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Council Building
2 High Street
Perth
PH1 5PH

09/03/2023

A hybrid Meeting of the **Learning and Families Committee** will be held in the **Council Chamber** on **Wednesday, 15 March 2023 at 14:00**.

If you have any queries please contact Committee Services on (01738) 475000 or email Committee@pkc.gov.uk.

THOMAS GLEN
Chief Executive

Those attending the meeting are requested to ensure that all notifications are silent on their device and other devices are in silent mode.

Please note that the meeting will be broadcast online and recorded. The recording will be publicly available on the Council's website following the meeting.

Members:

Councillor John Rebbeck (Convener)
Councillor Steven Carr (Vice-Convener)
Councillor Michelle Frampton (Vice-Convener)
Bailie Chris Ahern
Councillor Liz Barrett
Councillor Neil Freshwater
Councillor Noah Khogali
Councillor Brian Leishman
Councillor Iain MacPherson
Councillor Ian Massie
Provost Xander McDade
Councillor Crawford Reid
Councillor Caroline Shiers
Councillor Colin Stewart
Councillor Jack Welch

Mr Andy Charlton
Mrs M Conroy
Mr Adrian Ferguson
Mr Martin Gowrie
Mrs Audrey McAuley
Miss Teresa Moran
Ms Carolyn Weston

Learning and Families Committee

Wednesday, 15 March 2023

AGENDA

MEMBERS ARE REMINDED OF THEIR OBLIGATION TO DECLARE ANY FINANCIAL OR NON-FINANCIAL INTEREST WHICH THEY MAY HAVE IN ANY ITEM ON THIS AGENDA IN ACCORDANCE WITH THE COUNCILLORS' CODE OF CONDUCT.

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|---------------|--|----------------|
| 1 | WELCOME AND APOLOGIES/SUBSTITUTES | |
| 2 | DECLARATIONS OF INTEREST | |
| 3 | MINUTES | |
| 3(i) | MINUTE OF MEETING OF THE LEARNING AND FAMILIES COMMITTEE OF 2 NOVEMBER 2022 FOR APPROVAL (copy herewith) | 5 - 8 |
| 3(ii) | MINUTE OF MEETING OF THE JOINT NEGOTIATING COMMITTEE FOR TEACHING STAFF OF 14 JUNE 2022 FOR NOTING (copy herewith) | 9 - 16 |
| 3(iii) | MINUTE OF MEETING OF THE JOINT NEGOTIATING COMMITTEE FOR TEACHING STAFF OF 20 SEPTEMBER 2022 FOR NOTING (copy herewith) | 17 - 20 |
| 3(iv) | MINUTE OF MEETING OF THE CHILDREN, YOUNG PEOPLE AND FAMILIES PARTNERSHIP OF 30 SEPTEMBER 2022 FOR NOTING (copy herewith) | 21 - 24 |
| 3(v) | MINUTE OF MEETING OF THE CHILDREN, YOUNG PEOPLE AND FAMILIES PARTNERSHIP OF 2 DECEMBER 2022 FOR NOTING (copy herewith) | 25 - 30 |
| 4 | OUTSTANDING BUSINESS STATEMENT (copy herewith 23/84) | 31 - 32 |
| 5 | RESERVED PLACES IN SCHOOLS 2023/2024 AND MAXIMISING CAPACITIES UPDATE | 33 - 42 |

Report by Executive Director (Education and Children's Services)
(copy herewith 23/85)

- | | | |
|----------|--|------------------|
| 6 | POLICY AND GUIDELINES FOR ADMISSIONS TO NURSERY CLASSES AND EARLY CHILDHOOD CENTRES Report by Executive Director (Education and Children's Services) (copy herewith 23/86) | 43 - 66 |
| 7 | PERTH AND KINROSS EDUCATION AND CHILDREN'S SERVICES ACCESSIBILITY STRATEGY AND ACTION PLAN 2022-2025 Report by Executive Director (Education and Children's Services) (copy herewith 23/87) | 67 - 98 |
| 8 | CORPORATE PARENTING UPDATE Report by Executive Director (Education and Children's Services) (copy herewith 23/88) | 99 - 122 |
| 9 | SCOTTISH GOVERNMENT HEALTH AND WELLBEING CENSUS Report by Executive Director (Education and Children's Services) (copy herewith 22/89) | 123 - 182 |

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LEARNING AND FAMILIES COMMITTEE

Minute of hybrid meeting of the Learning and Families Committee held in the Council Chambers, 2 High Street, Perth on Wednesday 2 November 2022 at 2.00pm.

Present: Councillors J Rebbeck, S Carr, Bailie C Ahern, Councillors L Barrett, S Donaldson (substituting for M Frampton), N Freshwater, N Khogali, B Leishman, I MacPherson, I Massie, Provost X McDade, Councillors C Reid, C Shiers, C Stewart and J Welch; Mrs M Conroy and Mrs C Weston.

In attendance: S Devlin, Executive Director (Education and Children's Services); G Boland, G Doogan, S Johnston, D Macluskey, H Robertson, B Martin-Scott, F MacKay, B Reid and K Robertson (all Education and Children's Services); D Williams, A Brown and M Pasternak (all Corporate and Democratic Services).

Apologies for absence: Councillor M Frampton; Mr A Charlton, Mr A Ferguson, Mr M Gowrie, Mrs A McAuley and Professor T Moran.

Councillor J Rebbeck, Convener, Presiding.

1. WELCOME AND APOLOGIES

The Convener welcomed all those present to the meeting. Apologies for absence were noted as above.

2. DECLARATIONS OF INTEREST

There were no declarations of interest made in terms of the Councillors' Code of Conduct.

3. MINUTES

(i) Learning and Families Committee

The minute of meeting of the Learning and Families Committee of 24 August 2022 was submitted, approved as a correct record and authorised for signature.

(ii) Executive Sub-Committee of Lifelong Learning Committee

The minute of meeting of the Executive Sub-Committee of the Lifelong Learning Committee of 21 March 2022 was submitted and noted.

(ii) Children, Young People and Families Partnership

The minute of meeting of the meeting of the Children, Young People and Families Partnership was of 17 June 2022 was submitted and noted.

4. OUTSTANDING BUSINESS STATEMENT

The Outstanding Business Statement (22/269) was noted.

5. STATUTORY CONSULTATION – ABERNYTE PRIMARY SCHOOL

There was submitted a report by the Executive Director (Education and Children's Services) (22/264) informing members of the outcome and findings of the statutory consultation exercise undertaken in respect of the formal proposal to amend the catchment area for Abernyte Primary School.

Resolved:

- (i) The contents of the Consultation Report (Appendix A to Report 22/265) be noted.
- (ii) The amendment of the catchment area for Abernyte Primary School to include the area north of the A90, currently within Inchtute Primary School catchment area, with effect from August 2023, be approved.

6. STATUTORY CONSULTATION – NEW PRIMARY SCHOOL AT BERTHA PARK

There was submitted a report by the Executive Director (Education and Children's Services) (22/265) informing members of the outcome and findings of the statutory consultation exercise undertaken in respect of the formal proposal to establish a new primary school at Bertha Park and establish a catchment area for the new primary school.

Resolved:

- (i) The contents of the Consultation Report (Appendix A to Report 22/265) be noted.
- (ii) The establishment of a new primary school on a preferred site at Bertha Park, Perth with effect from August 2026, be approved.
- (iii) The established catchment area for the new primary school, as proposed, be approved.
- (iv) The amendment of the catchment areas of Ruthvenfield Primary School, Pitcairn Primary School, Luncarty Primary School and Tulloch Primary School, as proposed, be approved.
- (v) The transfer arrangements for directly affected primary pupils to attend secondary school, as proposed, be approved.
- (vi) The interim admission arrangements for Ruthvenfield Primary School until the new primary school opens in August 2026, as proposed, be approved.

7. SCHOOL ESTATE TRANSFORMATION PROGRAMME - UPDATE

There was submitted a report by the Executive Director (Education and Children's Services) (22/263) (1) providing an update on the progress made to date, and the work which remains in progress, in relation to Phase 1 and Phase 2 of the current School Estate Transformation Programme; and (2) seeking direction on the future transformation programme.

Motion (Councillors J Rebbeck and S Carr)

- (i) The update and completion of Phase 1 and Phase 2 of the School Estate Transformation Programme be noted.
- (ii) It be approved that the Executive Director (Education and Children's Services) plan a review of the school estate in line with the principles of the approved Investment Blueprint and Financial Strategy; and bring an update on that work back to the Committee in August 2023.

Amendment (Provost X McDade and Councillor C Stewart)

Replace the second bullet point with:

- (ii) The Executive Director (Education and Children's Services) plan a review of the school estate in line with the principles of the approved Investment Blueprint and Financial Strategy to include; the feasibility of introducing ELC provision in all rural primary schools currently without one; and a Perth & Kinross wide catchment analysis that considers the projected population expansion as a consequence of current and projected new housebuilding and seeks to utilise available capacity to ensure all current schools have a sustainable future roll. A report on the findings to be brought to Committee by Summer 2023.

The mover and seconder of the Motion agreed to incorporate the Amendment into the Motion.

Resolved:

- (i) The update and completion of Phase 1 and Phase 2 of the School Estate Transformation Programme be noted.
- (ii) The Executive Director (Education and Children's Services) plan a review of the school estate in line with the principles of the approved Investment Blueprint and Financial Strategy to include; the feasibility of introducing ELC provision in all rural primary schools currently without one; and a Perth & Kinross wide catchment analysis that considers the projected population expansion as a consequence of current and projected new housebuilding and seeks to utilise available capacity to ensure all current schools have a sustainable future roll. A report on the findings to be brought to Committee by Summer 2023.

B REID AND K ROBERTSON LEFT THE MEETING AT THIS POINT.

THE COMMITTEE TOOK A 10 MINUTE RECESS AND RECONVENED AT 3.20PM.

8. THE TAYSIDE PLAN FOR CHILDREN, YOUNG PEOPLE AND FAMILIES

There was submitted a report by the Executive Director (Education and Children's Services) (22/266) (1) providing an update on the continued commitment to join working with the Tayside Regional Improvement Collaborative to deliver on shared objectives in a single children's Services Plan for 2021-2023; and (2) highlighting progress against headline actions within Perth and Kinross.

Resolved:

- (i) The progress on the agreed actions within the annual update report be noted.

- (ii) The Executive Director (Education and Children's Services) be requested to provide an annual progress report and revised Tayside Plan (2023-2026) to committee in August 2023.

9. PUPIL EQUITY FUNDING UPDATE 2022

There was submitted a report by the Executive Director (Education and Children's Services) (22/268) (1) providing an update on progress made in Perth and Kinross to close the poverty-related attainment gap through the use of Pupil Equity Funding (PEF); and (2) outlines the range of PEF funded measures implemented to improve performance and monitor progress of improvement.

Resolved:

- (i) The contents of Report 22/268 be noted.
- (ii) It be noted that Report 22/268 will be scrutinised at the Scrutiny and Performance Committee on 30 November 2022.

10. RAISING ATTAINMENT UPDATE

There was submitted a report by the Executive Director (Education and Children's Services) (22/267) providing an update to progress on the Education and Children's Services Raising Attainment Strategy 2020-23.

Resolved:

- (i) The contents of Report 22/267 be noted.
- (ii) It be noted that Report 22/267 will be scrutinised at the Scrutiny and Performance Committee on 30 November 2022.

JOINT NEGOTIATING COMMITTEE FOR TEACHING STAFF

Minute of virtual Annual General Meeting of the Joint Negotiating Committee for Teaching Staff (JNCT) held via Microsoft Teams on Tuesday 14 June 2022 at 2.30pm.

