for:

Liz Box, Committee Officer, Fife House

Telephone: 03451 555555, ext. 442335; email: liz.box@fife.gov.uk

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

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

Agenda Item No. 4 (a)

19 March, 2019

10.00 a.m. – 13.55 p.m.

PRESENT: Councillor Linda Erskine, Vice Convener (in the Chair), Councillors David Barratt, James Calder, Colin Davidson, Ian Ferguson, William Imlay, Helen Law, Kathleen Leslie, Rosemary Liewald, Dominic Nolan, Ross Paterson, Ryan Smart and Mr Alastair Crockett and Mr George Haggarty.

ATTENDING: Carrie Lindsay, Executive Director, Education and Children's Services; Andrew Ferguson, Manager - Committee Services, Democratic Services; Philip Black, Head of Education & Children's Services (Secondary Schools and Specialist Support), Education; Stuart Booker, Improvement Officer (Strategy & Knowledge Management), Education; Dougie Dunlop, Head of Education & Children's Services (Community and Social Work), Education; Sarah Else, Education Officer, Education; Shelagh McLean, Head of Education & Children's Services (Early Years and Directorate Support), Education; Peter McNaughton, Head of Education & Children's Services (Primary Schools and Improvement Support), Education; Gary Moyes, Category Manager - Transportation & Travel, Revenue & Commercial Services; Karyn Rennie, Headteacher, Cowdenbeath Primary School; Colin McCredie, Programme Manager, Building Fife's Future; Alan Paul, Senior Manager (Property Services), AT&E Property Services; and Lynn Gillies, Service Manager (Family Support), Children & Families and Criminal Justice Services.

APOLOGIES FOR ABSENCE: Councillor Fay Sinclair, Bailey-Lee Robb.

110. DECLARATIONS OF INTEREST

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

111. CHANGE OF MEMBERSHIP

Decision

The Committee agreed to note that Councillor Ross Paterson had replaced Councillor Bobby Clelland as a member of the Committee.

112. MINUTES -

(a) Education & Children's Services Committee of 22nd January, 2019.

(b)/

(b) Education Appointments Committees of 11th and 20th February, 2019.

Decision

The Committee approved the minutes.

113. REPORT ON EDUCATIONAL OUTCOMES IN FIFE 2017-18

The Committee considered a report by the Executive Director of Education and Children's Services providing an update on the attainment outcomes achieved by pupils in Fife's schools during the school year 2017/18 and also providing an overview of the range of strategies being developed to support the key priority to further raise attainment.

Decision

The Committee noted:-

- (1) the further progress in raising levels of attainment; and
- (2) the strategies being implemented to further raise attainment.

114. SUPPORT FOR VOLUNTARY ORGANISATIONS

The Committee considered a report by the Executive Director of Education and Children's Services recommending support to voluntary organisations funded by Education and Children's Services in Fife for the period 2019-2020 including recommendations for voluntary organisations funded through the Pupil Equity Fund (PEF) and Our Minds Matter (OMM) funding.

Introducing the report, Dougie Dunlop indicated that paragraph 1.8 of the report should be changed to say that application of the already agreed savings targets of £410,000 to the voluntary sector organisations would be the subject of a separate report to be brought back to a future Committee.

Decision

The Committee:-

- (1) approved the level of funding to voluntary organisations as detailed in the Schedule attached to the report;
- (2) agreed to consider an update report with recommendations from the review at the Education and Children's Services Committee in August 2019; and
- (3) noted with concern the potential future impact of the savings on voluntary organisations and that briefings on progress would be supplied to the Committee as appropriate.

115./

115. ANNUAL UPLIFT IN PAYMENTS TO FOSTER CARERS

The Committee considered a report by the Executive Director, Education and Children's Services providing an update on the proposed uplift in payments to Foster Carers for the financial year 2019/2020.

Decision

The Committee agreed:-

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

116. ESTABLISHING THE WALKED ROUTES TO SCHOOLS - ASSESSMENT POLICY

The Committee considered a report by the Executive Director, Education and Children's Services presenting the revised Walked Routes to Schools - Assessment Policy for consideration. This policy was subject to review by elected members of the Scrutiny Committee, on 26th February, 2019 and included their feedback to allow the opportunity to consider the amendments proposed.

Decision

The Committee agreed to approve:-

- (1) the content of the Walked Routes to Schools - Assessment Policy (attached as Appendix one to the report), as amended in light of the feedback from the Education and Children's Services Committee of 22nd January, 2019 and the Scrutiny Committee of 26th February, 2018, subject to the further amendment that the Review Panel should always include 3 members of the Committee; and
- (2) a post implementation review report be submitted to a future meeting of this Committee, after a period of at least one year from implementation, i.e. after August, 2021.

117. PUPIL EQUITY FUND

The Committee considered a report by the Executive Director of Education and Children's Services outlining the progress of the Pupil Equity Fund through an update on the work of schools in their practice to address the challenge of Closing the Poverty Related Attainment Gap. The report also presented an overview of the rationale, implementation and impact, to date, of the Pupil Equity Fund across Fife school establishments.

Decision/

Decision

The Committee:-

- (1) noted the contents of the report;
- (2) noted the aim of the interventions detailed;
- (3) agreed to continue to seek detailed updates of the impact of these interventions on improving educational outcomes for our children, at a Fife wide level through this Committee and locally through Area Committees;
- (4) agreed that Area Committee Conveners be consulted to determine how they wished to be informed about the work and impact of the Pupil Equity Fund within their area; and
- (5) noted the work of schools in developing their practice to address the challenge of Closing the Poverty Related Attainment Gap.

118. MOTHBALLING OF GATESIDE PRIMARY SCHOOL

The Committee considered a report by the Executive Director, Education and Children's Services proposing the mothballing of Gateside Primary School with immediate effect - as a result of the declining school roll at the Primary School, and due also to the fact that no children had enrolled for session 2018/19 or 2019/20.

Decision

The Committee agreed:-

- (1) to mothball Gateside Primary School with immediate effect;
- (2) that, during the mothballing period, any children wishing to enrol at Gateside Primary School would be offered a place at Strathmiglo Primary School and provided with free transport if they met the distance criteria; and
- (3) to consider a further report in October, 2019 reviewing the decision.

119. BUILDING FIFE'S FUTURE - WOODMILL AND ST. COLUMBA'S SECONDARY SCHOOLS

The Committee considered a report by the Executive Director, Education and Children's Services providing an outline of the educational requirements and initial assessment of site options for the replacement of St. Columba's RC High School and Woodmill High School, while considering development of a joint learning campus in conjunction with Fife College.

Decision/

Decision

The Committee:-

- (1) agreed to approve a project proposal for a joint learning campus with Fife College be progressed;
- (2) approved submission of a project proposal to Scottish Government to endeavour to secure funding;
- (3) requested the Executive Director, Education and Children's Services engage in formal discussions with the communities and, if necessary, prepare a report for this Committee to commence a statutory education consultation;
- (4) endorsed a proposal that the Head of Legal Services, in conjunction with the Head of Assets, Transportation and Environment, agreed terms for an Option Agreement with Shepherd Offshore (Scotland) Limited for the purchase of a site for a joint learning campus (a separate report with the details of the Option Agreement to be submitted to Policy and Co-ordination Committee); and
- (5) approved the appointment of the necessary teams to progress a planning application.

120. BUILDING FIFE'S FUTURE - STRATEGY FOR THE EXPANSION OF SECONDARY SCHOOL INFRASTRUCTURE IN WEST FIFE AREA

The Committee considered a report by the Executive Director, Education and Children's Services outlining the proposed strategy to address the major capacity issues for the secondary school infrastructure in the wider Dunfermline area.

Decision

The Committee:-

- (1) noted the contents of the report;
- (2) endorsed the strategy for expansion; and
- (3) agreed to authorise officers to undertake the steps necessary to prepare proposals for further consideration.

121. BUILDING FIFE'S FUTURE - INVERKEITHING HIGH SCHOOL

Mr Crockett, Mr Imlay, and Councillors Davidson and Nolan left the meeting during consideration of the following item.

The/

The Committee considered a report by the Executive Director, Education and Children's Services outlining progress towards the assessment of the sites for the replacement of Inverkeithing High School, in accordance with the Education Authority requirements.

Decision

The Committee:-

- (1) noted the completion of the Phase 1 site assessment exercise, in line with the education criteria previously set by the Executive Committee, but asked that the Phase 1 exercise be extended eastwards to establish if there were sites east of the existing site which merited inclusion in the phase 2 feasibility studies;
- (2) agreed that the six sites set out in the report, as well as the Spencerfield and Caldwell's Paper Mill require further consideration, and authorised the preparation of phase 2 feasibility studies on those sites, to be reported to this Committee in May; and
- (3) agreed to authorise the Executive Director, Education and Children's Services, to engage in formal discussions with the communities and, if necessary, to prepare a report for this Committee's consideration with a view to commencing a statutory education consultation.

122. COMMITTEE WORK PROGRAMME

Decision

The Committee noted the current version of the Work Programme which would be further updated, as appropriate.

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

Date 21 March 2019

Time 13.00 to 15.30pm

PRESENT: Cllr Linda Erskine, George Haggarty, RC Representative, Peter McNaughton, Head of Service, Gordon Wardrope, Education Manager, Heather Kane, Chair Parent Council, Emma Gourlay, Parent Council

63. 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.

64. HEADTEACHER – ST NINIAN'S RC PRIMARY SCHOOL

The Committee interviewed 2 applicant(s) on the short list for this post.

Decision

Agreed to recommend the appointment of Shona Gorman, currently Depute Headteacher at St Margaret's RC Primary School.

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

Agenda Item No. 04 (b) (ii)

Date: 22 March 2019

1pm till 3.30pm

**PRESENT: Cllr, David Graham, Cllr, Bill Connor, Peter McNaughton, HOS,
Angela Logue Education Manager, Gill Somervill, Parent
Council, Katrine Walker, Parent Council.**

39. 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.

40. HEADTEACHER – SOUTH PARKS PRIMARY SCHOOL.

The Committee interviewed two applicant(s) on the short list for this post.

Decision

Agreed to recommend the appointment of, Natalie Falconer currently Depute Headteacher at Carnegie Primary School.

21 May 2019
Agenda Item No. 5

Children's Services Inspection

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

Wards Affected: All

Purpose

To inform members of the outcome of the recent inspection of children's services by the Care Inspectorate

Recommendation(s)

Recommended that committee;

- note the outcome of the inspection and the range of good practice identified by inspectors;
- recognise that further work is required across children's service partners to address areas for further improvement and request a further report in 12 months on progress made.

Resource Implications

None

Legal & Risk Implications

Children's Services across all partner activity deal with areas of significant risk and services have detailed arrangements in place to manage these

Impact Assessment

Not required

Consultation

The inspection process included extensive consultation with staff across all services along with children and families who use children's services.

1.0 Background

1.1 The Scottish Government has a programme in place to inspect all services to children within local authority areas. This is the third cycle of this inspection process, and for this set of inspections the format has been significantly changed. The inspection methodology in use for these inspections has a specific focus on the difference community planning partnerships are making to:

- the lives of children and young people in need of care and protection
- the lives of the children and young people for whom community planning partnerships have corporate parenting responsibilities.

Partners in this report are defined as Fife Council, NHS Fife, SCRA, Police Scotland and the Scottish Fire and Rescue Service, and Fife Health and Social Care Partnership.

1.2 The inspection asked five key questions:

- How good is the partnership at recognising and responding when children and young people need protection?
- How good is the partnership at helping children and young people who have experienced abuse and neglect stay safe, healthy and recover from their experiences?
- How good is the partnership at maximising the wellbeing of children and young people who are looked after?
- How good is the partnership at enabling care experienced young people to succeed in their transition to adulthood?
- How good is collaborative leadership?

1.3 During the inspection inspectors collect and review evidence against all 17 quality indicators in the framework and use this understanding to answer the five inspection questions in this report. In addition to answering the inspection questions, inspectors use a six-point scale to provide a formal evaluation of three quality indicators which concern the impact of partners' work on the lives of children, young people and their families and the outcomes partners are achieving.

These are:

- 1.1 – Improvements in the safety, wellbeing and life chances of vulnerable children and young people
- 2.1 – Impact on children and young people
- 2.2 – Impact on families

The inspection also provides an overall evaluation for leadership.