- Present:**
- Representing Perth and Kinross Council**
Councillors J Rebbeck and C Shiers; S Devlin, S Johnston, M Donaghy, J Donnelly, G Doogan and D Macluskey (all Education and Children's Services); P Johnstone (Corporate and Democratic Services).
- Representing Teachers' Associations**
L Gibb, L.J. Grant, M Laurie and C Weston (all EIS); M Mackie (SSTA).
- In Attendance:** F Mackay and K Robertson (Education & Children's Services); A McAuley, Joint Secretary (Teachers' Side); L Brown for Joint Secretary (Management Side).
- Apologies:** S Dowling and S Topen-Cooper.

1. APPOINTMENT OF CONVENER

Nominations for Convener were invited from the Trade Union side. C Weston nominated M Laurie. There being no other nominations, M Laurie was duly appointed Convener of the Joint Negotiating Committee for Teaching Staff for a period of 2 years.

M LAURIE, CONVENER, TOOK THE CHAIR

2. APPOINTMENT OF VICE-CONVENER

Nominations for Vice-Convener were invited from the Management side. Councillor C Shiers nominated Councillor J Rebbeck. There being no other nominations, Councillor Rebbeck was duly appointed Vice-Convener of the Joint Negotiating Committee for Teaching Staff for a period of 2 years.

3. APOLOGIES FOR ABSENCE

Apologies for absence were submitted and noted as above.

4. DECLARATIONS OF INTEREST (ELECTED MEMBERS ONLY)

There were no declarations of interest made in terms of the Councillors' Code of Conduct.

5. MINUTE

The minute of meeting of the Joint Negotiating Committee for Teaching Staff of 22 March 2022 was submitted and approved as a correct record.

6. MATTERS ARISING

(i) Scottish Qualification Authority (SQA) Appeal Process Moderation (Item 7 refers)

D Macluskey advised that the PT Development Days held last session on 26, 27 and 28 May 2021 had focused entirely on moderation and support for SQA and Alternative Certification Model (ACM). Feedback received had been positive and these days, in addition to the previous Twilight and Subject Network day, had been seen as very beneficial in delivering, moderating and quality assuring the ACM process.

This session, during September 2021, at the Twilight Subject Network Session, Subject Networks again reviewed and looked at SQA changes, advice and necessary assessment and moderation processes that were required for the session ahead. The two hour session also included time for subjects to plan for their whole day Subject Network Day which took place on 11 November 2021. The day was divided into support for Broad General Education (BGE) tracking of progress and SQA preparedness – making assessment judgements, moderation and evidence gathering. Activities were made up of a mix of centre led recorded presentations and subject directed input. Feedback received had been positive with some further areas of support identified as being required for some subjects.

Through the Subject Network Teams further opportunities for SQA support was signposted via the TRIC networks. The final twilight session for Subject Networks took place on Tuesday 8 March and allowed subjects an additional two hours of time to discuss, plan, moderate and ensure necessary arrangements, assessment and evidence was in place for learners/schools.

D Macluskey advised that the most recent Subject Network days which took place on 17, 18 and 19 May 2022 were used to self-evaluate both QIs in terms of subject but also provided time for Subjects to focus on activities and areas which they as specialists felt was most needed. Some Subject Networks decided to use the entire afternoon for SQA moderating activity.

The Committee noted the position.

(ii) HMle Recovery Visits to Nurseries and Schools (Item 8 refers)

G Doogan provided a brief overview on the HMle focused recovery visits to nurseries and schools in Perth and Kinross. Two early learning and childcare (ELC) settings had already been visited with two further ELCs scheduled to be visited in the coming weeks. Staff had advised the visits had been well planned and that that process had been thorough and supportive with support being offered around further areas for development.

Within the school setting, three Perth and Kinross primary schools, Kinnoull, Auchtergaven and Longforgan, had completed the self-selection process. Part of the selection process had included consultation with staff and with the centre. Each of the visits focused around looking at how schools were addressing the impact of Covid-19 with a particular focus on continuity of learning, wellbeing of children, young people and staff and safeguarding approaches set within the current context. The three Quality Improvement Officers for the Primary Sector participated in the visits.

Visits to the schools had been of a hybrid nature and agreed with the school in advance. Although some of the scoping and discussion with the parents and staff took place virtually each of the visits had involved some in-person element within the school.

The inspection teams had recognised the work and effort of staff during the lock down periods and the return to in person learning periods. The positives around the support for children's health and wellbeing at that time and the work which continued on curriculum development and some of the work around the circle of approach had also been recognised. The teams had also recognised that ongoing staff professional learning had been very focused and bespoke around the particular circumstances of Covid-19.

High level themes emerging around particular individual school contexts related to where to go next with some of the areas of curriculum development, learning and teaching and use of assessments. Feedback from staff in schools and parents on the process has been positive and some useful individual feedback from schools.

Following the visit each school is provided with a note of recovery visit to share with staff. QIOs were currently working alongside the individual schools to ensure that some the feedback is incorporated into the schools quality improvement planning for next year.

S Johnston acknowledged the really high quality work which had continued over the course of the pandemic. She advised that HMIE and Education Scotland had written to all school to inform them that normal inspections will resume from 5 September 2022.

The Committee noted the position.

7. CHANGE TO MEMBERSHIP

The following change to the membership of the Joint Negotiating Committee for Teaching Staff was noted:

Teachers' side – Jen Leslie (EIS) replacing Teresa Summers (EIS)

8. ADDITIONAL STAFFING 2022/23 BRIEFING NOTE JUNE 2022

There was submitted a briefing note by S Johnston and G Doogan (G/22/78) providing an update on the additional staffing coming to Perth and Kinross Council as a result of the 100 days commitment to increasing the number of teachers and support staff within schools and providing background information in relation to the process of what was agreed as a collective on the posts to be made permanent.

S Johnston referred to the temporary funding which had been received from Scottish Government as part of schools Covid recovery plan in 2021 and the strategic staffing group which had been established to consider how the temporary funding would be used. This had resulted in some additional training and interventions and some new roles and posts to aid Covid recovery.

A total of 46 permanent teachers have been employed within the Primary and Secondary, Gaelic Medium Education and the Inclusion sectors across the service.

In response to a question on absence rates and cover provided by the Covid Recovery Teachers S Johnston advised over the course of the current term there has been more of an ability for the covid recovery teachers to undertake supply work as covid absences had reduced in comparison to the levels experienced between January and March 2022.

G Doogan added that through the course of this school session some of the covid recovery teachers employed on fixed term contracts had been successful throughout the year in gaining fixed term or permanent contracts. Eleven full time equivalent teachers had been recruited into the primary sector as permanent supply across localities. S Johnston added that the permanent supply teachers in the main would be working on supporting schools to release staff for training on the interventions that will make a difference. In addition to the monies received from Scottish Government the Council had also provided money for additional staff resulting in 11.5 teachers in secondary schools who were permanently appointed by the Council in addition to those detailed within the briefing note G/22/78.

The Committee:

- (i) Noted the efforts made by Education and Children's Services to develop a clear intervention plan for recovery during session 2021-22 which had provided good evidence of what is working to support schools and settings to meet the needs of all children and young people.
- (ii) Noted that new roles had been trialled and evaluated during the last academic year and that the impact of those on outcomes had been positive.
- (iii) Noted that data had shown that the need to strengthen the support for children and young people with additional needs is a priority for Education and Children's Services.

- (iv) Noted that the ability to recruit permanently to those roles will provide an increased capacity to support children, young people and families to improve outcomes.

9. STAFF REPORTED INCIDENTS OF DISTRESSED OR CHALLENGING BEHAVIOUR/INCIDENTS OF VIOLENCE OR AGGRESSION – QUARTERLY STATISTICAL REPORT – TERM 3 – 2021/22

There was submitted a report by the Executive Director (Education & Children's Services) (G/22/79) providing a summary of the information gathered in relation to incidents in schools and other educational settings which result in an emotional or physical impact on a member of staff for the period 6 January 2022 to 1 April 2022 (Term 3).

Concern was expressed by the Teachers side in relation to the number of recorded incidents, the possible culture of under reporting of incidents and a widespread increase in low level behaviour in schools which was becoming increasingly difficult to handle.

In response S Devlin gave an assurance that any number of incidents of violence or aggression was a cause for concern for the service. Although the vast majority of young people regulated their behaviour on a daily basis she acknowledged it would be upsetting and distressing for any young people or staff who witnessed or were on the receiving end of incidents of challenging or violent behaviour. Schools were experiencing a post-covid impact on the mental health of young people, their habits, and the way they come into school and this was manifesting itself in some challenging behaviours.

S Johnston added that several local authorities had looked at how Education and Children's Services is working and engaging with its staff in relation to the reporting of incidents as it is not normal practice in many other Councils. In relation to under reporting she advised that the report only provided information that teachers and support staff chose to report to the centre. Management at all levels encouraged anyone who wanted to report an incident to do so and have it dealt with. As a result of the post-Covid-19 impact there was a need to work together with teachers, practitioners and staff in schools to reconnect and reset the balance in standards of behaviour in schools.

The Committee noted the quarterly report for the period 6 January to 1 April 2022 (Term 3).

10. PROCESS OF APPOINTMENT OF TEACHERS TO POSTS IN DENOMINATIONAL SCHOOLS

There was submitted a report by the Executive Director (Education and Children's Services) (G/22/80) recommending revisals to the process for the appointment of teachers to posts in denominational schools which supersedes the current Local Agreement and will be effective from 14 June 2022.

The Committee agreed:

- (i) The process for the Appointment of Teachers to Posts in Denominational Schools as a revised Local Agreement which replaces the existing agreement be approved with effect from 14 June 2022.

11. SCHOOL TERMS AND HOLIDAY DATES 2023/2024 and 2024/2025

There was submitted a report by the Executive Director (Education and Children's Services) (G/22/81) seeking members views on proposals for the school term and holiday dates for 2023/2024 and 2024/2025.

K Robertson advised that the proposed scheme of dates followed the approved pattern of dates within Perth and Kinross since 2010. The only changes being proposed related to the pattern of In-Service days.

Work had been undertaken with TRIC partners seeking to better align some of the In-Service days across the local authorities. In addition to that Head Teachers in Perth and Kinross had indicated that the current pattern of In-Service days created a significant gap as there is currently no In-Service day in Term 4. The length of time between the In-Service day in February and the next one in August had also been raised.

The Draft Scheme proposed reverting back to the pattern used previously with In-Service days in each of the Terms. In feedback received from Head Teachers they recognised the need for an In-Service day in Term 4, but asked what the that pattern of In-Service days might be in relation to retaining two In-Service days in August. The views of the JNCT were being sought on the proposal in and any comment received would be considered along with the views of Head Teachers prior to any sign off by Education and Children's Services Senior Management Team.

C Weston advised the proposals were welcomed in general terms. However, if it was proposed to have two In-Service days in August and move one from November she asked that consideration be given to how this will be incorporated elsewhere within the session as Secondary School colleagues dedicated one of those days to specific meetings and groups.

The Committee noted the position.

12. TEACHERS' AGREEMENT FOR THE 21st CENTURY

There was submitted a report on the Teachers' Agreement for the 21st Century for Session 2022-2023 (G/22/82).

The Committee agreed:

The Teachers' Agreement for the 21st Century Guidance to Schools for Session 2022-2023.

13. ANY OTHER COMPETENT BUSINESS

(i) DIVERSITY SURVEY

P Johnstone advised of a Diversity Survey which had been undertaken over a period of 7 weeks. The survey had asked for information about equality and how people identified as disabled, or as an ethnic minority group and what they would be willing to share with the Council with a view to obtaining a clearer picture of diversity across the organisation. As only 11.7% of the Council population had completed the survey, and to encourage greater engagement, more work will require to be undertaken to identify why people may be reluctant to come forward and share their information.

P Johnstone advised the responses received will be analysed and reported back to the Joint Negotiating Committee at its next meeting on 20 September 2022 along with an update on activities or actions relating to the workforce plan which require to be refreshed beyond 2023 and the Council's Health and Wellbeing Plan.