1.4 The inspection in Fife took place between 1 October and 16 November 2018. During this time inspectors:

- Met with 59 children and young people and 27 parents and carers in order to hear from them about their experiences of services.
- Offered children and young people, parents and carers, the opportunity to complete a survey about their views of services and received 386 responses.
- Reviewed a wide range of documents and joint self-evaluation materials provided by the partnership.
- Spoke to staff with leadership and management responsibilities.
- Carried out a staff survey and received 1,294 responses.
- Talked to large numbers of staff who work directly with children, young people and families.
- Observed practice sessions and meetings.
- Reviewed practice through reading records held by services for a sample of 110 of the most vulnerable children and young people.

2.0 Issues and Options

2.1 Following the consideration of the material gathered during the contact with partners and service users in Fife, the inspectors evaluated provision as below:

- 1.1 Improvements in the safety, wellbeing and life chances of vulnerable children and young people - *Good*
- 2.1 Impact on children and young people - *Good*
- 2.2 Impact on families - *Good*
- 9. Leadership and direction - *Good*

2.2 The inspection also identified a number of areas of strength alongside areas for continued improvement:

Strengths

- 2.2.1 Robust and effective pre-birth planning processes enabled the early identification, management and response to child protection and wellbeing concerns. This was ensuring vulnerable pregnant women were getting the right help and support at an early stage.
- 2.2.2 A wide range of flexible and responsive therapeutic services was effectively supporting children and young people in need of care and protection to get timely help and support to recover from abuse and trauma.
- 2.2.3 Effective trusting relationships and nurturing care by staff and carers was positively impacting on the quality, stability and continuity of care and support for children and young people in care placements, including those young people in continuing care.
- 2.2.4 Strong partnership working, and a culture of learning was helping to drive forward identified improvements. This was supported by effective leadership and a well-performing child protection committee.

2.2.5 The work of partners to help educational attainment and positive post-school destinations of looked after children.

Priority areas for improvement

2.2.6 Partners should further improve their recognition and response when children and young people experience neglect or repeated instances of harm, for example because of parental substance misuse, mental ill-health or domestic abuse.

2.2.7 Partners should achieve greater consistency in the quality and practice standards of assessments, child's plans and chronologies and strengthen quality assurance and management oversight.

2.2.8 Partners should continue to ensure that capacity is released to improve the time taken to undertake health needs assessment in pre-school children when they become looked after.

2.2.9 Partners should progress plans to undertake a health needs assessment with all care leavers and advise them how to seek support relating to any emotional or wellbeing needs that are identified.

2.2.10 Partners should continue to use data and analysis of the Home2Fife Strategy and ensure this is effectively linked to a commissioning framework.

2.3 In the conclusion to the inspection, the Care Inspectorate and its scrutiny partners noted that they were confident that the Fife partnership has the capacity to continue to improve and address the points for action highlighted in this report. This was based on:

- the collective leadership, direction and accountability demonstrated by partners to deliver the best possible outcomes for children and young people in need of care and protection in Fife
- the strong culture of learning across services underpinned by well embedded approach to self-evaluation and continuous improvement to improve performance and practice
- effective partnership working and the culture of mutual support and collaboration at strategic and operational levels
- the strategic focus and oversight by the child protection committee to improve multi-agency responses to keep children safe and protected
- the commitment and high aspirations as corporate parents to improve better outcomes for looked after children, young people and care leavers.

It also noted that partners will need to continue to develop their joint approaches strategic assessment of need and the use of data and evidence to be able to ensure improving outcomes for children, young people and families.

3.0 Conclusions

- 3.1 The inspection presents a comprehensive analysis of services to children in need of care and protection in Fife. It covers all partnership activity, including the 3rd sector, as well as including extensive engagement with children and families who use services within Fife.
- 3.2 The report highlights a number of areas of good practice and notes as particular strengths the quality of relationship-based practice in Fife and the positive impact that this has on children and families, the work of the Child Protection Committee and the leadership shown by staff at all levels. It also comments very positively on the outcomes achieved by services and the attainments of our children and young people.
- 3.3 The report lays a positive foundation for further improvement work and those areas identified for specific action will be taken forward in the coming period by the strategic groups responsible for this activity.

Appendices

Link to report, this is also available via the Care Inspectorate website

<http://bit.ly/fife-servicesforcyp>

Report Contact

Dougie Dunlop
Chief Social Work Officer
Rothesay House
Telephone: 03451 55 55 55 ext. 441189
Email – dougie.dunlop@fife.gov.uk

21 May 2019
Agenda Item No. 6

Building Fife's Future: Inverkeithing HS

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

Wards Affected: 1,2, 3,4,5 and 6

Purpose

This report provides an update on progress towards the assessment of potential sites for a replacement Inverkeithing HS, in accordance with the Education Authority requirements.

Recommendation(s)

Education & Children's Services Committee is asked to:

- 1) note the completion of the phase 1 site assessment exercise, in line with the education criteria previously set by the Executive Committee
- 2) agree that seven sites require further consideration and authorise the preparation of phase 2 feasibility studies, on these remaining sites, to be reported to Committee in August

Resource Implications

The project will require significant investment and a dedicated team for delivery. Capital budget is currently allocated within the Council's capital plan, for the replacement of five secondary schools across Fife. However, it is recognised that this will need to be supplemented by additional funding in order to progress these proposals, in relation to which, discussions are ongoing with Scottish Government and Scottish Futures Trust regarding potential opportunities for additional investment. The budget cost for this proposal will be reviewed as due diligence is undertaken on the project and an update will be provided as part of the final business case for the project.

Legal & Risk Implications

The consideration and determination of this report is by the Council acting as Education Authority. In this regard and in the context of this report, Members of this Committee should refrain from expressing any view which may be construed as pre-determining any future planning application/s which the Council, as Planning Authority, may require to consider and determine in respect of any proposed site/s following hereon. Key risks will be identified following more detailed technical appraisal, including consideration of the need for a formal consultation under the terms of the Schools (Consultation) (Scotland) Act 2010, which may form part of the process undertaken in pursuit of any future planning application.

Impact Assessment

An EqIA and summary form have been completed – the summary form is attached to the report.

Consultation

The Headteacher and senior leadership team from the school has been involved in discussions.

It is proposed that a paper be taken to a future Education & Children's Services Committee to undertake any statutory Education Consultation process required. Full details of a proposal, including the consultation process and opportunities to comment, would be distributed and made available under the terms of the relevant Act.

1.0 Context

- 1.1 This report responds to the decision of the Education & Children's Services Committee, from 28 August 2018, which asked that the processes and timetables for the implementation of changes to Secondary School infrastructure across Fife, particularly referencing those relating to determining detailed proposals for change, are set out.
- 1.2 In November, following consideration of a report entitled 'Building Fife's Future – Education Infrastructure Development' the Education & Children's Services Committee authorised officers to undertake the steps necessary to prepare these detailed proposals for change.
- 1.3 The priorities identified were Dunfermline & South West Fife Secondary School Infrastructure and Glenrothes Secondary School Infrastructure. It was accepted that it is important to consider the wider areas in their totality, to ensure that we adopt a strategic approach rather than create a disparate set of individual development plans for each school.
- 1.4 Consequently, the Capital Plan 2019-2029, as agreed in February, includes provision of funding for Secondary Schools in West Fife, for Glenrothes/Glenwood High Schools and for extensions to other secondary schools to provide increased capacity to accommodate pupils from housing development.
- 1.5 However, the Council's ability to deliver all of these facilities remains dependent upon significant levels of additional capital funding from the Scottish Government.
- 1.6 Officers were asked, specifically, to bring forward an option for replacing the existing buildings of Inverkeithing High School. As part of the development of such a proposal, a site assessment is required to be undertaken to review potential sites against the education requirements.
- 1.7 On 19 March 2019, the Education & Children's Services Committee considered a report on sixteen potential sites which identified that six sites should be taken forward for more detailed investigation.
- 1.8 The Committee:
 - 1) noted the completion of the Phase 1 site assessment exercise, in line with the education criteria previously set by the Executive Committee, but asked that the Phase 1 exercise be extended eastwards to establish if there were sites east of the existing site which merited inclusion in the phase 2 feasibility studies;
 - 2) agreed that the six sites set out in the report, as well as the Spencerfield and Caldwell's Paper Mill require further consideration, and authorised the preparation of phase 2 feasibility studies on those sites, to be reported to this Committee in May; and
 - 3) agreed to authorise the Executive Director, Education and Children's Services, to engage in formal discussions with the communities and, if necessary, to prepare a report for this Committee's consideration with a

view to commencing a statutory education consultation.

- 1.9 The Committee also noted that Site 16 had been incorrectly named as Caldwell Mill and this was subsequently re-designated as Depot, Cruikness Road.

2.0 Education requirements

- 2.1 On 16 August 2016, the Executive Committee considered a report outlining the Authority's 'educational requirements' and "agreed the criteria . . . required ...for assessment of sites for any future school developments as follows:

- [1] a single school and site for the children and young people in order to both provide a coherent and efficient curriculum for all pupils and deliver the best value requirements;
- [2] a site where the net acreage was consistent with relevant space guidance in order that it could contain a school, as well as the open space, of sufficient size and appropriate shape to accommodate the peak forecast roll and an element of future expansion. The aspect ratio of the site should also be of suitable proportions to enable the design of the new school to create a building which was attractive and inspiring and would create a civic presence without being unduly constrained by the site;
- [3] a site should be located within the designated catchment area, where pupil population was greatest, whilst being accessible by foot, bicycle, car and public transport. It should be located to minimise pupil travel distance and support the delivery of appropriate community facilities;
- [4] a sufficient site area to accommodate all curricular, external learning, sports facilities and community engagement, therefore any site would be assessed having regard to the size of the site and its ability to accommodate the school, and not only its curricular activities but all extracurricular activities In accordance with current Fife Council priorities;
- [5] a site which was able to ensure that the building design could deliver full accessibility for all pupils, staff and the public, including appropriate vehicular access and car parking facilities;
- [6] a site which could enable a design that would deliver a safe and secure environment, with ease of movement throughout the building and the site;
- [7] the school should be available for occupancy within a reasonable timescale;
- [8] a site where the cost of the site and site preparation could be contained within the capital budget available for the project or where any increased costs could be accommodated within the wider Council's capital resources;"

- 2.2 It should be noted that these criteria relate solely to the site characteristics and not to the detailed design of the new school building. Additionally, these criteria relate to the Education Authority's requirement for a school. Detailed planning assessments will be undertaken as part of the planning application process. The Planning Authority will determine any application on the basis of the Development Plan and material planning considerations.

3.0 Process

- 3.1 It is recognised that application of the education criteria is insufficient to definitively identify a new site and that a range of technical, environmental and planning considerations will impact on site selection. However, it is appropriate, before embarking upon any of the technical studies across all sites identified, that a two-stage process be considered to determine whether it is possible to limit the in-depth work required, by early elimination of those sites which do not match the base education criteria. This can be followed by a more detailed technical assessment of a reduced number of sites i.e.:

Stage 1

- Site assessment based on 'educational criteria' outlined above
- Assessment supported by high level consideration of any significant issues
- Identification and elimination of those sites which do not satisfy the above criteria and are not deemed worthy of further consideration

Stage 2

- Detailed technical assessment of the remaining sites deemed worthy of further consideration
- Further consideration of any education criteria not capable of completion during Stage 1 due to lack of supporting evidence only established during the Stage 2 studies
- Further consideration of any other issues identified during the technical assessment

- 3.2 The Stage 1 assessment has been reviewed by a cross-service group of officers from Education, Planning, Community and Property Services.
- 3.3 In general, each criterion naturally leads to a definitive answer, therefore the assessment is conducted on the basis of a simple pass/fail, with no attempt to calculate any form of weighted score.
- 3.4 Inevitably there was some debate about the definitive intent of each of the criteria and, where appropriate, the assessors' detailed interpretations have been listed as assumptions against each of the criteria.

4.0 Site Assessment – Stage 1

- 4.1 Having taken on board feedback from Members, the site search was extended and eleven additional sites were identified, bringing the number of sites examined up to an overall total of twenty-seven. (See Appendix A.)