The Committee noted the position.

(ii) Venue for Future Meetings

S Johnston sought members views on a return to in-person meetings of the Joint Negotiating Committee for Teachers' (JNCT).

The Committee unanimously agreed that future meetings of the JNCT be held in person at 2 High Street, Perth commencing with the meeting scheduled to be held on 20 September 2022.

14. DATE OF NEXT MEETING

It was noted that the next meeting would take place on Tuesday 20 September 2022 at 2.30pm.

VALEDICTORIES

- (i) Sharon Johnston advised that Margaret Donachy was attending her last meeting as a representative on the Committee. She expressed her thanks to Margaret for her support on the Committee which had been gratefully received on many occasions. Sheena Devlin also expressed her thanks to Margaret for her contribution to the Committee which had been greatly appreciated.
- (ii) Councillor Rebbeck advised that the Committee Clerk, Linda Brown, was attending her last meeting and thanked her for the help and support she had given him on this and other Committees over the years. Sharon Johnston, Sheena Devlin and Councillor Shiers also thanked Linda for her help and support over many years and wished her well in her retirement.

- (iii) Prior to the close of the meeting Sheena Devlin wished everyone a relaxing and restful holiday and expressed her thanks to everyone working in schools for the extraordinary work they had undertaken over the last two years.

JOINT NEGOTIATING COMMITTEE FOR TEACHING STAFF

Minute of virtual meeting of the Joint Negotiating Committee for Teaching Staff (JNCT) held via Microsoft Teams on Tuesday 20 September 2022 at 2.30pm.

Present: **Representing Perth and Kinross Council**
Councillors J Rebbeck and C Shiers; S Devlin, S Johnston, L Gordon, J Donnelly, G Doogan and D Macluskey (all Education and Children's Services); P Johnstone (Corporate and Democratic Services).

Representing Teachers' Associations
S Dowling, L Gibb, L.J. Grant, M Mackie, M Laurie, J Leslie, C Rose, M Taylor and C Weston (all EIS); M Mackie (SSTA).

In Attendance: F Mackay and K Robertson (Education & Children's Services); A McAuley, Joint Secretary (Teachers' Side); D Williams for Joint Secretary (Management Side).

Apologies: Councillor S Carr; S Topen-Cooper.

M Laurie, Convener, Presiding.

1. APOLOGIES FOR ABSENCE

Apologies for absence were submitted and noted as above.

2. DECLARATIONS OF INTEREST (ELECTED MEMBERS ONLY)

There were no declarations of interest made in terms of the Councillors' Code of Conduct.

3. MINUTE

Consideration of the minute of meeting of the Joint Negotiating Committee for Teaching Staff of 14 June 2022 was deferred until the next meeting of the Committee.

4. VERBAL UPDATE ON DIVERSITY SURVEY

The committee received a verbal update, with accompanying presentation (attached at Appendix 1) from P Johnstone on the employee diversity survey.

P Johnstone advised that the Diversity Survey was a short, confidential survey focusing on health and wellbeing, disability and race, adding that the Council is keen to improve engagement with employees and unions and create the conditions for individuals to volunteer to share this sensitive information to allow us to better understand the workforce profile in this regard.

P Johnstone further advised that there were a number of staff Equality networks, available for anyone to join not just to those who identified as a

particular characteristic covered in the Diversity Survey but also open to allies. The Teachers' Side agreed to help share any future communications to increase uptake on notifying HR of diversity/equality data.

5. VERBAL UPDATE ON BUDGET

The committee received a verbal update from S Devlin regarding the Budget.

In her update, S Devlin made specific reference to the thirteen financial principles agreed as part of the Financial Strategy and advised that the budget setting process for 2023/24 had begun, with a view to setting a three-year provisional Revenue Budget.

6. EMPLOYEE SURVEY RESULTS

The Committee received a verbal update from C Judge, Perth and Kinross Council, regarding the Perth and Kinross Council Employee Survey.

C Judge advised those present that the survey opened six months after the closure of the previous survey. C Judge also advised that a new way of reporting the survey results (Power BI) had been developed, and that this approach allows the results to be analysed on a more interactive basis. It is intended that this will enable the survey results to allow for a more targeted approach, including specific work in schools.

Areas of challenge include workload, covid, staffing and pupil behaviour.

C Judge also advised that the next steps would include:-

- Discussion of survey results in schools/teams
- Focus on areas to access support
- Share learning from areas of the feedback
- Provide continued support for staff in the use of Power BI.
- Engagement strategy for 23-24 to include key themes, tracking trends and improving uptake

In response to a query from Councillor Rebbeck with regards to the impact of the Perth and Kinross Offer upon staff in Education and Children's Services, C Judge advised that a communications pack for schools had been prepared on the Offer with videos and communications, messages and documents that staff in schools can share and/or access..

In response to a query from C Weston, C Judge advised that there had been work undertaken to increase anonymity of respondents to the Survey.

7. SCHOOL HOLIDAY DATES – ACADEMIC SESSION 2023/24

There was submitted a note (G/22/128) detailing the school holiday dates for the academic session 2023/24, with an accompanying discussion led by P Johnstone.

C Weston raised a query regarding the date of the proposed In-Service Day scheduled for April 15 2023. In response, D Macluskey advised that moving the date of this In-Service Day to the suggested date was to try to avoid conflict with the SQA exam diet, based on previous diets, while responding to the request from staff to have an INSET day at some point during term four. S Johnston advised that Karen Robertson, Service Manager (Business Services) had undertaken a consultation with staff on these dates prior to this proposal being tabled and would continue to do the same for future years

The Committee noted the position.

8. STAFF REPORTED INCIDENTS OF DISTRESSED OR CHALLENGING BEHAVIOUR/INCIDENTS OF VIOLENCE OR AGGRESSION – QUARTERLY STATISTICAL REPORT – TERM 4 – 2021/22

There was submitted a report by the Executive Director (Education & Children's Services) (G/22/129) providing a summary of the information gathered in relation to incidents in schools and other educational settings which result in an emotional or physical impact on a member of staff for the period 19 April 2022 to 30 June 2022 (Term 4).

In introducing the report, F Mackay advised that the report showed a reduction in reported incidents from Term 3 to Term 4 but advised that the patterns of incidents remained similar. F Mackay added that it was important to look at incidents over a period of time and not just one singular term.

In response to a query from C Weston regarding the advised new style of report in relation to violence and aggression, F Mackay advised that there was no set template as yet, and that this matter would be referred to the Violence and Aggression Working Group.

C Weston advised members that she felt there was a significant amount of under-reporting of incidents of violence and aggression. She advised that it was felt that teachers did not have the required time to report such incidents, and that the debrief was not happening in many school settings.

F McKay agreed to take this back to the working group to look at the debriefing guidance and attempt to improve the consistency across establishments.

The Committee noted the quarterly report for the period 19 April 2022 to 30 June 2022 (Term 4).

9. ANY OTHER COMPETENT BUSINESS

There was no other competent business.



CHILDREN, YOUNG PEOPLE AND FAMILIES' PARTNERSHIP

Minute of virtual meeting of the Children, Young People and Families Partnership held on Friday 30 September 2022 at 10.00am.

Present: Councillor L Barrett
 Councillor M Frampton (substituting for Councillor J Rebbeck)
 S Devlin, Executive Director (Education and Children's Services)
 H Robertson, Head of Services for Children, Young People and Families, PKC,
 B Atkinson, Independent Chair of Child Protection Committee
 J Cunningham, Scottish Children's Reporter Administration
 T Leonard, Chief Inspector, Police Scotland
 L Sharkey, Chief Midwife, Women Children and Families Division, NHS Tayside

In Attendance: P Davidson and D Williams (all PKC).

Apologies: Councillors J Rebbeck and C Shiers; T Glenn, S Johnston, K Ogilvy, S Rodger (all PKC).

H Robertson in the Chair

1. WELCOME AND APOLOGIES FOR ABSENCE

H Robertson welcomed everyone to the meeting. Apologies for absence were submitted and noted as above.

2. DECLARATIONS OF INTEREST

There were no declarations of interest in terms of the relevant Codes of Conduct.

3. MINUTE OF PREVIOUS MEETING

The minute of the meeting of the Children, Young People and Families Partnership 4 March 2022 was submitted and noted as a correct record.

4. MATTERS ARISING

There were no matters arising from the minute of the previous meeting.

S DEVLIN ENTERED THE MEETING DURING CONSIDERATION OF THE FOLLOWING ITEM, AND TOOK THE CHAIR FOLLOWING CONSIDERATION OF THE ITEM.

5. PERTH AND KINROSS CHILD PROTECTION COMMITTEE BUSINESS ACTIVITY REPORT SINCE 17 JUNE 2022

There was submitted a report by the Independent Chair, Perth and Kinross Child Protection Committee, (G/22/152) providing a summary of the key business activities of the Child Protection Committee since the last written update was submitted to the Partnership on 17 June 2022.

B Atkinson advised members that, since the previous meeting of the Partnership, there had been a refresh of the Child Protection Committee website.

B Atkinson also advised that, with an inspection of the Child Protection Committee expected next year, there was a focus being put upon self-evaluation, with a large improvement agenda, and there was also work being undertaken to see what work could be jointly done between the Child Protection Committee and the Adult Protection Committee. He also advised that there had not been a rise in the work of the Child Protection Committee, and there had been a fall in Case Conferences.

H Robertson advised that inter-agency referral discussions were not being recorded in the way that they should be, and this would be reflected in the audit. B Atkinson advised members that there had not been as much multi-agency work as usual, due to the impact of the Covid-19 Pandemic.

B Atkinson advised members that Tayside improvement work was continuing.

The Partnership:

- (i) Noted the information as set out in report G/22/152.

S Devlin, in the Chair

6. THE TAYSIDE PLAN FOR CHILDREN, YOUNG PEOPLE AND FAMILIES (2021-23)

There was submitted a report by the Executive Director (Education and Children's Services), (G/22/153) providing an update on the continued commitment to joint working with the Tayside Regional Improvement Collaborative to deliver on shared objectives in a single Children's Services Plan (CSP) for 2021-2023.

The report highlights improvements against headline actions within Perth and Kinross (P&K) and the full detail of actions from all three local authorities, and the statutory partners in NHS Tayside and Police Scotland, is contained within the annual update (Appendix 1).

S Devlin advised members that the Plan only covered two years, as it was decided to continue with the initial plan in order to see the impact of the Covid-19 Pandemic.

H Robertson advised that this plan was unique in Scotland, as it is the only joint plan between local authorities. H Robertson advised that there was both advantages and challenges in the delivery and local implementation of a regional plan. H Robertson further advised that there was a conscious effort to take in the voices of children, and also advised that a lot of objectives were achieved in spite of the challenges of the Covid-19 Pandemic.

In response to a query from Councillor Barrett, S Devlin advised that whilst the App regarding income maximisation was not yet ready, there was a lot of innovative partnership working taking place in this regard, and that help was being given to those entitled to it who might not have been otherwise aware.

The Partnership:

- (ii) Noted progress on the agreed actions within report G/22/153.
- (iii) Requested the Executive Director (Education and Children's Services) provided an annual progress report and revised Tayside Plan (2023-2026) to the Learning and Families Committee in August 2023.

7. WHOLE FAMILY WELLBEING FUND

There was submitted a report by the Executive Director (Education and Children's Services), (G/22/154) providing a summary of the aims of the Whole Family Wellbeing Fund (WFWF) and includes the proposed initial spending plan to transform holistic, whole family support services across Perth and Kinross. The Children, Young People and Families Partnership hold collective responsibility to build transformational capacity which will help keep commitments to The Promise and help address child poverty. The spending plan to promote Whole Family Wellbeing will be reported to the Scottish Government on 3 October 2022 (Appendix 1)

H Robertson highlighted this as an exciting initiative, and advised members that the Partnership hold responsibility for transformational change. H Robertson further stated that the timescale for the scale of change is ambitious, but added that the first year was valuable for planning.

H Robertson advised that she was keen to bring in a range of colleagues, from areas such as Adult Services and Housing. She added that, as time goes on, the spend will become significant, and that the establishment of an Executive Sub-Group would be necessary as quarterly meetings of the Partnership may not be sufficient, with S Devlin adding that an Executive Sub-Group would provide leadership, and added that any decision taken by the Executive Sub-Group would come back to the wider Partnership.

H Robertson advised that this would be based around early intervention, and that a portion of funding would be by direct grant to Third Sector Interface, which would require further work.

The Partnership:

- (i) Reviewed the content of the report, the proposed actions and approved the initial spending plan.
- (ii) Agreed to the establishment of an Executive Sub-Group of the Partnership to approve future spending of the WFWF allocation.
- (iii) Requested the Executive Director (Education and Children's Services) to provide an annual update on progress.

8. THEMATIC APPROACH TO PERFORMANCE REPORTING

There was submitted a report by the Executive Director (Education and Children's Services) (G/22/155) continuing the thematic reporting plan for performance and outcome information focused on children, young people and families. It sets out a suite of information around the second of the themes, namely Quality of Life.

P Davidson advised members that there was a downward trend in terms of the Child Protection Register.

T Leonard, Police Scotland, advised members that, with regards to youth offending, there had been a number of low-level disorder crimes and also a low-level of youths charged with multiple offences. He also advised that there had been a rise in first-time offenders, and work would take place in this regard.

J Cunningham, Scottish Children's Reporter Administration, advised that there had been a rise in referrals in Perth and Kinross directly from Police Scotland. S Devlin advised that this would be something which would be looked into.

The Partnership:

- (i) Noted the information as set out in Report G/21/155.

9. ANY OTHER COMPETENT BUSINESS

There was no other competent business.

10. DATE OF NEXT MEETING

2 December 2022 at 10.00am



CHILDREN, YOUNG PEOPLE AND FAMILIES' PARTNERSHIP

Minute of meeting of the Children, Young People and Families Partnership held on Friday 2 December 2022 at 10.00am in Room 239.

Present: Councillor L Barrett
Councillor M Frampton
Councillor C Shiers
S Devlin, Executive Director (Education and Children's Services)
S Johnston, Head of Education and Learning, PKC
H Robertson, Head of Services for Children, Young People and Families, PKC,
L Sharkey, Chief Midwife, Women Children and Families Division, NHS Tayside

In Attendance: B Atkinson, Independent Chair of Child Protection Committee;
R Drummond, P Davidson and A Taylor (all PKC).

S Devlin in the Chair

1. WELCOME AND APOLOGIES FOR ABSENCE

S Devlin welcomed everyone to the meeting. No formal apologies for absence submitted.

2. DECLARATIONS OF INTEREST

There were no declarations of interest in terms of the relevant Codes of Conduct.

3. MINUTE OF PREVIOUS MEETING

The minute of the meeting of the Children, Young People and Families Partnership of 30 September 2022 was submitted and noted as a correct record subject to the following revisions:-

- (i) deletion of 'review' on line 1 of the fourth paragraph of Item 5.
- (ii) deletion of 'the regi of this, with the local implementation of' on line 4 in the fourth paragraph of Item 6.

4. MATTERS ARISING

There were no matters arising from the minute of the previous meeting.

5. GETTING IT RIGHT FOR EVERY CHILD (GIRFEC) REFRESHED GUIDANCE 2022

H Robertson gave a presentation on the recently published refreshed guidance with regards to Getting it Right for Every Child (GIRFEC). She specifically highlighted the changes in the refreshed guidance to what was already in place and sought the views of the Partnership as to the best way to take forward the updating and the various changes that will be required to be made to the processes, policies and guidance and consider how we do this on a multi-agency basis. A copy of the presentation slides can be viewed via the following [link](#).

S Devlin made reference to the number of learning reviews that have been carried out and the specific learning that has come out of these so that any themes running through these can be identified as we look to refresh the GIRFEC guidance. She stressed the importance that the Partnership are seeing the learning from these reviews are being turned into specific actions.

R Drummond welcomed the publication of the refreshed guidance, he also highlighted one of the changes in Perth and Kinross and across all agencies has been the significant workforce changes which has proved very challenging in terms of people's awareness of the original GIRFEC guidance and now this refreshed version.

L Sharkey also welcomed the publication of the refreshed guidance, specifically around the guidance of roles around the 'named person'. She also highlighted from a practice perspective that there has been a significant change in personnel within the workforce, whether that be midwifery, health visiting, FMP, school nursing and the transformation of these roles which can bring benefits and challenges of the history of GIRFEC and the understanding of it for moving forward. She also highlighted that the lead professional role was something that in practice would require a bit more work to be carried out on.

Councillor Frampton expressed her pleasure that the refreshed guidance would seem to have the voice of the child or young person at the heart of any decision making.

S Devlin made reference to the wide range of third sector and charity organisations that are available and stressed the importance of these types of organisations being involved and how we can access these if they are the most appropriate people to be working alongside families.

At the conclusion of discussion, the Partnership:

- (i) Agreed in principle to the establishment of a Multi-Agency GIRFEC Sub-Group of this Partnership to take forward the important work that is required.
- (ii) Agreed to identify the appropriate membership of the Sub-Group and for them to be remitted to take forward the necessary review and revamp of the amended Act.

6. PERTH AND KINROSS CHILD PROTECTION COMMITTEE STANDARDS AND QUALITY REPORT 2021/22

There was submitted a report by the Chief Social Work Officer (G/22/293) (1) describing the Child Protection Committee's achievements, key strengths and areas for improvement; and (2) providing an update on the Child Protection Committee's Improvement Plan and also confirming that the CPC continues to focus on learning and improvement and has prepared a programme of improvement work for 2022 and beyond

The Standards and Quality Report is published by the Perth and Kinross Child Protection Committee, in compliance with Scottish Government guidance. The Standards and Quality Report for the academic year 2021-2022 provides an overview of the key activities and work of the Perth and Kinross Child Protection Committee to protect children and young people from harm, abuse and exploitation.

R Drummond advised the report highlights CPC and in particular partner strengths and details some achievements and the capacity for further improvement. He further advised that it also demonstrates that as a CPC we are a listening and learning partnership and that we are benefiting from and using data to inform the work carried out.

Councillors Shiers made reference to the resilience of staff given everything that they have gone through over the last two years, particularly around the issues of child protection concerns when working from home and the challenges that would provided staff. In response, H Robertson confirmed that the resilience of staff has been tested to the limit and we are seeing tired and exhausted staff who have somehow managed to pull out all the stops during the pandemic. She also confirmed that whilst working from home was incredibly complex, we encouraged people to come together as quickly as that was possible and that they have been working in teams from as soon as that was permitted.

The Partnership:

- (i) Noted the wide range of work carried out by Perth and Kinross Council, and partners through the Child Protection Committee, to provide high quality services to protect children and young people, in particular the high level commitment to continuous improvement through self-evaluation.
- (ii) Endorsed the contents of this report and the Child Protection Committee Standards and Quality Report 2021-2022 and the contents of the CPC Improvement Plan 1 August 2021 to 31 July 2023.

7. UPDATE ON THE CHILD PROTECTION COMMITTEE

R Drummond provided a verbal update to the Partnership on the recent activities of the Child Protection Committee. The update covered the various points detailed below:-

- Self-evaluations activities underway with Partners
- Presentation to be delivered at CPC on 6 December 2022 providing a detailed analytical report on management information in this year's standards and quality report.
- Improvement Plan looking to refresh this following feedback received at Scrutiny Pre-Agenda.
- GIRFEC Refresh
- Learning Reviews

The Partnership noted the update.

8. WHOLE FAMILY WELLBEING FUND SUB-GROUP – TERMS OF REFERENCE

There was submitted for information and approval a copy of the terms of reference (G/22/183) for the recently established 'Perth and Kinross Whole Family Wellbeing Fund (WFWF) Executive Sub-Group.

H Robertson advised that the Whole Family Wellbeing Fund Programme Manager had now been appointed and will commence the role on 8 December 2022.

S Devlin made reference to Section 5 – Membership and queried whether it was the intention to put names in the frame or would it be whoever was the current named member on this Partnership representing those agencies who would be the representative and it would be two out of the three elected members who were available. In response, H Robertson confirmed that was correct and was the main reason for bringing the TOR to the meeting today. She further stated that it was the aim to be as inclusive as possible and to have all the partners represented.

Councillor L Barrett stated her opinion that depending on what the decisions are we may require an online meeting to be convened if it is a particularly complex issue that requires discussion. S Devlin confirmed that this type of flexibility would be built into the TOR depending on the nature of the decision required.

The Partnership:

- (i) Agreed to look at what constitutes being quorate for a Partnership meeting and mirror this for any meeting of the WFWF Executive Sub-Group.
- (ii) Agreed that any two of the three Elected Members can attend meetings of the Executive Sub-Group depending on availability and if all three can attend then this also be allowed.
- (iii) Agreed to the flexibility being retained to call a quorate online meeting for anything that will require some extensive discussion.

9. THEMATIC APPROACH TO PERFORMANCE REPORTING

There was submitted a report (G/22/182) by the Executive Director (Education and Children's Services) (1) concluding the seventh year of thematic reporting

for performance/outcome information focused on children, young peoples and families; and (2) setting out a suite of information focused on contextual and inequalities information, for consideration and scrutiny by the Partnership

In summarising the report, P Davidson highlighted to members with regards to young carers in schools we were seeing a general increase in this, he also advised that we were seeing a downward trend in exclusion rates in schools with attendance continuing to be impacted by covid down to isolation and sickness.

Councillor L Barrett made reference to the slight percentage increase in teenage pregnancy as detailed on Page 2 of the report, in response P Davidson stated it was a complicated one due to the numbers being so small over a three-year period and confirmed that we would need to see more data over a longer period to confirm whether this was a trend or not.

The Partnership:

Noted the information as set out Report G/22/182.

10. ANY OTHER COMPETENT BUSINESS

There was no other competent business.

11. DATES OF MEETING 2023

It was agreed that meeting dates for 2023 would be circulated to Members via e-mail for approval as soon as possible.

NAME OF COMMITTEE / SUB-COMMITTEE: LEARNING AND FAMILIES COMMITTEE

OUTSTANDING BUSINESS STATEMENT (OBS)

(Report No. 23/84)

Please note that this statement sets out outstanding decisions of Council / this committee / sub-committee along with an update and estimated completion date. Actions which are overdue are shaded for ease of reference. Where an update reflects that an action is complete then agreement will be sought to its removal from the OBS.

| No | Date / Minute Reference / Report Number | Subject Title | Outstanding Action | Update | Lead Officer /Service | Action Due/completed | Action Expected |
|-----------|--|--|--|--|--|-----------------------------|------------------------|
| 6. | | Briefing regarding Scottish Health and Wellbeing Census. | A briefing to be held for members regarding the results of the Scottish Health and Wellbeing Census. | With the results of the Scottish Health and Wellbeing Census being published in February 2023, a briefing will be held for all elected members on 9 May 2023. | S Devlin, Executive Director (Education and Children's Services) | DUE | 9 May 2023 |
| 7. | | Appointment of non-elected members of the Learning and Families Committee. | Elections to take place as soon as possible for relevant non-elected members on Committees. | Work ongoing and appointments to be reported to the Learning and Families Committee in May 2023. NOTE: This subject is also part of the Council Outstanding Business Statement. | Democratic Services Manager | DUE | 3 May 2023 |

PERTH AND KINROSS COUNCIL
LEARNING & FAMILIES COMMITTEE

15 MARCH 2023

**RESERVED PLACES IN SCHOOLS 2023/2024
AND MAXIMISING CAPACITIES UPDATE**

**Report by Executive Director (Education and Children's Services)
(Report No. 23/85)**

1. PURPOSE

- 1.1 This report proposes the number of reserved places for session 2023/2024, within primary and secondary schools, in accordance with Section 28A of the Education (Scotland) Act 1980, as amended. This allows places to be protected for local children to attend their catchment school. This report also informs Committee where primary class capacities have been maximised during school session 2022/2023.