- 4.2 A stage 1 assessment was carried out on the additional sites and the availability of Site 2 – Spencerfield was reviewed.
- 4.3 Details of the Stage 1 assessment of the additional potential sites identified, against each of the criteria, is provided as Appendix B.
- 4.4 Assessment based on Criteria 1 - 6 is fairly straight forward and consensus scores applied as shown. At this point it is apparent that most sites do not comply with the first six criteria, leaving seven sites, overall, that seem worthy of further consideration.
- 4.7 Assessment based on Criteria 7 & 8 requires further consideration with regard to their application.
- 4.8 Criterion 7 sets out an obligation that “the school should be available for occupancy within a reasonable timescale” without defining the limits with regard to what is, or is not, a reasonable timescale. To ensure a consistent and equitable approach, the assessment needs to take into account any potential planning issues which are unlikely to support the principle of the development, whether any major impediments to development exist in comparison to delivery of other schools within the Building Fife’s Future Programme. An initial planning assessment has been carried out across all of the sites and a more detailed assessment will be undertaken during Stage 2.
- 4.9 Criterion 8, relates to the affordability of the project. However, without further technical input it is not possible to provide equitable costs at this stage and, for this reason, this criterion will be assessed at Stage 2 for the remaining sites.
- 4.10 It should be noted that Taylor Wimpey confirmed that Site 2 – Spencerfield, is not available. Site 9 – Rosyth Waterfront, which was originally recommended for assessment at Stage 2 has also been eliminated as it is not supported by Planning.
- 4.11 The finalised Stage assessment of the sites demonstrates that not all sites meet the education criteria previously set by the Executive Committee. However, it does suggest that seven sites may meet the first six education criteria and an initial planning assessment and are worthy of further detailed examination at Stage 2. These are as follows:

Inverkeithing North

- Site 3 – Inverkeithing HS
- Site 4 – North of the A921 – West
- Site 22 – North of A921 - East

Inverkeithing South

- Site 18 – Caldwell Mill/Ballast Park

Rosyth

- Site 10 – Fleet Grounds
- Site 11 – HMS Caledonia
- Site 12 – West Rosyth

- 4.13 The sites naturally cluster into three distinct locations as outlined above and this presents an opportunity to explore the relative merits of the three localities in the round, in addition to the assessments of the individual sites.

5.0 Site Assessment – Stage 2

- 5.1 An initial Stage 2 assessment has been undertaken but due to the complexity of some of the technical issues encountered it has not been possible to conclude this in time for inclusion in this report.
- 5.2 For example, Site 18, a combination of both Site 1 – Ballast Park and Site 17 – Caldwell Mill, has potentially challenging ground conditions that cannot be adequately assessed by desktop studies alone and potentially substantial flood risks. Limited intrusive site investigations are required and there was insufficient time between the March and May Committee meetings for these to be commissioned, undertaken and reported. These investigations are necessary to mitigate potential risks and ensure that issues identified by the desktop study can be addressed within reasonable timescales and that site development costs are not prohibitively expensive in comparison to alternative sites.

6.0 Conclusions

- 6.1 A first stage assessment of the site options, giving due consideration to all sites currently identified, has been finalised.
- 6.2 This has demonstrated that not all sites meet the education criteria previously set by the Executive Committee. However, it suggests that seven sites can meet the first six education criteria and are worthy of further detailed examination at Stage 2. It is also apparent that these sites are grouped into three locations, namely Inverkeithing North; Inverkeithing South and Rosyth.
- 6.3 It is apparent that the technical assessment cannot be completed without some additional intrusive technical studies, not originally envisaged, to ensure that appropriate due diligence is carried out on the shortlisted options. The purpose of this due diligence process is to ensure that in taking a final decision on a proposed location of the school, Members do so on the basis of relevant information with minimum risk. It is anticipated that this due diligence work may be completed in time to enable a concluding report to the August meeting of the Committee.

6.0 Next Steps

- 6.1 Completion of the Stage 2 feasibility studies to determine the site or sites that could be satisfactory from a technical perspective and can be delivered within a reasonable timescale and cost.
- 6.2 Assessment of the relative merits of the three locations to ensure that the school is located in the most appropriate locality for future delivery of secondary education.

List of Appendices

Appendix A - Plan Showing Potential Sites

Appendix B - Site Assessment Matrix

Background Papers

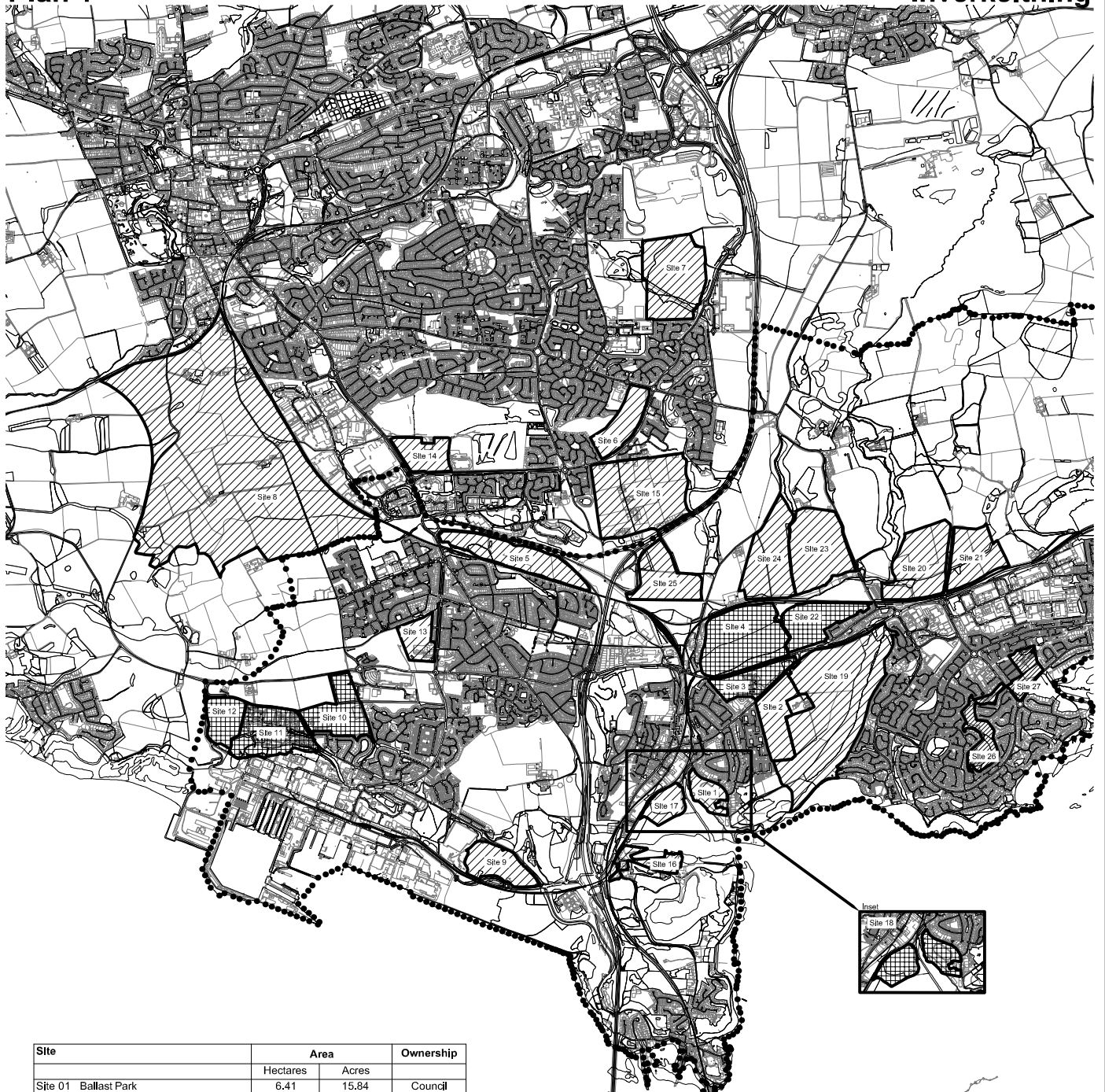
The following papers were relied on in the preparation of this report in terms of the Local Government (Scotland) Act, 1973:

- Report to Executive Committee, 18 August 2016 – Madras College: Education Requirements
- Report to Education & Children’s Services Committee, 28 August 2018 – Building Fife’s Future – The School Estate
- Report to Education & Children’s Services Committee, 19 March 2019 – Building Fife’s Future – Inverkeithing HS



Report Contacts

Shelagh McLean
Head of Education & Children’s Services
Rothesay House
Telephone: 03451 55 55 55 Extn.444229
Email. shelagh.mclean@fife.gov.uk

Colin McCredie
BFF Programme Manager
Bankhead Central
Telephone: 03451 55 55 55 Extn.440484
Email. colin.mccredie@fife.gov.uk



Site	Area		Ownership
	Hectares	Acres	
Site 01 Ballast Park	6.41	15.84	Council
Site 02 Spencerfield - West	14.69	36.31	Private
Site 03 Inverkeithing High School	11.27	27.85	Council
Site 04 North of A921 - West	31.17	77.02	Private
Site 05 Rosyth Rail Halt	20.16	49.82	Private
Site 06 Dover Heights	12.01	29.68	Private
Site 07 Catala Mulr Wood	30.54	75.46	Council
Site 08 SLA - Broomhall	290.00	716.59	Private
Site 09 Rosyth Waterfront	13.06	32.27	Private
Site 10 West Rosyth 1 (Fleet)	16.85	41.63	Mixed
Site 11 W Rosyth 2 (HMS Caledonia)	21.60	53.35	Private
Site 12 West Rosyth 3	10.22	25.25	Private
Site 13 Camdean Primary School	8.27	20.44	Council
Site 14 Pitreavie Playing Fields	10.53	26.02	Council
Site 15 Middlebank	42.23	106.82	Private
Site 16 Depot Crulckness Road	6.95	17.15	Private
Site 17 Caldwell Mill	7.39	18.27	Private
Site 18 Site 01 & 17 combined	13.80	34.11	Mixed
Site 19 Spencerfield - East	71.10	175.70	Private
Site 20 Dalgety Bay North - West	24.50	60.53	Private
Site 21 Dalgety Bay North - East	16.67	41.19	Private
Site 22 North of A921 - East	15.67	38.73	Private
Site 23 Balbougie	26.92	66.53	Private
Site 24 Dales	24.02	59.35	Private
Site 25 North Junction	17.14	42.35	Mixed
Site 26 Donbristle PS/Longhill Park	9.90	24.47	Mixed
Site 27 Dalgety Bay PS	6.74	16.64	Mixed

 SITES ACCEPTED FOR SHORTLIST
 SITES REJECTED FROM SHORTLIST



This map is based upon Ordnance Survey material with the permission of Ordnance Survey on behalf of the Controller of Her Majesty's Stationery Office (c) Crown copyright. Unauthorised reproduction infringes Crown copyright and may lead to prosecution or civil proceedings. Fife Council 100023385 (2017)

Appendix B

Inverkeithing - Education Criteria Assessment

Criteria -	Sites -	Site 1 <i>Ballast Park</i>	Site 2 Spencerfield	Site 3 Inverkeithing High School	Site 4 North of A921
	Site Areas (Ha)	6.41	14.69	11.27	31.17
1. A Single School & Site	A Single site for all curricular activity.	No	Yes	Yes	Yes
2. A site with net acreage to contain a school, open space & to accommodate peak forecast roll & an element for future expansion	Peak forecast - 2000. (Sites have not been assessed on the aspect ratio of the site as defined in education requirements and this will be assessed in the Stage 2 feasibility study)	No	Yes	Yes	Yes
3. A site should be located within the designated catchment area, where pupil population was greatest. Accessible, minimising pupil travel distance & support delivery of appropriate community facilities		Yes	Yes	Yes	Yes
4. A sufficient site to accommodate all curricular, external learning, sports facilities & community engagement. Any site being assessed having regard to the size of the site & its ability to accommodate the school its curricular & extra-curricular activities		No	Yes	Yes	Yes
5. A site able to ensure that the design could deliver full accessibility for all, including appropriate vehicular access & car parking facilities	1. The building will be accessible from both physical and educational perspective.2. The site is in a location which is easily accessible by foot and or existing transport networks.	Yes	Yes	Yes	Yes

Appendix B

Inverkeithing - Education Criteria Assessment

Criteria -	Sites -	Site 1 <i>Ballast Park</i>	Site 2 Spencerfield	Site 3 Inverkeithing High School	Site 4 North of A921
6. A site which could enable a design that would deliver a safe & secure environment, with ease of movement throughout the building and site	Curriculum only	Yes	Yes	Yes	Yes
7. The school should be available for occupancy within a reasonable timescale	Not enough information available at this Stage to assess.				
8. A site where the cost of the site & site preparation could be contained within the capital budget available for the project or where any increased costs could be accommodated	Not enough information available at this Stage to assess.				
Sites Progressing to Technical Assessment		No	No	Yes	Yes
Notes/Comments			Planning permission granted for alternative use.	Depends on existing building retention	