2. RECOMMENDATION

- 2.1 It is recommended that the Committee:
- Approves the number of reserved places, within schools which have classes with a limited number of spaces at specific stages, for session 2023/2024 as shown in Appendix 1;
 - Requests the Executive Director (Education and Children's Services) to revise these numbers each year to reflect historical or anticipated patterns of migration, information about known movements of families in to (or out of) an area, and any current residential development;
 - Delegates responsibility to the Executive Director (Education and Children's Services) to keep under review the reserved places for all schools in light of any building work in schools and in light of residential development; and
 - Notes the primary schools where class capacities have been maximised during session 2022/2023.

3. STRUCTURE OF REPORT

- 3.1 This report is structured over the following sections:
- Section 4: Background/Main Issues
 - Section 5: Operation of Criteria
 - Section 6: Proposals
 - Section 7: Maximising Capacities
 - Section 8: Conclusion
 - Appendices

4. BACKGROUND/MAIN ISSUES

- 4.1 Reserved places refer to the number of places which, in the opinion of the Education Authority, are reasonably required to accommodate pupils likely to become resident within the catchment area of a school during the period of considering placing requests and during that school year.
- 4.2 This allows the Education Authority to calculate and retain a certain number of places for children from families likely to move into the catchment area of schools which have classes with a limited number of spaces in some or all stages. The legislation allows the Education Authority to refuse some or all placing requests made for a particular school on the grounds that children from within the catchment area may become resident during the year. The purpose of Reserved Places in Schools is to support the Council's [School Admission Policy](#).

Places are reserved to try to accommodate these children, where possible, in their catchment school, allowing the Education Authority to take positive steps to protect places in schools for catchment pupils and avoiding having to zone pupils to another school which may incur home to school transport costs for the Council.

- 4.3 The strategy for the implementation of reserved places within Perth and Kinross Council was approved by Committee in March 1997 for session 1997/1998 ([Report No 97/145 refers](#)). Further annual reports to the then Lifelong Learning Committee have been approved for each subsequent session.
- 4.4 The criteria used for the number of reserved places within schools for the current session is:
- Schools which have classes with a limited number of spaces at specific stages;
 - Historical or anticipated patterns of migration, information about known movements of families in to (or out of) an area and any current residential development in the area; and
 - The possible pattern of movement indicated by the current session's trends and roll projections for 2023/2024.

The scheme needs to be justifiable and operated fairly, particularly as parents can appeal to the relevant Education Appeal Committee and thereafter to the Sheriff Court.

5. OPERATION OF CRITERIA

- 5.1 The operation of the criteria for session 2022/2023, to date, has ensured that only one primary pupil has moved into an area and has been unable to attend their non-denominational catchment primary school as their first choice of school.

In respect of secondary schools, no secondary school pupil has moved into an area and has been unable to be granted a place in their catchment non-denominational secondary school.

- 5.2 The application of reserved places is most commonly utilised during the process for managing the new P1 and S1 intakes each year where parents may choose to have their child attend a school other than their catchment school. For session 2022/2023, 269 placing requests were made for P1 places in primary schools and 227 of these requests were granted and 42 were refused. Seven of the refusals related to children who live outwith Perth and Kinross. This represents a positive outcome for 84.4% of P1 parents who made a placing request for their child to attend the primary school of their choice outwith their catchment area.

Overall, 95.7% of the P1 intake for August 2022 were granted a place in their first choice school they asked for.

In respect of S1 places, 97 placing requests were submitted and 91 of these requests were granted and 6 were refused. This represents a positive outcome for 93.8% of parents who made a placing request for their child to attend the secondary school of their choice outwith their catchment area.

Overall, 98.4% of the S1 intake for August 2022 were granted a place in the first choice school they asked for.

- 5.3 Where a placing request is refused, parents have a statutory right of appeal to the Education Appeal Committee and, thereafter, the Sheriff Court. For session 2022/2023, 12 appeals were considered by the Education Appeal Committee and no appeals were considered by the Sheriff Court.
- 5.4 The historical pattern of migration and house building continues to be monitored to ensure as accurate information as possible when considering the annual requirement for reserved places.
- 5.5 For session 2023/2024, there are some fluctuations in the reserved places from the previous school session.

There are a number of schools whose reserved places have been altered in light of experience in administering placements throughout session 2022/2023. In addition, where additional building work has been undertaken in schools or reconfiguration of class structures, this can lead to the reduction in the requirement for reserved places. Reserved places may be increased where residential build has taken place or is planned within school catchment areas. Reserved places have also been altered where school rolls have increased or decreased.

- 5.6 The total number of reserved places proposed for 2023/2024 has been increased to reflect the factors outlined in section 5.5. Reserved places fluctuate on an annual basis and the total number of reserved places each year has varied between 92 and 958 since their introduction in 1997.

6. PROPOSALS

- 6.1 It is proposed that the reserved places required for session 2023/2024 are accepted as outlined in Appendix 1. The Executive Director (Education and Children's Services) will publish the Reserved Places in Schools 2023/2024 and implement this in full for session 2023/2024.
- 6.2 In order to provide accurate and clear information, Education and Children's Services publishes the reserved places required on Perth and Kinross Council's website. The published information shows the reserved places at each individual stage for each school. This format allows parents/carers to clearly understand how many reserved places are being held at each/any stage in the school each session.

7. MAXIMISING CAPACITIES

- 7.1 On 16 May 2018, the then Lifelong Learning Committee approved the report Maximising Primary School Capacities ([Report No 18/158 refers](#)). This report gave approval for the Executive Director (Education and Children's Services) to apply the Scottish Government space capacity metric of 1.7m² per pupil for primary schools, if required, to accommodate children living in the catchment area.

This provides an additional mechanism to manage the accommodation available in primary schools where there are challenges in accommodating catchment pupils in smaller classrooms which operate below the legal class size maximum. It also ensures that teaching staffing budgets are not exceeded while providing pupils with the best opportunity to attend their catchment school.

- 7.2 This report also agreed that the Executive Director (Education and Children's Services) would provide Committee with an annual update on the use of this variation within primary schools.
- 7.3 During session 2022/2023, the capacity of some primary school classrooms was temporarily maximised at the following primary schools to allow catchment pupils to be admitted:
- Community School of Auchterarder (Primary)
 - Dunbarney Primary School
 - Madderty Primary School
 - Robert Douglas Memorial (RDM) Primary School
 - Ruthvenfield Primary School
- 7.4 At the time of this report, it is too early to report whether it will be necessary to apply the space capacity metric of 1.7m² to any classes for session 2023/2024. The allocation of places for the new school session will be concluded by 30 April 2023 in line with the statutory timescales and will be reported to Learning & Families Committee as part of the next annual Reserved Places in Schools report.

8. CONCLUSION

- 8.1 The reserved places procedure allows children moving into a catchment area of a school a greater likelihood of attending that school. Reliable historical and anticipated patterns have been established as accurate information is collected.

The annual revision of the reserved places procedure ensures that Education and Children's Services stringently manage pupil intakes for each school ensuring, where possible, that local children can attend their catchment school.

Author

| Name | Designation | Contact Details |
|-----------------|-------------------------------------|--|
| Karen Robertson | Service Manager (Business Services) | ECSCCommittee@pkc.gov.uk 01738 475000 |

Approved

| Name | Designation | Date |
|---------------|--|--------------|
| Sheena Devlin | Executive Director (Education and Children's Services) | 1 March 2023 |

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You can also send us a text message on 07824 498145.

All Council Services can offer a telephone translation facility.

1. IMPLICATIONS, ASSESSMENTS, CONSULTATION AND COMMUNICATION

| Strategic Implications | Yes/None |
|---|-----------------|
| Community Plan/Single Outcome Agreement | Yes |
| Corporate Plan | Yes |
| Resource Implications | |
| Financial | No |
| Workforce | No |
| Asset Management (land, property, IST) | No |
| Assessments | |
| Equality Impact Assessment | Yes |
| Strategic Environmental Assessment | No |
| Sustainability (community, economic, environmental) | No |
| Legal and Governance | Yes |
| Risk | No |
| Consultation | |
| Internal | Yes |
| External | No |
| Communication | |
| Communications Plan | Yes |

1. Strategic Implications

Community Plan/Single Outcome Agreement

- 1.1 This section sets out how the proposals relate to the delivery of the Perth and Kinross Community Plan/Single Outcome Agreement in terms of the following priorities:

- (i) Giving every child the best start in life;
- (ii) Developing educated, responsible and informed citizens;
- (iii) Promoting a prosperous, inclusive and sustainable economy;
- (iv) Supporting people to lead independent, healthy and active lives; and
- (v) Creating a safe and sustainable place for future generations.

This report relates to Objective No. (ii).

Corporate Plan

- 1.2 This section sets out how the proposals relate to the achievement of the Council's Corporate Plan Objectives:

- (i) Giving every child the best start in life;
- (ii) Developing educated, responsible and informed citizens;
- (iii) Promoting a prosperous, inclusive and sustainable economy;
- (iv) Supporting people to lead independent, healthy and active lives; and
- (v) Creating a safe and sustainable place for future generations.

This report relates to Objective No. (ii).

- 1.3 The report also links to the Education & Children's Services Vision, Values and Priorities in respect of the following key Priority area:

- Learning and Achievement

2. Resource Implications

Financial

- 2.1 N/A

Workforce

- 2.2 N/A

Asset Management (land, property, IT)

- 2.3 N/A

3. Assessments

Equality Impact Assessment

- 3.1 Under the Equality Act 2010, the Council is required to eliminate discrimination, advance equality of opportunity, and foster good relations between equality groups. Carrying out Equality Impact Assessments for plans and policies allows the Council to demonstrate that it is meeting these duties.

The Equality Impact Assessment undertaken in relation to this report can be viewed by clicking [here](#)

The reserved places procedure presented in this report was considered under the Corporate Equalities Impact Assessment process (EqIA) with the following outcome:

- (i) Assessed as **relevant** and the following positive outcomes expected following implementation:

The outcome is not considered to result in an equality issue but has a positive outcome in terms of fairness. A consequence of reserved places is that it will ensure that children can, as far as possible, attend their catchment schools, thus limiting any adverse impact for low-income families. Reserved places are also likely to be beneficial for children of armed forces families who may be more likely to have to move within a school year than other families, and reserved places supports these families being able to attend their catchment schools upon moving. Having regard to the Armed Forces Covenant is now a legal duty.

Strategic Environmental Assessment

- 3.2 The Environmental Assessment (Scotland) Act 2005 places a duty on the Council to identify and assess the environmental consequences of its proposals. However, no further action is required as it does not qualify as a PPS as defined by the Act and is therefore exempt.

Sustainability

- 3.3 N/A

Legal and Governance

- 3.4 The Head of Legal and Governance has been consulted in relation to the reserved places scheme. The scheme complies with the legal framework in relation to reserved places set out in the Education (Scotland) Act 1980, as amended.

- 3.5 N/A

Risk

- 3.6 N/A

4. Consultation

Internal

- 4.1 Headteachers have been consulted in the preparation of the report.

External

- 4.2 N/A

5. Communication

- 5.1 The Reserved Places for 2023/2024 will be published on the Council website to ensure parents and schools are able to easily access the information. This report also forms part of the appeal information provided to parents where a placing request has been unsuccessful.

2. BACKGROUND PAPERS

The Reserved Places in Schools supports the application and administration of the Council's [School Admission Policy](#).

3. APPENDICES

- 3.1 Appendix 1 – Reserved Places 2023/2024

| Primary Schools | Reserved Places Required 2023/2024 | Reserved Places Breakdown 2023/2024 | | | | | | | | | | | | | | | | | | | | |
|----------------------------------|------------------------------------|-------------------------------------|----|----|----|----|----|----|------|------|------|------|------|------|---------|---------|---------|---------|---------|---------|---------|--------------|
| | | P1 | P2 | P3 | P4 | P5 | P6 | P7 | P1/2 | P2/3 | P3/4 | P4/5 | P5/6 | P6/7 | P1 - P3 | P4 - P6 | P4 - P7 | P2 - P4 | P1 - P4 | P3 - P5 | P5 - P7 | Whole School |
| Abernethy Primary School | 4 | | | | | | | | 2 | | 1 | 1 | | | | | | | | | | |
| Aberuthven Primary School | 3 | | | | | | | | | | | | | | | | 3 | | | | | |
| Arngask Primary School | 8 | 2 | | | | | | | 2 | | | 2 | | 2 | | | | | | | | |
| Auchtergaven Primary School | 6 | | | | | | | | | | 2 | 1 | 1 | 2 | | | | | | | | |
| Blackford Primary School | 2 | | | | | | | | | | | | | | | | | | | | 2 | |
| Braco Primary School | 6 | | | | | | | | 2 | | | | | | | | | | | 2 | 2 | |
| Breadalbane Primary School | 14 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | | | | | | | | | | | | | | |
| Community School of Auchterarder | 28 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | | | | | | | | | | | | | | |
| Comrie Primary School | 6 | | | | | | | | | | 2 | 2 | 2 | | | | | | | | | |
| Coupar Angus Primary School | 2 | | | | | | | | 2 | | | | | | | | | | | | | |
| Craigie Primary School | 14 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | | | | | | | | | | | | | | |
| Crieff Primary School | 18 | 4 | 2 | 2 | 2 | 2 | 2 | 4 | | | | | | | | | | | | | | |
| Dunbarney Primary School | 14 | 2 | | 2 | | 2 | 2 | 2 | | 2 | 2 | | | | | | | | | | | |
| Dunning Primary School | 5 | | | | 1 | | | | 1 | 1 | | 1 | 1 | | | | | | | | | |
| Errol Primary School | 4 | | | | 2 | | | | | | | | 2 | | | | | | | | | |
| Forgandenny Primary School | 6 | | | | | | | | 2 | | | | | 2 | | | | | | 2 | | |
| Fossway Primary School | 7 | | | | | | | | 2 | 1 | 2 | | 1 | 1 | | | | | | | | |
| Goodlyburn Primary School | 14 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | | | | | | | | | | | | | | |
| Inchture Primary School | 14 | 2 | 2 | | 2 | 2 | | 2 | | 2 | | | 1 | 1 | | | | | | | | |
| Inch View Primary School | 28 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | | | | | | | | | | | | | | |
| Invergowrie Primary School | 16 | 4 | 2 | 2 | 2 | 2 | 2 | 2 | | | | | | | | | | | | | | |
| Kinnoull Primary School | 14 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | | | | | | | | | | | | | | |
| Kinross Primary School | 42 | 6 | 1 | 6 | 6 | 6 | 6 | 6 | 5 | | | | | | | | | | | | | |
| Kirkmichael Primary School | 4 | | | | | | | | | | | 2 | | | 2 | | | | | | | |
| Letham Primary School | 14 | 2 | 2 | 2 | 2 | | 2 | 2 | | | | 1 | 1 | | | | | | | | | |
| Longforgan Primary School | 4 | | | | | | | | | | | 2 | 2 | | | | | | | | | |
| Luncarty Primary School | 10 | | | | | | | | 2 | | 2 | 2 | 2 | 2 | | | | | | | | |
| Madderty Primary School | 6 | | | | | | | | | | | | | | 2 | | | | | 2 | 2 | |
| Meikle Primary School | 3 | | | | | | | | | | | | | | | | | | 2 | 1 | | |
| Methven Primary School | 8 | | | | | | | 2 | | | 2 | 2 | 2 | | | | | | | | | |
| Milnathort Primary School | 28 | 4 | | | 4 | 4 | 4 | 4 | 2 | 4 | 2 | | | | | | | | | | | |
| Moncreiffe Primary School | 14 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | | | | | | | | | | | | | | |
| Murthly Primary School | 4 | | | | | | | | | | | | | | 2 | | 2 | | | | | |
| Muthill Primary School | 6 | | | | | | | | 2 | | | | | | | | | | | 2 | 2 | |
| Newhill Primary School | 20 | 4 | | 4 | 4 | 4 | | 4 | | | | | | | | | | | | | | |
| Oakbank Primary School | 28 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | | | | | | | | | | | | | | |
| Our Lady's RC Primary School | 14 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | | | | | | | | | | | | | | |
| Pitcairn Primary School | 20 | | | | | | | | 3 | 2 | 5 | | 5 | 5 | | | | | | | | |
| Pitlochry Primary School | 14 | 2 | | | 2 | 2 | 2 | 2 | 1 | 1 | 2 | | | | | | | | | | | |
| Portmoak Primary School | 10 | | | | | | | | 2 | 2 | 2 | | 2 | 2 | | | | | | | | |
| Rattray Primary School | 4 | 2 | | | | | | | 1 | 1 | | | | | | | | | | | | |
| Riverside Primary School | 28 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | | | | | | | | | | | | | | |
| Robert Douglas Memorial School | 28 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | | | | | | | | | | | | | | |
| Royal School of Dunkeld | 6 | | | | | | | | 2 | | | | 2 | 2 | | | | | | | | |
| Ruthvenfield Primary School | 18 | | | | | | | | | | | 6 | | 6 | 6 | | | | | | | |
| Stanley Primary School | 10 | | | | | | | | 2 | 2 | 2 | 2 | | 2 | | | | | | | | |
| St John's Academy (Primary) | 21 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | | | | | | | | | | | | | | |
| St Madoes Primary School | 6 | | | | | | | 1 | | 1 | 1 | 1 | 2 | | | | | | | | | |
| Tulloch Primary School | 28 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | | | | | | | | | | | | | | |
| Viewlands Primary School | 28 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | | | | | | | | | | | | | | |
| Total | 659 | | | | | | | | | | | | | | | | | | | | | |

| Secondary Schools | Total Reserved Places Required 2023/2024 | Reserved Places Breakdown 2023/2024 | | | | | | |
|----------------------------------|--|-------------------------------------|----|----|----|----|----|--|
| | | S1 | S2 | S3 | S4 | S5 | S6 | |
| Bertha Park High School | 26 | 8 | 8 | 5 | 5 | | | |
| Breadalbane Academy | 8 | 4 | 4 | | | | | |
| Community School of Auchterarder | 15 | 5 | 5 | 5 | | | | |
| Crieff High School | 12 | 4 | 4 | 4 | | | | |
| Kinross High School | 22 | 8 | 8 | 4 | 2 | | | |
| Perth Academy | 18 | 6 | 4 | 4 | 4 | | | |
| Perth Grammar School | 14 | 4 | 4 | 6 | | | | |
| Perth High School | 24 | 8 | 8 | 8 | | | | |
| Pitlochry High School | 2 | | | 2 | | | | |
| Total | 141 | | | | | | | |

| | |
|------------------|------------|
| Primary School | 659 |
| Secondary School | 141 |
| Total | 800 |

PERTH AND KINROSS COUNCIL
LEARNING AND FAMILIES COMMITTEE

15 MARCH 2023

**POLICY AND GUIDELINES FOR ADMISSIONS TO NURSERY CLASSES AND
 EARLY CHILDHOOD CENTRES**

Report by Executive Director (Education and Children's Services)
(Report No. 23/86)

1. PURPOSE

- 1.1 The purpose of this report is to outline for Elected Members the requirement for changes to the current Perth and Kinross Council (PKC) [Early Learning and Childcare Policy and Guidelines for Admission to Nursery Classes and Early Childhood Centres 2022-23](#).

2. RECOMMENDATION

- 2.1 It is recommended that the Committee:
- Notes the changes required to the current Early Learning and Childcare Policy and Guidelines for Admission to Nursery Classes and Early Childhood Centres 2022-23 as set out within this report.

3. STRUCTURE OF REPORT

- 3.1 This report is structured over the following sections:
- Section 4: Background
 - Section 5: Conclusion
 - Appendices

4. BACKGROUND

- 4.1 In preparation for full implementation of the expansion of Early Learning and Childcare (ELC), the Policy and Guidelines for Admissions to Early Learning and Childcare Settings was approved at a Lifelong Learning Committee in November 2019 ([Report No. 19/324 refers](#)).
- 4.2 On 2 October 2019, the Minister for Children and Young People committed to bring forward legislation to extend the automatic funding of an additional year of ELC in a deferred year to children born after the school commencement date in August to the end of December.
- 4.3 Prior to the amended legislation being implemented for start of school session August 2023, the entitlement for another funded year of ELC was only available for children who had a 5th birthday in January or February. Parents who had a child with a 5th birthday between the school commencement date

in August and the end of December and wished for their child to have another funded year of ELC, had to apply for a deferred entry place.

In light of the new legislation, there will no longer be a need for the deferred entry process and reference to this will be removed from the policy and guidance.

- 4.4 All children who have a birthday between the start of the school commencement date in August and the end of December, who defer entry to primary school, will now be automatically entitled to an additional year of funded ELC from August 2023.
- 4.5 To reflect the changes to legislation, PKC will be required to update the deferred entry information for the academic year 2023-2024 (Appendix 1).

5. CONCLUSION

- 5.1 The information regarding deferred entry will be updated to reflect the changes to legislation.
- 5.2 The policy will no longer refer to deferred entry and this will be replaced with the following information:

Additional Year of funded ELC

Parents of children who will be 5 between the school commencement date in August and 28 February 2023 have the right to choose for their child to have an additional year of funded ELC. Children in this age group, are eligible for an ELC place at the beginning of the school session in August 2023 and will be considered to be in their pre-school year.

- 5.3 Guidance for staff and [guidance for parents](#) has also been updated to reflect the changes.
- 5.4 The changes are required for children registering for primary one and ELC in August 2023. Registration for primary one and ELC opened for parents in January 2023.

Author

| Name | Designation | Contact Details |
|-----------------|--------------------------------|--|
| Sharon Johnston | Head of Education and Learning | ECSCCommittee@pkc.gov.uk 01738 475000 |

Approved

| Name | Designation | Date |
|---------------|--|------------------|
| Sheena Devlin | Executive Director (Education and Children's Services) | 14 February 2023 |

If you or someone you know would like a copy of this document in another language or format, (on occasion, only a summary of the document will be provided in translation), this can be arranged by contacting the Customer Service Centre on 01738 475000.

You can also send us a text message on 07824 498145.

All Council Services can offer a telephone translation facility.

1. IMPLICATIONS, ASSESSMENTS, CONSULTATION AND COMMUNICATION

| Strategic Implications | Yes/None |
|---|-----------------|
| Community Plan/Single Outcome Agreement | Yes |
| Corporate Plan | Yes |
| Resource Implications | |
| Financial | Yes |
| Workforce | Yes |
| Asset Management (land, property, IST) | None |
| Assessments | |
| Equality Impact Assessment | Yes |
| Strategic Environmental Assessment | None |
| Sustainability (community, economic, environmental) | None |
| Legal and Governance | Yes |
| Risk | Yes |
| Consultation | |
| Internal | Yes |
| External | None |
| Communication | |
| Communications Plan | Yes |

1. Strategic Implications

Community Plan/Single Outcome Agreement

- 1.1 This section sets out how the proposals relate to the delivery of the Perth and Kinross Community Plan/Single Outcome Agreement in terms of the following priorities:

- (i) Giving every child the best start in life;
- (ii) Developing educated, responsible and informed citizens;
- (iii) Promoting a prosperous, inclusive and sustainable economy;
- (iv) Supporting people to lead independent, healthy and active lives; and
- (v) Creating a safe and sustainable place for future generations.