Appendix B

Inverkeithing - Education Criteria Assessment

Criteria -	Sites -	Site 5 South of A823 Rosyth Rail Halt	Site 6 Dover Heights	Site 7 Calais Muir Wood	Site 8 SLA - Broomhall
	Site Areas (Ha)	20.16	12.01	30.54	Unknown
1. A Single School & Site	A Single site for all curricular activity.	Yes	Yes	Yes	Yes (site unknown)
2. A site with net acreage to contain a school, open space & to accommodate peak forecast roll & an element for future expansion	Peak forecast - 2000. (Sites have not been assessed on the aspect ratio of the site as defined in education requirements and this will be assessed in the Stage 2 feasibility study)	Yes	Yes	Yes	Yes
3. A site should be located within the designated catchment area, where pupil population was greatest. Accessible, minimising pupil travel distance & support delivery of appropriate community facilities		No	No	No	No
4. A sufficient site to accommodate all curricular, external learning, sports facilities & community engagement. Any site being assessed having regard to the size of the site & its ability to accommodate the school its curricular & extra-curricular activities		Yes	Yes	Yes	Yes
5. A site able to ensure that the design could deliver full accessibility for all,	1. The building will be accessible from both physical and educational perspective.2. The site is in a location	No	No	No	No

Appendix B Inverkeithing - Education Criteria Assessment

Criteria -	Sites -	Site 5 South of A823 Rosyth Rail Halt	Site 6 Dover Heights	Site 7 Calais Muir Wood	Site 8 SLA - Broomhall
including appropriate vehicular access & car parking facilities	which is easily accessible by foot and or existing transport networks. (students and community)				
6. A site which could enable a design that would deliver a safe & secure environment, with ease of movement throughout the building and site	Curriculum only	Yes	Yes	Yes	Yes
7. The school should be available for occupancy within a reasonable timescale	Not enough information available at this Stage to assess.				
8. A site where the cost of the site & site preparation could be contained within the capital budget available for the project or where any increased costs could be accommodated	Not enough information available at this Stage to assess.				
Sites Progressing to Technical Assessment		No	No	No	No
Notes/Comments		Too small / Railway line restricts access	Railway line restricts access / Distance	Railway line restricts access / Distance	

Appendix B

Inverkeithing - Education Criteria Assessment

Criteria -	Sites -	Site 9 Rosyth Waterfront	Site 10 West Rosyth 1 (Fleet)	Site 11 West Rosyth 2 (HMS Caledonia)	Site 12 West Rosyth 3
	Site Areas (Ha)	13.06	16.85	21.60	10.22
1. A Single School & Site	A Single site for all curricular activity.	Yes	Yes	Yes	Yes
2. A site with net acreage to contain a school, open space & to accommodate peak forecast roll & an element for future expansion	Peak forecast - 2000. (Sites have not been assessed on the aspect ratio of the site as defined in education requirements and this will be assessed in the Stage 2 feasibility study)	Yes	Yes	Yes	Yes
3. A site should be located within the designated catchment area, where pupil population was greatest. Accessible, minimising pupil travel distance & support delivery of appropriate community facilities		Yes	Yes	Yes	Yes
4. A sufficient site to accommodate all curricular, external learning, sports facilities & community engagement. Any site being assessed having regard to the size of the site & its ability to accommodate the school its curricular & extra-curricular activities		Yes	Yes	Yes	Yes
5. A site able to ensure that the design could deliver full accessibility for all,	1. The building will be accessible from both physical and educational perspective.2. The site is in a location which is easily accessible by foot and or	Yes	Yes	Yes	Yes

Appendix B

Inverkeithing - Education Criteria Assessment

Criteria -	Sites -	Site 9 Rosyth Waterfront	Site 10 West Rosyth 1 (Fleet)	Site 11 West Rosyth 2 (HMS Caledonia)	Site 12 West Rosyth 3
including appropriate vehicular access & car parking facilities	existing transport networks. (students and community)				
6. A site which could enable a design that would deliver a safe & secure environment, with ease of movement throughout the building and site	Curriculum only	Yes	Yes	Yes	Yes
7. The school should be available for occupancy within a reasonable timescale	Not enough information available at this Stage to assess.				
8. A site where the cost of the site & site preparation could be contained within the capital budget available for the project or where any increased costs could be accommodated	Not enough information available at this Stage to assess.				
Sites Progressing to Technical Assessment		No	Yes	Yes	Yes
Notes/Comments		Not supported by Planning	Assumes acquisition of adjacent sites		

Appendix B Inverkeithing - Education Criteria Assessment

Criteria -	Sites -	Site 13 Camdean Primary School	Site 14 Pitreavie Playing Fields	Site 15 Middlebank	Site 16 Depot Cruickness Road
	Site Areas (Ha)	8.27	10.53	42.23	6.95
1. A Single School & Site	A Single site for all curricular activity.	No	Yes	Yes	No
2. A site with net acreage to contain a school, open space & to accommodate peak forecast roll & an element for future expansion	Peak forecast - 2000. (Sites have not been assessed on the aspect ratio of the site as defined in education requirements and this will be assessed in the Stage 2 feasibility study)	No	Yes	Yes	No
3. A site should be located within the designated catchment area, where pupil population was greatest. Accessible, minimising pupil travel distance & support delivery of appropriate community facilities		Yes	No	No	Yes
4. A sufficient site to accommodate all curricular, external learning, sports facilities & community engagement. Any site being assessed having regard to the size of the site & its ability to accommodate the school its curricular & extra-curricular activities		No	Yes	Yes	No
5. A site able to ensure that the design could deliver full accessibility for all, including appropriate vehicular access & car parking facilities	1. The building will be accessible from both physical and educational perspective.2. The site is in a location which is easily accessible by foot and or	Yes	No	No	No

Appendix B

Inverkeithing - Education Criteria Assessment

	existing transport networks. (students and community)				
6. A site which could enable a design that would deliver a safe & secure environment, with ease of movement throughout the building and site	Curriculum only	Yes	Yes	Yes	No
7. The school should be available for occupancy within a reasonable timescale	Not enough information available at this Stage to assess.				
8. A site where the cost of the site & site preparation could be contained within the capital budget available for the project or where any increased costs could be accommodated	Not enough information available at this Stage to assess.				
Sites Progressing to Technical Assessment		No	No	No	No
Notes/Comments		Too small	Railway line restricts access	Railway line restricts access	Too small Metal yard

Appendix B Inverkeithing - Education Criteria Assessment

Criteria -	Sites -	Site 17 Caldwell Mill	Site 18 Site 01 & 17 Combined	Site 19 Spencerfiled East	Site 20 Dalgety Bay North West
	Site Areas (Ha)	7.39	13.80	71.10	24.50
1. A Single School & Site	A Single site for all curricular activity.	No	Yes	Yes	Yes
2. A site with net acreage to contain a school, open space & to accommodate peak forecast roll & an element for future expansion	Peak forecast - 2000. (Sites have not been assessed on the aspect ratio of the site as defined in education requirements and this will be assessed in the Stage 2 feasibility study)	No	Yes	Yes	Yes
3. A site should be located within the designated catchment area, where pupil population was greatest. Accessible, minimising pupil travel distance & support delivery of appropriate community facilities		Yes	Yes	Yes	Yes
4. A sufficient site to accommodate all curricular, external learning, sports facilities & community engagement. Any site being assessed having regard to the size of the site & its ability to accommodate the school its curricular & extra-curricular activities		No	Yes	Yes	Yes
5. A site able to ensure that the design could deliver full accessibility for all, including appropriate vehicular access & car parking facilities	1. The building will be accessible from both physical and educational perspective.2. The site is in a location which is easily accessible by foot and or existing transport networks. (students and community)	Yes	Yes	Yes	No

Appendix B

Inverkeithing - Education Criteria Assessment

6. A site which could enable a design that would deliver a safe & secure environment, with ease of movement throughout the building and site	Curriculum only	Yes	Yes	Yes	Yes
7. The school should be available for occupancy within a reasonable timescale	Not enough information available at this Stage to assess.				
8. A site where the cost of the site & site preparation could be contained within the capital budget available for the project or where any increased costs could be accommodated	Not enough information available at this Stage to assess.				
Sites Progressing to Technical Assessment		No	Yes	No	No
Notes/Comments		Too small		Not supported by Planning.	Major access issues / Railway line restricts access

Appendix B Inverkeithing - Education Criteria Assessment

Criteria -	Sites -	Site 21 Dalgety Bay North East	Site 22 North of A921 - East	Site 23 Balbougie	Site 24 Dales
	Site Areas (Ha)	16.67	15.67	26.92	24.02
1. A Single School & Site	A Single site for all curricular activity.	Yes	Yes	Yes	Yes
2. A site with net acreage to contain a school, open space & to accommodate peak forecast roll & an element for future expansion	Peak forecast - 2000. (Sites have not been assessed on the aspect ratio of the site as defined in education requirements and this will be assessed in the Stage 2 feasibility study)	Yes	Yes	Yes	Yes
3. A site should be located within the designated catchment area, where pupil population was greatest. Accessible, minimising pupil travel distance & support delivery of appropriate community facilities		Yes	Yes	Yes	Yes
4. A sufficient site to accommodate all curricular, external learning, sports facilities & community engagement. Any site being assessed having regard to the size of the site & its ability to accommodate the school its curricular & extra-curricular activities		Yes	Yes	Yes	Yes
5. A site able to ensure that the design could deliver full accessibility for all,	1. The building will be accessible from both physical and educational perspective.2. The site is in a location	No	Yes	No	No

Appendix B

Inverkeithing - Education Criteria Assessment

including appropriate vehicular access & car parking facilities	which is easily accessible by foot and or existing transport networks. (students and community)				
6. A site which could enable a design that would deliver a safe & secure environment, with ease of movement throughout the building and site	Curriculum only	Yes	Yes	Yes	Yes
7. The school should be available for occupancy within a reasonable timescale	Not enough information available at this Stage to assess.				
8. A site where the cost of the site & site preparation could be contained within the capital budget available for the project or where any increased costs could be accommodated	Not enough information available at this Stage to assess.				
Sites Progressing to Technical Assessment		No	Yes	No	No
Notes/Comments		Major access issues / Railway line restricts access		Major access issues / Railway line restricts access	Poor access and bounded by electrical pylons / Railway line restricts access

Appendix B

Inverkeithing - Education Criteria Assessment

Criteria -	Sites -	Site 25 North Junction	Site 26 Donibristle PS / Longill Park	Site 27 Dalgety Bay PS	
	Site Areas (Ha)	17.14	9.90	6.74	
1. A Single School & Site	A Single site for all curricular activity.	Yes	No	No	
2. A site with net acreage to contain a school, open space & to accommodate peak forecast roll & an element for future expansion	Peak forecast - 2000. (Sites have not been assessed on the aspect ratio of the site as defined in education requirements and this will be assessed in the Stage 2 feasibility study)	Yes	No	No	
3. A site should be located within the designated catchment area, where pupil population is greatest. Accessible, minimising pupil travel distance & support delivery of appropriate community facilities		No	Yes	Yes	
4. A sufficient site to accommodate all curricular, external learning, sports facilities & community engagement. Any site being assessed having regard to the		Yes	No	No	

Appendix B

Inverkeithing - Education Criteria Assessment

size of the site & its ability to accommodate the school its curricular & extra-curricular activities					
5. A site able to ensure that the design could deliver full accessibility for all, including appropriate vehicular access & car parking facilities	1. The building will be accessible from both physical and educational perspective.2. The site is in a location which is easily accessible by foot and or existing transport networks. (students and community)	No	Yes	Yes	
6. A site which could enable a design that would deliver a safe & secure environment, with ease of movement throughout the building and site	Curriculum only	Yes	Yes	Yes	
7. The school should be available for occupancy within a reasonable timescale	Not enough information available at this Stage to assess.				
8. A site where the cost of the site & site preparation could be contained within the capital budget available for the project or where any increased costs could be accommodated	Not enough information available at this Stage to assess.				
Sites Progressing to Technical Assessment		No	No	No	
Notes/Comments		Poor access and bounded by electrical pylons / Railway line restricts access	Insufficient size for both Primary & Secondary Schools	Existing Primary School / Too small.	

21 May, 2019

Agenda Item No. 7

COST OF SCHOOL DAY UPDATE

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

Wards Affected: All

Purpose

The report provides an update on the work around the Cost of the School Day being undertaken in Fife schools.

Recommendation(s)

Members are asked to:

- note the contents of this report;
- note the progress of the work to date and ongoing plans for further development.
- endorse the 'Top Tips' and Poverty Matters training.
- seek an opportunity to attend a Poverty Matters training session.