This report relates to Objective No. (i).

Corporate Plan

- 1.2 This section sets out how the proposals relate to the achievement of the Council's Corporate Plan Objectives:

- (i) Giving every child the best start in life;
- (ii) Developing educated, responsible and informed citizens;
- (iii) Promoting a prosperous, inclusive and sustainable economy;
- (iv) Supporting people to lead independent, healthy and active lives; and
- (v) Creating a safe and sustainable place for future generations.

This report relates to Objective No. (i).

- 1.3 The report also links to the Education & Children's Services Vision, Values and Priorities in respect of the following key Priority area:

- Best Start

2. Resource Implications

Financial

- 2.1 Funding has been made available by the Scottish Government for this change to nursery admissions. It is currently unknown what the uptake and associated costs will be. As a result, this will be monitored and reported to the Finance and Resources Committee as appropriate.

Workforce

- 2.2 The Head of Human Resources has been consulted and is aware of the changes. It is unknown at this time if there will be a need for increased ELC staffing or a reduction in primary 1 teachers. This will depend on the uptake of the additional funded year of ELC and will be reviewed once the registration period has concluded.

Asset Management (land, property, IT)

- 2.3 N/A

3. Assessments

Equality Impact Assessment

- 3.1 Under the Equality Act 2010, the Council is required to eliminate discrimination, advance equality of opportunity, and foster good relations between equality groups. Carrying out Equality Impact Assessments for plans and policies allows the Council to demonstrate that it is meeting these duties.

The Equality Impact Assessment undertaken in relation to this report can be viewed by clicking [here](#).

The proposals have been considered under the Corporate Equalities Impact Assessment process (EqIA) with the following outcome:

- (i) Assessed as **relevant** and the following positive outcomes expected following implementation:
- Increased parental choice; and
 - Improved outcomes.

Strategic Environmental Assessment

- 3.2 The Environmental Assessment (Scotland) Act 2005 places a duty on the Council to identify and assess the environmental consequences of its proposals.

The proposals have been considered under the Act; however, no action is required as the Act does not apply to the matters presented in this report. This is because the Committee are requested to note the contents of the report only and the Committee are not being requested to approve, adopt, or agree to an action or to set the framework for future decisions.

Sustainability

- 3.3 Under the provisions of the Local Government in Scotland Act 2003, the Council has to discharge its duties in a way which contributes to the achievement of sustainable development. Under the Climate Change (Scotland) Act 2009 the Council also has a duty relating to climate change and, in exercising its functions must act:

- In the way best calculated to delivery of the Act's emissions reduction targets.
- In the way best calculated to deliver any statutory adaption programmes.
- In a way that it considers most sustainable.

- 3.3.1 N/A

Legal and Governance

- 3.4 The proposed changes will be accommodated within the statutory framework in relation to education authority provision of ELC.

- 3.5 N/A

Risk

- 3.6 Service Managers within Early Years and Childcare and Primary settings will monitor registrations for ELC and primary one closely and undertake appropriate planning to mitigate against any risks.

4. Consultation

Internal

- 4.1 The following groups were consulted about the changes:
- Early Years Team Leads
 - Early Years Support Teachers
 - Nursery Teachers

External

4.2 N/A

5. Communication

- 5.1 An email was sent to schools and ELC settings in October 2022 to alert them to the changes. Guidance for staff and [Additional year of ELC Parent Guidance](#) was updated and circulated to schools and ELC providers in November 2022. Changes were communicated wider with parents via social media channels and included in primary 1 registration adverts in January 2023. The updated Policy and Guidelines for Admissions to Nursery Classes and Early Childhood Centres will be available on the PKC website.

2. BACKGROUND PAPERS

- 2.1 The following background papers, as defined by Section 50D of the Local Government (Scotland) Act 1973 (and not containing confidential or exempt information) were relied on to a material extent in preparing the above report:

- [Current Policy](#)
- [Deferred school entry and eligibility until 31 July 2023 - Early learning and childcare: statutory guidance - July 2021 - gov.scot \(www.gov.scot\)](#)

3. APPENDICES

- 3.1 Appendix 1 – Early Learning and Childcare Policy and Guidelines (amended policy)



Improving Lives Together
Ambition Compassion Integrity



Early Learning and Childcare

Policy and Guidelines for Admission to Nursery Classes and Early Childhood Centres 2023-24

Throughout this guidance, the word 'parent' should be interpreted as including the child's carer or legal guardian.

Please note, this information is correct at time of going to print.

Updated information is available from the Schools' Support Team:

Tel **01738 476200**

Email ECSSchools@pkc.gov.uk

or on the Perth & Kinross Council website www.pkc.gov.uk 



Contents

| | |
|--|-----------|
| Introduction | 4 |
| ELC Communities | 4 |
| Local Authority Provision | 5 |
| Eligibility for Early Learning and Childcare Places | 6 |
| • <i>Pre-School Year</i> | |
| • <i>Ante Pre-School Year</i> | |
| Making an Application for an Early Learning and Childcare Place | 7 |
| Timeline Summary | 8 |
| Allocation Priorities | 8 |
| Ballot or In-House Draw for the Initial Allocation of Early Learning and Childcare Places | 8 |
| Allocation of Places | 9 |
| Withdrawal of Early Learning and Childcare Places | 9 |
| Support for Children and Families Places | 9 |
| • <i>Guidance on Making a Referral for Children and Families Place</i> | |
| Early Learning and Childcare Provision at Fairview School | 10 |
| Strong Start 2 Places | 11 |
| • <i>What is Available?</i> | |
| • <i>Can I Apply for a Strong Start 2 Place for My 2 Year Old Child?</i> | |
| • <i>When Can My 2 Year Old Child Begin Nursery?</i> | |
| • <i>How Do I Apply?</i> | |
| Appendix 1 | |
| Early Learning and Childcare Settings per Locality | |
| Appendix 2 | |
| Priority Admissions Categories | |
| Appendix 3 | |
| Summary of Ballot and In-House Draw Guidelines for the Allocation of Early Learning and Childcare Places | |

Introduction

Perth & Kinross Council (PKC) is committed to providing high-quality Early Learning and Childcare (ELC) in all nursery settings. These guidelines apply to all admissions for children in PKC nursery settings managed by Education & Children's Services and should be implemented accordingly.

All funded ELC is based on continuous or developmental learning experiences where qualified staff plan for effective learning and teaching. Settings will follow national guidelines for the education of children aged 2-5 years old that encourage learning through play. Parents are encouraged to make maximum use of this provision.

All providers of government funded ELC are currently inspected by Social Care and Social Work Improvement Scotland (known as the Care Inspectorate), and Her Majesty's Inspectorate (HMI), part of Education Scotland and must meet the criteria set out in the National Standard.

All settings managed by Education & Children's Services are non-denominational.

A place in a nursery class does not give priority in gaining a place in the same school when enrolling for Primary 1.

The Council recognises that families have a variety of different needs and preferences with regard to ELC. Parents are entitled to apply to any Local Authority-managed nursery class and/or funded provider for their child's funded ELC place. Application takes place directly to the Local Authority via the PKC website and/or to the funded provider setting.

ELC Communities

Within PKC there are currently 51 Local Authority settings and 53 funded provider settings which offer funded ELC. Funded provider settings include private nurseries, playgroups, nursery classes and childminders within the private, voluntary and independent sectors.

Local Authority settings include Early Childhood Centres which will open 50 weeks per year and a mixture of nursery classes, some of which will open 38 weeks per year, term time and some 45 weeks per year.

Each setting has been placed into an ELC community. There are 11 ELC communities across PKC. ELC communities were created to increase the flexibility and choice for parents in line with the aspiration of the expansion of ELC. Although some Local Authority settings will provide ELC through extended opening hours, 8.00 am - 6.00 pm for 45 weeks or 50 weeks, it will not be possible or financially viable to have this option available in every Local Authority setting. PKC committed to ensuring that each ELC community would have at least one Local Authority provision which offered extended opening hours. There are also partner provider settings in each community which offer additional flexibility and choice through extended opening hours.



Local Authority Provision

The following attendance patterns will be available at Local Authority settings.

| Options | Week per Year | Hours per Week | Sessions | School Holiday Entitlement | | | |
|---------------|---------------------|----------------|--|----------------------------|---------|---------|-----------|
| | | | | Spring | Summer | October | Christmas |
| Term Time | Term Time Only (38) | 30 | 9.00 am - 3.00 pm (approx.) | None | None | None | None |
| Extended Year | 45 | 26 | 2 x 8-hour sessions: 8.30 am - 4.30 pm and 2 x 5-hour sessions: 8.00 am - 1.00 pm or 1.00 pm - 6.00 pm | 1 week | 3 weeks | 1 week | None |
| Full Year | 50 | 23 | 3 x 5-hour sessions: 8.00 am - 1.00 pm and 2 x 4-hour sessions: 8.00 am - 12.00 noon | 2 weeks | 6 weeks | 2 weeks | None |

Partner Provider and Childminder Settings should be contacted directly to find information on availability of hours.

Information regarding school term and holiday dates is available through the Council's website www.pkc.gov.uk or from all schools.

ELC for eligible 2 year olds (Strong Start 2s) are also available in several nurseries.

Nursery classes in Inch View, Luncarty and St Dominic's Primary Schools offer additional childcare provision. Separate guidance on all aspects of childcare provision within Perth and Kinross is available from the Childcare Information Service:

Tel **0345 601 4477** Email Childcare@pkc.gov.uk

In settings where 1140 hours of funded ELC is already being offered parents of children who have an ante pre-school ELC place will complete a declaration form to retain their current place and attendance pattern for their pre-school year. Parents wishing a different attendance pattern for their child's pre-school year or wishing to access ELC in a different funded provider will be required to complete an application form.

Parents of children who have a Strong Start 2 place should apply for a funded ELC place in the 3-5 nursery provision which best suits their needs. A Support for Children and Families Referral Form should be



completed if parents require their child to retain the same pattern of attendance as the Strong Start 2 placement (see page 10).

Should a parent wish to change their child's attendance pattern during the school year they must put the request in writing to the headteacher or centre leader for consideration. Where possible these requests will be accommodated by the setting and changes will be made with effect from the start of a new term.

A full list of Local Authority-managed settings, which includes type of provision and locality, can be found in **Appendix 1**.

Funded provider settings establish their own priority categories and dates for registration. Details of their admission procedures can be obtained by contacting the individual setting.

Further information on ELC can be obtained from Education & Children's Services:

Tel **01738 476200** Email ELCApplications@pkc.gov.uk

In addition, our Childcare & Family Information Service can supply further details of services offered by partner provider settings together with a full range of other childcare services within Perth and Kinross including childminders and out of school care:

Tel **0345 601 4477** Email ELC@pkc.gov.uk

Eligibility for Early Learning and Childcare Places

Children are eligible for an ELC place in the term after their third birthday as indicated in the ante-pre school year table on page 7. Below are details of the groups of children eligible for an ELC place in school session 2023-2024.

Parents of children who will be 5 years old on or before the start of the school session in August have a duty to educate their child at primary school or make alternative suitable arrangements for his/her education. ELC does not constitute primary schooling.

Additional Year of funded ELC

Parents of children who will be 5 between the school commencement date in August and 28 February 2023 have the right to choose for their child to have an additional year of funded ELC. Children in this age group, are eligible for an ELC place at the beginning of the school session in August 2023 and will be considered to be in their pre-school year.

Pre-School Year

All children in their pre-school year (children born between 1 March 2020 and 28 February 2021) are eligible for an ELC place at the beginning of the school session in August 2023.