Resource Implications

None at this stage

Legal & Risk Implications

None at this stage

Impact Assessment

An EqIA is not required because the report does not propose a change or revision to existing policies and practices

Consultation

Not required at this stage

1.0 Background

- 1.1 The impact of poverty on children's attainment at school is well understood and has been considered in some detail through the former Policy Advisory Group as well as the Fairer Fife group.
- 1.2 In Fairness Matters , (https://publications.fifedirect.org.uk/c64_Fairness_Matters_Report_2015.pdf) the report of the Fairer Fife Commission, a recommendation was made that:

Rec 31.

Fife Partnership should be inspired by the Glasgow Cost of the School Day project and invest in a local programme to reduce financial barriers affecting participation and experiences at school for children from low income households.
- 1.3 Within our Fife Children's Services Plan 2017-20 (<https://girfec.fife.scot/partnership-working/childrens-services/>) it is our aim to

"improve participation and outcomes in schools through targeted improvement activity in schools to improve engagement and outcomes for children and young people living in poverty and to work to address barriers to participation (e.g. the cost of the school day)."
- 1.4 In order to create a baseline of current practice within Fife, a survey was undertaken in June 2017, across all sectors, involving head teachers, staff, pupils and parents.
- 1.5 The work done in Glasgow painted a very vivid picture of what poverty means for families from the perspective of children in both primary and secondary school and from the staff involved. The results from similar work within Fife had clear parallels with the findings from both Glasgow and more recent work undertaken in Edinburgh City.
- 1.6 An overview of the key findings of this work can be found in the Cost of the School Day Report, presented to this committee in January 2018.
http://publications.fifedirect.org.uk/c64_PDF-ECS-230118.pdf
- 1.7 At this committee it was agreed to the roll out of training and the development of a Poverty Awareness Toolkit in order to continue to raise awareness of the impact of child poverty, reduce stigma and examine further the costs of the school day. It was also agreed that schools would ensure that parents were aware of the eligibility criteria for free school meals. An update on both of these aspects are included within this report.

2.0 Current Position

National Context

“Poverty affects every area of a child’s life and this is no different for school.”
(The Children’s Society 2014)

- 2.1 In December 2017 the [Child Poverty \(Scotland\) Act 2017](#) set out targets to reduce the number of children experiencing the effects of poverty by 2030.
- 2.2 Within the Act the targets are that by 2030, of children living in Scottish households:
 - less than 10% should be living in relative poverty
 - less than 5% should be living in absolute poverty
 - less than 5% should be living with combined low income and material deprivation
 - less than 5% should be living in persistent poverty
- 2.3 The Act requires local authorities and Health Boards to jointly publish annual reports on what they are doing to reduce child poverty in the local area. These are referred to as the Local Child Poverty Action Report.
- 2.4 The Local Child Poverty Action Report must describe any measures taken in the area of the local authority during the reporting year by:
 - (a) the local authority
 - (b) each relevant Health Board
- 2.5 For the purpose of contributing to the meeting of the child poverty targets the Local Child Poverty Action Report must also describe any measures that both the local authority and each relevant Health Board proposes to take for the purpose of contributing to the meeting of the child poverty targets.
- 2.6 The first annual report to be submitted to the Scottish Government is required to set out the nature of the activity, the intended child poverty driver that the activity will impact (income from employment, income from social security, cost of living), the intended target group, the range of organisations involved in delivering the activity and the role played by each organisation in both planning and delivery of the activity.
- 2.7 A sub-group of the Welfare Reform Anti-Poverty Partnership is currently working to provide an overview of the current work within Fife and identify actions from all partners. This will provide both the report and plan for submission in June 2019.
- 2.8 The accompanying paper to the Act, “Every Child, Every Chance” <https://www.gov.scot/publications/child-chance-tackling-child-poverty-delivery-plan-2018-22/>, identifies three key drivers to achieve these targets:
 - income from employment,
 - income from social security,
 - cost of living
- 2.9 The work within Fife with regards to the Cost of the School Day will directly impact upon the Cost of Living Driver identified in the Act.

Fife Context

2.10 Within the Fife Children's Services Plan 2017-2020, under Priority 16, "Included", we have set clear objectives to:

- Minimise the impact of poverty by reducing the pressures on household budget
- Ensure that participation and outcomes do not depend on poverty

A key driver in meeting these objectives is the work, across schools, in relation to the Cost of the School Day.

This work is set out in a three year plan that can be found in [Appendix 1](#)

2.11 To support professionals in minimising costs associated with schools a request was issued to schools in June 2018 to identify volunteers to form a working group. The group was formally formed in September 2018, due to the school break, and was made up of representatives from Primary and Secondary Settings and key participants from Central teams including the Closing the Gap Development Officer, Pedagogy Team Principal Teacher and a Pedagogy Team Teacher. Schools were selected to ensure coverage of all demographics.

2.12 Over the course of this session (2018-2019) the group has met on 4 occasions . A key task of this group was to develop guidance for schools. As a direct outcome of this work "Top Tips" for schools (Appendix 2) have been developed to support the following identified areas:

- Uniform
- Learning at School
- Travel to School
- Friendships
- School Clubs
- Fun Events
- Eating at School
- School Trips
- Learning at Home.

2.13 In order to ensure that stakeholders were involved in determining these, a request was made for schools to take part in collaborative sessions with parents and pupils. Five schools volunteered. The schools involved were:

- Touch Primary School
- Commercial Primary School
- Buckhaven Primary School
- Dairsie Primary School
- Tayport Primary School

2.14 As a result of these collaborative sessions the "Top Tips" were agreed. Plans are in place to share these with Head Teachers through Cluster Chair Sessions and Secondary Head Teacher Meetings.

The "Top Tips" are currently being expanded into a guidance document which will include case studies and good practice from schools across Fife. This is currently being finalised in collaboration with schools and practitioners.

2.15 Three key recommendations for all schools have also been established by the working group:

- Every school should have a 'Poverty Proofing' statement in their curriculum rationale.
- Every school will have a designated 'Poverty Matters' trainer.
- Every school should audit school costs every 3 years and take steps to minimise these.

Schools regularly review their curriculum rationale as part of the school improvement cycle. As such, it is expected that over the course of session 2019/20 each school will address the matter of ensuring that they have a Poverty Proofing Statement within this.

Whilst work is underway in each of these recommendations it is expected that each of these will be fully implemented within session 2019/20

2.16 In addition to the "Top Tips" and key recommendations, "Poverty Matters", a poverty training programme, for Fife Schools has been developed. This training is specifically designed for the Fife context and includes the following:

Staff Sessions

- Poverty Matters for Staff
- Cost of the School Day Workshop

Parent Sessions

- Poverty Matters awareness of child poverty and Cost of the School Day

Pupil Sessions

- Whole School Assembly
- Primary School Sessions:
 - Cost of the School Day Workshop 1: Identifying the issues
 - Cost of the School Day Workshop 2: Ideas and Solutions
- Secondary School Sessions:
 - Cost of the School Day Workshop 1 : Identifying the issues
 - Cost of the School Day Workshop 2: Ideas and Solutions

2.17 To date, forty one practitioners have been trained including Head Teachers, Depute Head Teachers, Principal Teachers, Class Teachers, Development Officers, Pupil Support Assistants and Early Years Officers. Feedback from training sessions has been positive (appendix 3) and has highlighted the need to ensure that all staff have access to the training in order to fully consider the impact of poverty on children and how to mitigate the effects of this within school settings.

2.18 To directly support this, a team of Lead Trainers has also been established who can further roll out the training across every school next session.

Two further training sessions are scheduled for May 2019 with a bespoke training session for our Active Schools Service in June 2019. This will focus on Child Poverty in

Fife, the effects of this and a focus on how Active Schools can work in partnership with schools to support children from low income families in participation.

- 2.19 To further support families on low incomes the School Uniform Grant has now increased to £100. This is now in line national expectations.

A direct link to the application for the Schools Uniform Grant will be in all school booklets and on all school websites by August 2019.

A direct link will also be provided for Free School Meals application to encourage wider up-take of this.

3.0 Conclusions

- 3.1 As identified in the Cost of the School Day Report, presented to this committee in January 2018. http://publications.fifedirect.org.uk/c64_PDF-ECS-230118.pdf, across Fife a great deal of work is being done within our schools to mitigate the effects of poverty on the educational experience of our young people.
- 3.2 The cost of the school day can be significant for many families, and especially for low income families. As family finances come under increasing pressure, taking action to minimise costs and maximise opportunities for pupils from low income households could yield enormous dividends for our children and young people.
- 3.3 Many of the established customs and practices within schools bring with them additional costs to pupils that put additional pressures on them and their families. These customs are, overall, undertaken with the best intentions of school staff and are clearly designed to provide young people with a range of experiences that will enhance their learning and their personal development.
- 3.4 The Cost of the School Day work in Fife is beginning to address the aspects identified in our earlier report. The three year plan for this work (appendix 1) has initiated the processes required to address a range of costs that occur throughout different parts of the school day which, unintentionally, place pressure on family budgets and mean that children and young people can miss out on opportunities or feel different or excluded because of their family incomes.

List of Appendices

1. Cost of School Day – Three Year Plan
2. Top Tips” for schools
3. Evaluations from Training

Report Contact

Author Name Sarah Else

Author’s Job Title Education Manager

Workplace Rothesay House

Telephone: 03451 55 55 55 471855

Email - sarah.else@fife.gov.uk

Appendix 1 – WRAP (Welfare Reform Anti-Poverty Partnership)

Action Reference	Action 2017-2020	Lead
A1.08	Identify and address cost barriers to participation in school.	Sarah Else

Update

Within our Fife Children's Services Plan 2017-2020, it is our aim to

“improve participation and outcomes in schools through targeted improvement activity in schools to improve engagement and outcomes for children and young people living in poverty and to work to address barriers to participation (e.g. the cost of the school day).”

Current Activity

- Short life working group on Cost of the School Day has been established with representatives from both Primary and Secondary Schools and from across a variety of demographics.
- School Uniform Grant in Fife has now increased to £100 in line national expectations.
- Poverty Matters – a train the trainer programme for Fife Schools being developed.
- Cost of the School Day Report and initial findings was shared with all schools to stimulate discussion at school and Cluster level. A recent survey of practice indicated that schools are taking recognition of this and as a result beginning to take steps to mitigate all costs for pupils.
- Good practice highlighted through this survey being collated.

Planned Activity

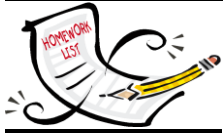
- We are looking to develop draft Guidance, top tips in collaboration with practitioners, parents and pupils and a site on GLOW for the sharing of information and good practice.
- Roll out of Poverty Matters training to schools across Fife.
- All school booklets and school websites will have a direct link to apply for Free School Meals and the School Uniform Grant by August 2019.
- Draft guidance and top tips to be developed for schools.
- Share good practice from across Fife schools.
- Support schools in having a 'poverty proofing' statement in their planning.
- Share Cost of the School Day film across establishments.
- Head Teacher Engagement day.
- Add questions to Parentwise and Pupilwise about cost barriers to participation in schools.

3 year aspiration aim	Minimum acceptable level - 2020	1 year aim	Minimum acceptable level November 2019	6 month aim	Minimum acceptable level by May 2019
<p>•'Poverty Matters' training programme for schools is established on a sustainable programme.</p> <p>* Every school has completed Poverty Matters training with staff, pupils and parents and has an identified lead.</p> <p>* Every school in Fife has audited costs in their school and have taken steps to reduce these. UNCRC Article 27 You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.</p> <p>* Every school has a 'Poverty Proofing' statement/guidance or policy. UNCRC Article 28 You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.</p> <p>* No pupils feel that costs are barriers to participation in their school. * Pupils do not feel stigmatised by actions in their school to reduce cost barrier. UNCRC Article 12 You have</p>	<p>All staff will have completed the COTSD Staff Awareness Raising Session (Aug INSET 2020)</p> <p>90 % of schools will have used Pupils COTSD Workshops, Parents workshops and staff training.</p> <p>90 % of Schools will have completed an audit of costs within their school and taken steps to reduce costs.</p> <p>All schools are aware of Fife Guidance and are using this to inform a statement in their SIP about Poverty Proofing in their school</p> <p>Views gathered from pupils focus groups in all clusters.</p>	<p>Team established of Lead Trainers in Fife.</p> <p>Every School will have 1 lead person identified who has been through the train the trainer programme by June 2020.</p> <p>50% of schools will have completed an audit and identified steps to reduce costs.</p> <p>Fife will have developed and provided guidance to be used by all schools around COTSD. This will be share with all HTs by September 2019. (Directorate Conference)</p> <p>Baseline established of pupil views from 50% of schools.</p>	<p>Training added to CLMS system on a rolling update programme. <i>Progress to date - Started in Feb – added to CLMS system for May.</i></p> <p>50% of schools will have used Pupils COTSD Workshops, Parents workshops and Staff Training programme.</p> <p>Schools will share and discuss the EIS poverty advice booklet, COTSD film and develop their own 'policy' on COTSD</p> <p>Views gathered from further 6 clusters.</p> <p>Views gathered from further 6 clusters.</p>	<p>Introduction Session for all HTs by Dec 18. <i>Progress to date - All LIFs had short overview of Poverty Matters and rationale on 4th Dec</i></p> <p>1 lead person in each Cluster will be trained by April 2019.</p> <p><i>Progress to date - Feb training – 12/18 Clusters trained.</i></p> <p>Draft guidance will be developed and shared with pupil and parent focus groups for consultation by June 2019.</p> <p><i>Progress to date - Top Tips are basis for this – need to take it out to clusters for Case Studies. Planned for Cluster Chair May 2019 so still on track to have draft guidance by end of session.</i></p> <p>Baseline in 6 clusters established of pupils views.</p> <p>Baseline in 6 clusters established of parent views. <i>Progress to date - Not Cluster wide but a school in each of the following</i></p>	<p>Baseline established of how many schools are currently using COTSD resources, film and/or have policy in their school.</p> <p>Question added to Pupilwise for next survey. Views gathered from focus groups in 6 secondary schools and associated primaries.</p>

<p>the right to give your opinion, and for adults to listen and take it seriously.</p> <p>* No parents feel that costs are a barrier to their child participating in their school. UNCRC Article 27 You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.</p> <p>* Every school has knowledge of and access to resources/funds/supports for reducing cost barriers ie travel subsidiaries. UNCRC Article 26 You have the right to help from the government if you are poor or in need.</p> <p>* Schools to have link on their website to Free School Meals, Clothing Grant and also in school handbooks. UNCRC Article 26 You have the right to help from the government if you are poor or in need.</p>	<p>Views gathered from parent focus groups in all clusters.</p> <p>Continuation of list of local resources and supports available – regular update. Managed/co-ordinated by Poverty Matters Lead.</p>	<p>Baseline established of parent views from 50% of schools.</p> <p>Funding/Grant list organised in each area of Fife. Examples of successful bids available for reference.</p>	<p>Ongoing compilation of funding/grant lists by areas co-ordinated by Poverty Matters Lead.</p>	<p><i>Clusters so far:</i> <i>Levenmouth - completed</i> <i>Bell Baxter- completed</i> <i>St Columbas- HT carrying out</i> <i>Woodmill- completed</i> <i>Dunfemline- DHT carrying out</i> <i>Madras- Next week</i></p> <p>List available of possible funding and grant sources.</p> <p>100 % of school websites and booklets will have this included by Aug 19.</p> <p>Completed</p>	<p>Question added to Parentwise for next survey.</p> <p>Views gathered from focus groups in 6 secondary schools and associated primaries.</p> <p>List started in 5 areas – at LIFs/LNL meetings</p>
--	---	---	--	---	---

Appendix 2

Learning at Home



- Is homework designed so it doesn't require internet/ICT/lots of resources?
- Could resources be sent home with homework?
- Homework clubs available in school.
- Share advice with Parents on supporting homework.
- Promote ideas for using the local community i.e library, cheap/free swimming in holidays, local parks.

Useful Links/Reading

www.cpaq.org.uk

<http://www.healthscotland.scot/publications/child-poverty-scotland-act-2017-an-overview>

<https://www.gov.scot/publications/child-chance-tackling-child-poverty-delivery-plan-2018-22/pages/3/>

<http://www.healthscotland.scot/population-groups/children/child-poverty/local-actions-to-reduce-child-poverty/child-poverty-in-schools/cost-of-school>

Child Poverty

Our objectives are:

- To minimise the impact of poverty by reducing the pressures on household budgets
- To ensure that participation and outcomes do not depend on poverty
- To ensure that children from low-income households live in well-designed and sustainable places

This priority will help to protect children's rights under article 26 / 27 of the UNCRC:

- Children & families have a right help if they are poor/ children have a right to a standard of living that meets their needs

Priority 16 Included

Partnership working	Additional	Improving participation and outcomes in schools Targeted improvement activity in schools to improve engagement and outcomes for children and young people living in poverty (e.g. Scottish Attainment Challenge, Pupil Equity Fund). Work to address barriers to participation (e.g. the cost of the school day.)	Hardship support Work promoting access to DWP hardship funds and support through crisis grants; providing money advice; enabling access to suitable financial products including affordable credit.
		Fair work Work supporting and promoting employability schemes and adult learning; promoting the living wage; supporting flexible working and improving availability of affordable childcare.	Support with welfare benefit changes Advocacy and support to help navigate benefit changes in places that people use such as benefit cap, tax credit restrictions and child maintenance; digital support with benefit claims and provide.
Evidence		Food and fuel poverty Work: providing out-of-school & holiday food provision; providing energy advice; promoting take-up of free school meals.	
		Unemployment rate in SIMD deciles 1 & 2. Increased engagement with key support services leading to improved family outcomes (Improved outcomes through FACST/FSF Family star assessments - family capacity building).	Participation, engagement and outcomes for children living in poverty. Take-up rate for free school meals. Proportion of school leavers living in SIMD deciles 1-3 who have achieved 3,4 or 5 National 5 awards.
			Level of take-up of hardship funds and crisis grants. Increasing number of people accessing advice services.

The **key outcome measure** that will be used in the Children's Services Plan for this priority will be:

- The proportion of school leavers living in SIMD deciles 1, 2 and 3 who have achieved 3, 4 or 5 National 5 awards

Progress will be reported through the Annual Report on the Children's Services Plan 2017-20

Within our Fife Children's Services Plan 2017-2020, it is our aim to

"improve participation and outcomes in schools through targeted improvement activity in schools to improve engagement and outcomes for children and young people living in poverty and to work to address barriers to participation (e.g. the cost of the school day)."



UNCRC Article 27 You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do



Cost of the School Day

Top Tips for Schools

Every school in Fife will:

- Have a 'Poverty Proofing' statement in their Curriculum Rationale
- Have a designated 'Poverty Matters' trainer.
- Audit their school costs every 3 years and try to minimize these.

Uniform



- Have a uniform swap shop/clothing bank
- Poverty Proof your uniform- does it have to be badged? Is it easily available from 'cheaper' high street stores?
- Gifting to P1s, P7s, S1 ties
- Support for Parents/Carers to complete School Clothing Grant application.
- Discourage 'labels' and dress down days.
- Regular communication to families about everything above.
- Leavers Hoodies – could these be gifted or cost reduced?

Learning at School



- All learning resources provided by school.
- Subsidise curricular costs where possible in Secondary
- Consider having a 'swapshop' of books/textbooks/revision books.

Travel to School



- Walking Bus
- Travel costs on trips subsidised.
- Any event representing the school will have no costs.
- Find out and share info on grants/funding available.
- Rural areas – consider the cost of parents getting to and from events. Could anything be held in local communities.

Friendships



- Make clear links to Rights Respecting Schools, Pupil Voice and Respect Me – Culture, Ethos and Relationships.
- Be aware of the stigma that can exist around Poverty and Cost Barriers.

School Clubs



- Free clubs offered.
- Subsidised places available where clubs have a cost.
- Free taster sessions.
- Monitor participation in clubs so that places can be targeted.
- Offer lunchtime clubs.

Fun Events



- Monitor amount of events planned across each school year and minimise those that cost.
- Share Cost of the School Day information with Parent Council and Parent Groups.
- Have events as donations optional rather than having compulsory set charges.
- Think carefully about non-uniform days/dress up days.
- School photographs – consider time of the year, is there a way to minimise the cost
- Sponsorship from partners and local businesses
- 1 charge per family

Eating at School.



- Support families to apply for Free School Meals.
- Have food available in schools – breakfast clubs, toast, fruit.
- Consider your system for paying for meals – is it stigmatising?
- Have sessions in school to support families to access IPay.

School Trips



- Ensure that families have plenty notice for trips that incur a charge.
- Facilitate payment schemes/paying in instalments/savings scheme
- Subsidise costs where possible/PEF funding for targeted families
- Look for grants/funds that you can apply for.
- Set a maximum amount for any trip. What about families with more than one child?
- Send letters about trips with costs in an envelope – this means the child can't see and decide they can't afford it before it reaches the parent.
- Consider the justification and planned learning for the trips – can it be done elsewhere/less cost?
- Audit the trips that are offered by school across school year, cohorts and year on year.

Appendix 3 Evaluation from Training

Poverty Matters Training Evaluation 1.2.19

Training Evaluation	General Comments	Next Steps
Useful to see presentation modelled, with lots of support info in the booklet.	Significance/importance of spreading COTSD message.	Look at the role of Pedagogy Team in supporting the COTSD message – discuss with colleagues.
Very interesting session – good to speak with colleagues.	Will look at web links/further info.	Train Pedagogy Team
Really informative- used factual empathetic approach rather than sympathetic.	Good practical ideas and links shared.	Hub to share ideas.
Informative – take away pack and power point very good.	An awareness of the financial pressures schools put on the families.	Train fellow HTs – how do we share this?
Training moving and inspiring – makes me want to act.	Statistics were eye opening.	This needs to be driven and delivered to as many trainers as quickly as possible.
Thank you – very useful	Practical ideas about reducing cost of school day in areas of low PEF funding.	
Excellent – fact based	Practical ideas	Cluster awareness for HTs
Very useful - informative	Made me think more about how I look at things	
Useful, well organised training.	Consideration of what this looks like in my schools.	Next steps – cluster conversations- build into cluster planning.
Good thought provoking training.		Raise awareness at Cluster.

Really interesting, quite hard hitting and eye opening		Will take this training forward into Early Years with EYDOs/EYLOs and Peri NTs
Super resources and key facts		Training for St Columbas Cluster
Very informative	Lots to think about for own setting.	Want to link with Cluster colleague to take forward.
Excellent, informative		Looking in setting how to make changes to then support others.
Really made me stop and think. Really useful and thought provoking.	Id like to audit my school and cost of year in my own contexts.	Share with other schools and cluster, Need to talk with SLT together about this.
Impactful		Important to bring awareness to school staff and start to make a difference within communities.
Training thought provoking and well presented. Pack looks good and easy to use.	Closer look at where to find funds so that 'not doing' is not an option.	
Thought provoking training.		Involve all school team when training – be mindful of their situations.
Training was very useful	Take away – share with pupils.	What are other schools doing?
Today was excellent. Very informative and loved the myth busting part.	Looking forward to having discussions with staff and raise awareness for all.	Thank you. Very engaging and great delivery.

21st May 2019
Agenda Item No. 8

Our Minds Matter: Supporting Young People's Emotional Wellbeing

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

Wards Affected: All

Purpose

This report is designed to a) provide an update on the strategic approaches around supporting young people's emotional wellbeing in Fife and b) to describe the implementation of the Our Minds Matter framework since its introduction in June 2017.

Recommendation(s)

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

1. Provide comment and suggestions on the initiatives and programmes underway to support and strengthen our approaches to meeting YP's emotional wellbeing needs in Fife.
2. Seek elected members views on suggested next steps
3. Consider the opportunity to hold an Our Minds Matter information session for elected members.

Resource Implications

The Our Minds Matter framework utilises existing resources. The framework promotes a strong partnership approach and interaction across Education and Children's Services, partners, families and communities. Work to raise awareness of the framework and its principles is also designed to support schools to make informed decisions on Pupil Equity Fund spending to support emotional wellbeing.

Legal & Risk Implications

New approaches and ways of approaching emotional wellbeing will take time to imbed and become established into broad, general practice in order to ensure success in improving the emotional wellbeing of young people in Fife.

Impact Assessment

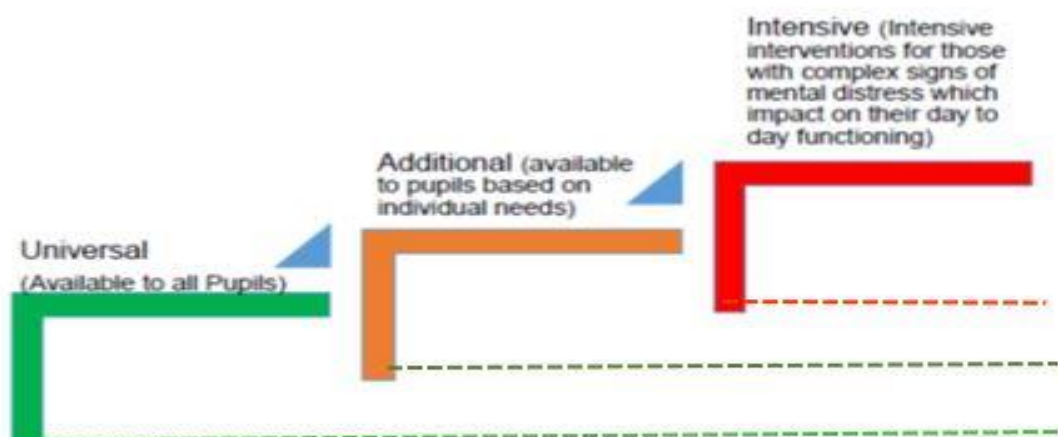
An impact assessment has been completed and is available on request.

Consultation

Consultation with young people and the adults around them is woven through the approaches embedded in the Our Minds Matter Framework.

1.0 Background

- 1.1 Fife's framework for supporting young people's emotional wellbeing, Our Minds Matter, was launched in June 2017. It was born from a recognition that children and young people need support from rounded and broad pastoral care around them and a means of additional assistance if they experience difficulties.
- 1.2 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 the framework advocates that some restraint should be exercised in labelling young people with 'mental illness' diagnoses or medicalising the normal growing up process.
- 1.3 It is understood that the responsibility for children and young people's health lies with the wide range of supporters around them – families, friends and professionals.
The Our Minds Matter framework aims to give focus to services for children and young people to clarify who is involved in this support, what it might look like at different levels and to encourage integration and sharing of approaches.
- 1.4 A Getting it Right for Every Child (GIRFEC) staged intervention approach to understanding and addressing need is applied as summarised by the following diagram.



- 1.5 Since the launch of Our Minds Matter almost two years ago our strategy has centred upon:
 - Building provision at the Universal and Additional levels of practice in order to reduce the instances of young people's needs escalating to an intensive level,
 - Whilst working for equity of core, quality provision across Fife in terms of the access to support for young people,
 - And developing a distributed leadership model for emotional wellbeing development work, with an 'across-partners, shared' approach wherever possible.

2.0 Building Provision – at Universal Level

2.1 Awareness Raising and Training

- 2.1.1 Developments in universal practice have centred on promoting and raising awareness of Our Minds Matter. It is recognised that apart from those who are specialist practitioners there can be a lack of confidence and anxiety in supporting 'mental health'. It has been important to help partners to recognise and be reassured that many aspects of current good practices already work proactively to support young people's wellbeing. This would include positive nurturing relationships, actively listening to young people's views, working to support resilience and helping young people to understand how to keep well.
- 2.1.2 In addition to valuing existing good practice we have worked in close partnership with our NHS colleagues, particularly CAMHS, to provide widespread training across Fife. Initially this focused on Named Persons within Education and Children's Services but this steadily extended to include many more partners who support young people's emotional wellbeing in communities and organisations across Fife.
- 2.1.3 The range of training on offer centres on developing participants' knowledge of young people's mental development through childhood and adolescence along with strategies for supporting young people and broadening participants' awareness of sources of further information, partnership and advice.
- 2.1.4 Alongside general training key, priority themes have been identified where further sources of information, development and training are required across a wide audience. These have included 'Bereavement and Loss', 'Trauma Awareness/Adverse Childhood Experiences' (ACEs) and 'Body Image/Confidence'. Guidance and training has been developed for each of these areas and is now being rolled out widely across Fife.
- 2.1.5 Work has continued to build upon the groundswell of interest in Fife in working together to mitigate the negative impacts of Adverse Childhood Experiences (ACEs) for our young people and families. Following the huge interest in the film 'Resilience: Science of Hope' a Fife follow up resource has been produced. The 'Be That Person' film and associated resource pack centres on young people in Fife talking about what has worked for them and asks viewers to consider their role in providing support.
- 2.1.6 In March 2019 Fife's Full Council endorsed the motion:
- That increased awareness of the impact of ACEs is key to driving investment in initiatives that promote safe, stable and nurturing relationships and environments which can have a positive impact on a broad range of challenges and on the development of skills that will help children and young people reach their full potential;
 - And urged all concerned to use ACE awareness to have a positive impact on both individuals and society as a whole.

- Supported all teaching staff, pupils support assistants and early years practitioners to be encouraged to take up opportunities for continued professional learning sessions on Adverse Childhood Experiences (ACEs)

2.1.7 The momentum garnered over the past two years around ACEs and promoting emotional wellbeing continues at pace, with an additional film and supportive training now at development stage; this time with young people as the intended audience.

2.2 Developments Directly around Young People.

2.2.1 The roll out of the Five Ways approach to keeping well is woven through many aspects of universal development work. For example, through Our Minds Matter funding the Scottish Association for Mental Health (SAMH) are in their second year of a three year project rolling out the Five Ways across Primary Schools. This project is designed to help to grow Fife young people's ability to consider what works for them and strengthens their own emotional wellbeing and resilience through life's ups and downs. This approach is centred on the New Economic Foundation's Five Ways to Better Wellbeing and are described in the following image of our Five Ways Leaflet.



2.2.2 A number of projects are underway to support the development of Fife young people's curricular experience through Health and Wellbeing and Personal and Social Education.

2.2.3 The Scottish Government's recent review of Personal and Social Education in Scotland recognised:

“The importance of involving children and young people in the design and delivery of health and wellbeing / PSE lessons is crucial. This needs to be meaningful and allows teachers and school staff to really understand the 21st century issues that affect children's and young people's lives as they emerge.”

To offer effective support around this, it's understood that we must shape learning experiences and whole-school culture with young people themselves. With this in mind, we are working collaboratively with the University of Strathclyde's School of Education and innovative social enterprise, Space Unlimited, to offer a unique capacity-building opportunity to a group of secondary schools in Fife in April & May 2019. Intended impacts of this include:

- A deep exploration of what young people think and feel about school-based approaches to health and wellbeing currently
- A pupil-led vision for the health and wellbeing agenda in schools – and fresh ideas to support this.
- An action plan that is integrated with school improvement objectives in each context - and that young people are committed to helping deliver.

2.2.4 Work is well underway to develop a Fife PSE curricular programme to support emotional wellbeing called 'Branch Out'. This is being developed in partnership with Fife NHS: Clinical Psychology and includes such topics as why sleep and diet are important, emotional literacy, normal brain and physiological development connected to emotional wellbeing and strategies for managing anxiety. The Primary Seven stage of the programme is currently being piloted in four primary schools and the S1 programme will be piloted in the new school session.

2.2.4 The Take Notice 'strand' of the Five Ways approach includes the concept of taking notice of your feelings and their relationship to your body's physical reactions to different contexts (e.g. increased heart rate). Funding through Our Minds Matter commissions the service of Fife Employment Access Trust's (FEAT) to roll out of the Relax Kids programme around Primary Schools. This project, like SAMH's project, is in its second year of a three-year investment. Children learn to use a seven step system practising relaxation strategies, developing resilience and compassion through mindful activity, improving readiness to learn across the curriculum and linking together the benefits of physical activity, mindfulness and learning. Evidence shows that if children have time every day in class to practise mindfulness approaches it can bring huge benefits to their energy levels and communication skills. It also gives positive results with behaviour and performance in school as well as giving young people the tools to deal with issues that might arise out of the classroom.

2.3 Access to Information

- 2.4.1 In addition to helping young people to reflect on strategies which help them to feel emotionally well, it is important that young people and their supporters' feel confidence in being able to access useful information and sources of advice.
- 2.4.2 Last year Fife's GIRFEC website (<http://girfec.fife.scot/>) was launched with its associated directory of services is designed to be a single gateway to policy and guidance connected to Getting it Right For Every Child in Fife. Emotional Wellbeing has a high profile on this site and new and existing guidance has been included there for ease of access.
- 2.4.3 Considerable work has also been undertaken by the Playfield Institute team to extend the 'Hands on' Website, which signposts adults around the child to sources of further support and information on aspects of emotional wellbeing across subjects such as Self Harming', Eating Disorders and Anxiety. Mood Café also promotes Mental Health from Fife and has collated information and resources relevant to various common psychological problems, with self-help guides and signposting to additional web-sites.

2.4 Distributed Leadership and Collaboration

- 2.4.1 Working to our vision that universal, holistic, connected, wrap-around support is our intended best practice for supporting young people's emotional wellbeing in Fife the way we encourage shared ways of working and confidence across partners and organisations is important. A range of Emotional Wellbeing related networks are emerging across Fife.
- 2.4.2 Some of these such as the Fife ACEs Hub and the Fife Bereavement and Loss Network are formed by the shared interest and drive of interested groups of practitioners and partners.
- 2.4.3 Others have been planned alongside the principles of A Better Connected Directorate practice. For example, the current practitioner's network of Physical Education, Physical Activity and Sport (PEPAS) champions across Fife schools is being evolved to include emotional wellbeing improvements and build partnership with Health and third sector networks. This group as it grows will help to further the strategic development of Our Minds Matter and support work towards addressing variations in local wellbeing development needs.
- 2.4.4 Currently a network of support staff is forming. Connecting development work into this group will help us to ensure we match our training offer to the needs of support staff who work with groups and individual young people. These colleagues often have the opportunity to work closely with young people in establishments and need particular support to enable them to feel confident in understanding and responding to emotional wellbeing issues proactively.
- 2.4.5 Leadership and development of Our Minds Matter is very widespread. Many schools and groups have worked to build their own in-house projects, sometimes investing PEF funds. There are many examples of people working to weave the Our Minds Matter principles into their own practices, building their

own solutions to address local needs. However, there still remains a need for overarching, across-Fife development work and an Our Minds Matter Steering Group and four associated strategic development groups operate to coordinate that. An outline of these groups and their work is contained in Appendix A.

3.0 Building Provision – at Additional Level

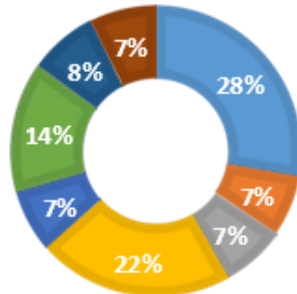
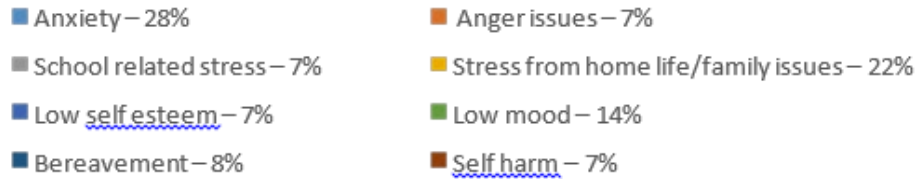
3.1 CAMHS Partnership

- 3.1.1 Around the time of the launch of Our Minds Matter Fife Child and Adolescent Mental Health Service (CAMHS) introduced a Primary Mental Health Workers team offering an enhanced early intervention service to promote good mental health across Fife. The team provide outreach liaison, consultation, training and supervision of frontline staff and joint interventions for children and their families. The main aim of this approach is to empower and support the frontline workers and to ensure the referrals to specialist services are appropriate, thereby creating a more integrated service that responds more effectively to the broad mental health needs of children and young people in Fife schools, as well as enhancing the overall wellbeing of the school population.
- 3.1.2 Initially the Primary Mental Health Worker Team consisted of four workers but this has been extended into a much larger team consisting of a nurse consultant, a team of seven primary mental health workers, a health psychologist, researchers and support staff.
- 3.1.3 This year as an additional enhancement CAMHS Primary Mental Health Workers will be providing 'First Contact Appointments'. This will provide all children and young people, who present to GPs with emotional or mental health issues, with a face to face contact within 1-2 weeks, providing a holistic assessment of their needs and effective signposting and engagement with services offering support for emotional wellbeing and mental health.

3.2 Commissioned Specialist Additional Support for Young People

- 3.2.1 When Our Minds Matter was introduced 'Drugs, Alcohol and Psychotherapies Limited' (DAPL) were commissioned to provide counselling intervention, therapeutic group work and themed work (e.g. developing self-esteem) with all Fife Secondaries, with schools making requests for assistance through the GIRFEC Wellbeing Pathway.
- 3.2.2 DAPL receives requests for assistance to support around 300 pupils per year, approximately 60% female and 40% male. The biggest proportion of referrals are for S4 age, closely followed by S3 and the reasons for referral are summarised on the following table.

REASON FOR REFERRAL



3.3 Matching Service to Need

- 3.3.1 When examining the data on reasons for referral to specialist support it was clear that in excess of one if four of Fife young people are referred due to anxiety. To address this the number of anxiety management groups for young people has been radically extended across Fife. These are led by the Primary Mental Health Workers team, Clinical Psychology and DAPL in partnership with school staff wherever possible. Some schools are also using Pupil Equity Fund money to introduce additional support solutions to anxiety (e.g. projects delivered by Pupil Support Assistants, resources which promote listening and talking in groups)
- 3.3.2 Fife's School Nursing Service's key objective is to deliver safe, effective and person centred care based on the Getting It Right for Every Child Practice Model. They work closely with education, families and partners, with one of their key priority areas being mental health and wellbeing. School Nurses have been very involved in the wide range of Our Minds Matter training and the service is a key leader in driving our strategic development, understanding and responding to need.
- 3.3.3 Targeted support is being offered to groups of parents in the form of twilight workshops facilitated by the CAMHS Early Intervention Service. This offers parents the opportunity to explore child and adolescent wellbeing. Adolescent brain development, managing difficult behaviours and the concept of *containment* are all considered, as well as the parent's own mental wellbeing. These workshops provide an opportunity for parents to connect and hear other stories that further empower their parental capacity.

4.0 Next Steps

4.1 General continued application of the Our Minds Matter framework

- 4.1.1 Practices around supporting young people's emotional wellbeing work best when the broad range of people supporting young people have complimentary approaches, shared language and clear interventions to support young people.
- 4.1.2 Within the Our Minds Matter framework the strength of partnerships within the Education and Children's Services Directorate and across partners, families and with young people themselves are key. Partnerships, foci and processes must continue to evolve as we work to build resilience and confidence and to reduce any societal stigma around mental health. Across Fife Locality Improvement Networks are working to develop partnerships and connected approaches within GIRFEC; supporting young people's emotional wellbeing is a key theme for these groups.
- 4.1.3 Work will continue with young people, families, partners and communities to develop a good understanding of how to promote and care for mental and emotional wellbeing.

Specifically in relation to prevention and early intervention we will work with practitioners, young people and their families to:

- have positive relationships
- be aware of key messages on how to keep mentally healthy
- have educational opportunities to help them understand feelings and how to manage emotions more effectively.
- feel included and listened to.
- Be able to talk about mental health problems in a similar way to how they might talk about physical health problems

4.2 P7/S1 Transition – Promoting positive relationships to support wellbeing

- 4.2.1 Research tells us about the importance of positive relationships in supporting young people's emotional wellbeing. That would include the involvement of both a reliable, constant adult and positive peer relationships.
- 4.2.2 Young people in Fife tell us that positive relationships established through Primary school can be difficult to sustain into Secondary school life. For some young people a deterioration in these relationships can sometimes result in feelings of isolation, negative impacts on their emotional well-being and often a deterioration in their attendance at school and further impacts to mental health.
- 4.2.3 A project is proposed, carrying out inquiry-based workshops with a focus group of young people to determine their views and ideas around relationships and social connections to support emotional wellbeing. Their views will be garnered to determine key features which might be used to inform the design of generic (universal) systems to improve relationships and social connections for young people.
- 4.2.4 Additionally there will be learning from the project to inform the design of interventions and practices with the intention of improving the wellbeing of

disconnected/disengaged young people and subsequent poor attendance in the early years of secondary school.

4.3 Links to National Developments

4.3.1 In February 2019 the Scottish Government announced additional funding of £12 million for a mental health worker to be provided in every secondary school in Scotland, increasing to £16m from 2020-21. We are awaiting further detail on how this will be allocated. We will work closely with our Fife Health partners to agree a suitable model for this investment into Fife.

4.3.2 Leaders within the Our Minds Matter framework are closely connected into the work of Scotland's Children and Young People's Mental Health Taskforce. The taskforce seeks to ensure that the mental health needs of children and young people receive the attention and priority that has been agreed by Government and COSLA. It will provide recommendations and advice to support the redesign and rapid expansion of service responses across Scotland to mental health problems among those aged from 0-25 years.

The taskforce are aware of our work here in Fife on Our Minds Matter and see us as being an authority at the vanguard in terms of our use of our partnership approach to supporting young people's emotional well-being with GIRFEC as the core.

Involvement in the national taskforce helps to inform our ongoing review of our practices and developments in Fife and to consider how these will continue to develop over the next year to eighteen months.

4.3.3 In 2018 the South East Improvement Collaborative (SEIC) introduced a new workstream on emotional wellbeing to build upon the wide range of good work already underway across the collaborative. The group made up of young people, teachers and community workers are working to define the strategies that they have been involved in or are aware of that successfully support good mental health. They are also exploring new ways to support the emotional health and wellbeing of young people in schools. It is expected that this work will give focus to schools' work impacting on the emotional health of young people and will inform further work at SEIC and within local authorities to support emotional health and wellbeing.

4.4 Review of Commissioned Services and identification of Next Steps

4.4.1 Following the introduction of the Our Minds Matter framework there was an extensive commissioning process which secured DAPL, SAMH and FEAT services to provide equitable offer of access to specialist therapeutic service across Fife, aligned with the additional support provision detailed in the Our Minds Matter framework.

4.4.2 The three year period of this funding ends in March 2020. In order to decide how best to move forward beyond that point it is proposed that a review of commissioned services will be undertaken between December 2019 and February 2020.

4.5 Proposed Our Minds Matter Workshop for Elected Members

4.5.1 We propose to run an Our Minds Matter workshop for Elected Members on Thursday 30th May from 3.30 pm – 5 pm in Fife House. This session will provide an opportunity to learn more about the Our Minds Matter work in Fife and to discuss challenges and next steps.

List of Appendices

Appendix A – Overview of Our Minds Matter lead groups and their aims.

Background Papers

Our Minds Matter Framework: fifedirect.org.uk/ourmindsmatter

Fife GIRFEC Website <http://girfec.fife.scot/>

Hands on Website- Be That Person Film (available by request from Rona Weir)

Report Contact

Rona Weir
Education Manager, Education & Children's Services
Rothesay House
Glenrothes
Telephone: 08451 55 55 55 + 441985
Email – rona.weir@fife.gov.uk

Emotional Wellbeing



Our **objectives** are to ensure that:

- Children and young people's emotional wellbeing needs are met through the Our Minds Matter Framework
- Children & Young People in Fife are resilient and are equipped to manage their own emotional wellbeing
- Children & Young People have access to appropriate service and supports when they need them

This priority will help to protect children's rights under **article 4** of the UNCRC:

- **Public services should be provided that respect and fulfil the rights of children**

OMM Steering Group

Aims/Purpose:

- To grow a partnership approach to supporting young people's emotional wellbeing across Fife.
- To take an overview of partnership working across Education and Children's Services in relation to OMM.
- To guide developments of OMM around schools and other E&CS groups
- To ensure clarity of key messages relating to emotional wellbeing across the Educa.....orate.
- To promote evaluation and reflection on impacts and feed into reporting



OMM Keeping Connected Group

Aims/Purposes

- To consider ways to empower and enable Y.P to be able to support their own and others' emotional wellbeing.
- To enable and facilitate young people's access to emotional wellbeing information.
- To look for opportunities to encourage and support HWB networks to develop practice in supporting YP and their families around emotional literacy.
- To explore how networks collaborate with parents on emotional wellbeing and raise parental awareness of emotional wellbeing.
- To consider how we help young people who are feeling isolated to be more connected.

OMM Training and Development Group

Aims/Purposes:

To review and co-ordinate training and development opportunities in Fife around the Our Minds Matter framework for the following people:

- Named Persons
- Practitioners/Community Leaders
- Parents and Families
- Young People

OMM Take Notice and Learn Group

Aims/Purposes:

To co-ordinate the strategic overview of our Minds Matter developments relating to Take Notice and Learn to include:

- HWB Curricular Development
- HWB Responsibility of all – across all subjects
- Learning Environments
- To identify gaps and opportunities in school emotional wellbeing practices and lead the roll out of innovations.

OMM Staff Wellbeing Group

Aims/Purposes

To audit current support arrangements for staff wellbeing on a universal and targeted basis and to consider options for improvement

Appendix A – Overview of Our Minds Matter lead groups and their aims

<p>OMM Keeping Connected Group</p> <p>Key Tasks:</p> <ul style="list-style-type: none"> - De stigmatising: Exploring Opportunities to link in with See Me Session 2018/19 - Befriending and Mentoring: Researching possible commissioning of as additional support for emotional wellbeing for young people - Accessing Information: Exploring opportunity to design and introduce and OMM app for Fife YPs - Networking: Considering the model for OMM champions across Fife - Growing approaches: OMM – ‘Science of Hope’ Film for Fife, following on from Resilience ACEs film 	<p>OMM Training and Development Group</p> <p>Key Tasks:</p> <p>Looking for opportunities to coordinate OMM related training and development opportunities across Fife</p> <p>Informing partners across Fife about opportunities for the people they work with.</p> <p>Considering how to link existing training to the OMM framework</p> <p>Reflecting on identified focus themes:</p> <ul style="list-style-type: none"> - ACEs - Resilience - Bereavement and Loss - Mindfulness - Camille Training 	<p>OMM Take Notice and Learn Group</p> <p>Key Tasks:</p> <ul style="list-style-type: none"> - Project with Clinical Psychology to produce Fife Emotional Wellbeing curricular resource (P7-S3): + Building on 5 ways approach introduced at Primary School. + Understanding emotional development through adolescence + Handling difficult emotions + Coping skills through CBT model/Cycle - Development of Resilience and Understanding of ACEs – to include production and collation of Fife Resilience resources for Education and Children’s services and partners. - Guidance to schools on aspects of learning environment which support emotional wellbeing - Overview of development of Mindfulness across schools and communities 	<p>OMM Staff Wellbeing Group</p> <p>Key Tasks:</p> <ul style="list-style-type: none"> - Drafting Supervision arrangements for named persons - Promoting self-efficacy approach to wellbeing across the directorate - Raising awareness of staff of ‘Menu’ of in-school, within directorate, council and external lines of wellbeing support for staff - Provision of guidance for leaders/managers across the directorate on supporting emotional wellbeing within their teams - Developing and extending access to further information - Signposting
<p>Education and Children’s Services Commissioned Services</p>			
<p>Scottish Association of Mental Health (SAMH)</p> <ul style="list-style-type: none"> - Community Engagement - Support for development of Peer Networks, - Roll out of 5 ways approach – around primaries , holiday activities and OOSC provision - De- stigmatising programme – focused on secondary schools and social media campaign 	<p>Fife Employment Access Trust (FEAT)</p> <ul style="list-style-type: none"> - Roll out of Relax Kids – Primary Schools mindfulness and physical activity programme - Capacity building support around in- school low anxiety management group - Tasters of Relax Kids programme holiday activities and OOSC provision 	<p>Drugs, Alcohol and Psychotherapies Limited</p> <p>Coaching & Person Centred Planning 1:1 working</p> <p>Counselling Intervention and therapeutic group work</p> <ul style="list-style-type: none"> + Themed group work (e.g. self-esteem) + Secondary Schools – request for assistance through Wellbeing Pathway 	

Education & Children's Services Committee



WORK PROGRAMME 2019

MEETING ON 21 MAY 2019			
Report	Lead Officer / Contact	Source	Comments
Cost of the School Day Update	Sarah Else		
Children's Services Inspection	Dougie Dunlop		
Our Minds Matter Update	Sarah Else		
Building Fife's Future	Shelagh McLean		

MEETING ON 27 AUGUST 2019			
Report	Lead Officer / Contact	Source	Comments
Education and Children's Services Directorate – Revenue budget Projected Outturn	Alison Binnie		
Education and Children's Services	Alison Binnie		

Directorate – Capital Investment Plan 2019/2020 Projected Outturn			
Update on Early Years & Childcare	Jacqueline Price		
Update on Support for Voluntary Organisations	Rona Weir		
ABCD Update	Carrie Lindsay		

MEETING ON 29 OCTOBER 2019			
Report	Lead Officer / Contact	Source	Comments
Mothballing of Gateside Primary School	Carrie Lindsay		19 th March, 2019 para 118

TO BE CONFIRMED/ALLOCATED TO MEETING DATES			
Report	Lead Officer / Contact	Source	Comments
Dunfermline North Catchment Review	Executive Director (Education & Children's Services) (Shelagh McLean)	Para 88 of 2018EChSC52 refers	To carry out a catchment review asap in Dunfermline North.
Annual Uplift in Payments to Foster Carers 2020/2021	Carrie Lindsay		
Establishing the Walked Routes to Schools – Assessment	Carrie Lindsay		19 th March, 2019 Para 116 – to come back 1 year from implementation ie after August 2021