Ante Pre-School Year

The following table shows the date that children in their ante pre-school year (children born between 1 March 2020 and 28 February 2021) are eligible for an ELC Place in school session 2023-2024.

| Children Born Between | Nursery Session Start Date |
|---------------------------------------|--|
| 1 March 2020 and 31 August 2020 | Start of school session in August 2023 or on 3 rd birthday if child's birthday is after the start of the school session |
| 1 September 2020 and 31 December 2020 | w/c 8 January 2024 |
| 1 January 2021 and 28 February 2021 | From 16 April 2024 |

The cut-off date for all children accessing an ELC place in school session 2023 - 2024 is 28 February 2021. Children who will be 3 years old after this date will not be eligible for an ELC funded place until the start of the next school session (August 2024).

Making an Application for an Early Learning and Childcare Place

Parents wishing to make an application for funded hours in a Local Authority setting should complete the online application form: https://my.pkc.gov.uk/service/ELC_Apply (paper application forms, if required, are available at all schools which have a nursery provision and early childhood centres). Parents will be asked to indicate on the form their first, second and third choice of placement. When applying for a place parents should include information regarding any issues which may affect their child at nursery, eg toileting, special dietary requirements or medical issues.

Perth & Kinross Council recognises that families have a variety of needs and preferences for accessing ELC. Parents, therefore, can apply for a place in more than one setting. The allocation of split funded places will be dependent on both settings being able to offer the hours requested. Children are entitled to 1140 hours of ELC each year. Parents are asked to indicate on their application form whether they wish to take up their child's entitlement as a split placement, eg some sessions within Local Authority nurseries and some commissioned within partner provider settings and/or with childminders. This often helps to meet the needs of parents who work part-time as they may purchase additional hours of care within partner provider settings to support their working needs.

If a parent is seeking a split funded place, they will be required to complete an application form for each establishment they are seeking a place within. For split funded places between two or more Local Authority settings, funding must follow the same type of placement, eg term time, extended year or full year. Split funded places with Funded Providers do not have to match the funding of any additional places.

Parents should be aware that although every effort will be made to meet their needs, there is no guarantee that it will be possible to offer split funded places in every case. The allocation of a split funded place will be dependent upon establishments being able to offer the hours requested and availability.

A letter will be sent advising parents that a place has been allocated for their child. Parents are required to advise if they wish to take up the offer of a place within one week of receipt of the letter.



Timeline Summary

| | |
|---------------------|--|
| w/c 16 January 2023 | Initial Registration commences for ELC places. <i>This will include new applications, applications for changes to pattern of attendance and declarations for retained places.</i> |
| 10 February 2023 | Initial Registration closes: any applications received after this date will not be included in the Initial Allocation of places. |
| w/c 13 March 2023 | Initial Ballot if required for any category. |
| w/c 20 March 2023 | Initial Allocation of places for all categories. |
| 24 March 2023 | Panel meeting for Support for Children and Families places. |
| w/c 24 April 2023 | Ballot for late registration if required. |
| w/c 1 May 2023 | Allocation of late registration. |
| 5 June 2023 | Allocation of cross boundary places |

Allocation Priorities

Priority admissions categories are detailed in **Appendix 2**.

Ballot or In-house Draw for the Initial Allocation of ELC Places

Wherever possible the needs and preferences of parents will be met, but if not alternatives will be offered.

If it is not possible to allocate the requested pattern of attendance for all children within any of the priority categories, then an in-house draw will take place for all the children in that priority category. If this becomes necessary all parents will be advised in writing, and wherever possible invited to attend the in-house draw which will be held by the setting.

Similarly, if a ballot is required because it is not possible to offer places to all the children who registered for a place at a setting, then a ballot will take place for all the children in that priority category. If this becomes necessary all parents will be advised in writing, and wherever possible invited to attend the ballot which will be held by the setting.

A summary of ballot and in-house draw guidelines is contained in **Appendix 3**.



Allocation of Places

Standard communication to parents allocating ELC places will be sent out by all schools during the same week as outlined in the Summary Timeline on page 7. In addition to information about the type of place offered, this communication notifies parents that the child will not be finally enrolled into the place until the online reply form, accepting the place and conditions, has been completed by the parent. Parents are required to advise the school of their decision within one week from receipt of the communication. Once the reply slip has been returned the place is assigned to the child and parents should enroll the child at the setting.

Withdrawal of Early Learning and Childcare Places

Nursery places may be withdrawn in exceptional circumstances (where the parent has not complied with the conditions they agreed when accepting the place). For example:

- *a parent has accepted a term time place of 5 days per week and the child has been absent every Friday for no valid reason - the Friday may be withdrawn;*
- *a child has not attended nursery at all for a period of 3 weeks without a valid reason - the child's nursery place may be withdrawn.*

Places will only be withdrawn with the approval of the Service Manager of Early Learning and Childcare. If there are other children awaiting a place then children who are not attending on a regular basis without good reason may have their place withdrawn.

In such circumstances every effort should be made to discuss the situation with parents before formally terminating the placement and procedures within the nursery absence policy should have been followed. As the wellbeing and safety of all children is of paramount importance, the school will implement Child Protection procedures if that is thought to be appropriate.

Support for Children and Families Places

Support for Children and Families places will be given priority in accordance with the priority admission categories. This will enable children who have been granted a Support for Children and Families place to attend the Local Authority nursery of their choice and access their 1140 hours in an attendance pattern that best meets their needs or the needs of their family. Some children may also be able to access additional hours of ELC over and above that of 1140 to support needs identified by the Priority Admissions Panel.

All Support for Children and Families places are available for children on a Council-wide basis.

Referrals for Support for Children and Families places should be made based on educational or social need in consultation with relevant agencies. Such agencies wishing to submit a referral should note that this should be agreed and discussed with the senior management. The parent's permission must be obtained in writing, prior to a referral being submitted.

In order to ensure consistency with the policy and guidelines, all referrals should be made on the Support for Children and Families Referral Forms for session 2023-24.



Guidance on Making a Referral for a Support for Children and Families Place

On making referrals agencies should take cognisance of the following statement in Section 93(4) of the Children Act (Scotland) 1995. The Act refers to a child in need as being in need of care and attention because:

- *the child is unlikely to achieve or maintain, or to have the opportunity of achieving or maintaining, a reasonable standard of health or development unless these services are provided by the Local Authority;*
- *the child's health or development is likely significantly to be impaired or further impaired unless such services are so provided;*
- *the child is disabled;*
- *the child is affected adversely by the disability of any other person in his/her family;*
- *the child is looked after by a Local Authority as per Section 17(6).*

In addition, priority places for children should take into account factors in the Code of Practice for the Education (Additional Support for Learning) (Scotland) Acts 2004 and 2009:

- *family and individual circumstances, eg disrupted home life, parental health problems;*
- *disability or health, eg motor or sensory impairment, learning difficulties;*
- *social and emotional, eg behavioural difficulties;*
- *families for whom English is an additional language and where this is causing significant communications difficulties for the child.*

Referral forms, signed by parents, should be submitted to the ELC setting parents wish their child to attend, who will then forward them to the Schools' Support Team within Education & Children's Services. Senior management are requested to countersign the referral form to indicate their support of the application. Referral forms must be returned, prior to the dates set for the initial allocation decisions, as detailed in the Summary Timeline on page 7.

Support for Children and Families places will be allocated by the Priority Admissions Panel based on the referral form and after discussion with the appropriate senior management and other relevant agencies.

It should be noted that once initial allocations have been made subsequent referrals and allocations will be dealt with timeously using the same procedures.

Early Learning and Childcare Provision at Fairview School

Fairview School is a school for children with long-term complex and multiple support needs. It can make provision for children from the age of three years. Admission is based on a multi-disciplinary assessment. The entitlement of 1140 hours will be delivered in a term time model (30 hours each week).

The school likes to augment its specialist provision with a link to a mainstream nursery for each child in their pre-school year. This is normally during the child's pre-school year, but may extend until the age of six, depending on the child's learning needs.

Strong Start 2 Places

A number of Local Authority and partner provider settings offer ELC places to children who are 2 years old. These Strong Start 2 places will be offered to eligible children in line with criteria set down by the Scottish



Government. In Local Authority Nurseries these places are ring-fenced and therefore not included within the Priority Admission categories for 3-5 year olds. Further information is available [Funded early learning and childcare for 2 year olds \(Strong Starts\) - Perth & Kinross Council \(pkc.gov.uk\)](https://www.pkc.gov.uk/strongstarts)

Appendix 1 - Early Learning and Childcare Settings per Locality

Childminders

PKC work with a number of childminders to deliver funded ELC. Should you wish to take your funded entitlement with a childminder, please contact them directly to find out what attendance patterns they can offer.

To find out which childminders operate in your area please check **www.families.scot**

Please use [Find my nearest childcare providers - Perth & Kinross Council \(pkc.gov.uk\)](http://pkc.gov.uk) to find your nearest Childcare provider



Appendix 2 - Priority Admissions Categories

1 Retained Places

Parents wishing to retain their child's current placement and pattern of attendance will not have to reapply and these children will automatically keep the place they had as an ante pre-school child. Parents will however be asked to complete a declaration of attendance form. This will provide continuity of arrangements for families.

If parents choose to change their child's previous attendance pattern then it will be considered within the categories below for all pre-school age children

2 Support for Children and Families Places

Support for Children and Families places that have been granted by the admission panel will be allocated to children ahead of other categories below. This will allow vulnerable children to access places that best suits their or their families' needs.

3 Priority Categories for PKC Children Residing Within the ELC

Community 3.1 *Pre-school children*

3.2 *Ante pre-school children eligible to start in August*

3.3 *Ante pre-school children eligible to start in January*

3.4 *Ante pre-school children eligible to start in April*

4 Priority Categories for PKC Children Residing Outwith the ELC

Community 4.1 *Pre-school children*

4.2 *Ante pre-school children eligible to start in August*

4.3 *Ante pre-school children eligible to start in January*

4.4 *Ante pre-school children eligible to start in April*

If a ballot or in-house draw is required for one of the above categories, then priority would be given in the first instance to the categories below.

5 Children Outwith PKC

Once the above has been allocated, unfilled places would be available for children outwith PKC under the following priorities:

5.1 *Pre-school children*

5.2 *Ante pre-school children*

It is essential that all schools maintain accurate information for parents on availability of places and inform parents of any anticipated pressure on places throughout the session. Headteachers should liaise regularly with the ECS ELC Applications Team.



Only in exceptional circumstances would it be considered necessary to close a nursery school or class and then only with the approval of the Executive Director of Education & Children's Services. At all times a full service should be provided, as is the case with primary and secondary school education.

The staff-pupil ratio in Perth and Kinross nursery schools and classes will be a minimum of 1 member of staff to 8 children. Nursery schools and classes where children attend for full-time places or have Strong Start 2 places will have appropriate staffing ratios.



Appendix 3 - Summary of Ballot and In-House Draw Guidelines for the Allocation of Early Learning and Childcare Places

The following outlines key points in the ballot procedures. Further information can be found in the '**Guidance on Ballot Procedures 2023-2024**' available from schools.

- *If demand exceeds the available number of places for attendance pattern or place in any of the priority categories an in-house draw or ballot should be conducted according to the guidelines. The same process applies to ballot within any priority category.*
- *Ballots are held on the same week across the Council.*
- *Parents should be notified in writing in advance of ballot/in-house draw procedures and the date of the ballot/in-house draw and should be invited to attend (by the school).*
- *Headteachers should ensure that members of the ballot panel are familiar with all procedures.*
- *The school should be clear as to how many available spaces they have before any ballot takes place.*
- *All eligible children should be placed in the ballot/in-house draw.*
- *Once slips have been drawn, they should be retained for future reference.*

There are special circumstances and procedures for balloting twins, triplets etc. Parents should be made aware of these prior to the ballot taking place.

Note: '**Guidance on Ballot Procedures**' is used by schools in conjunction with this guidance, '**Policy and Guidelines for Admission to Nursery Schools and Classes for School Session 2023-2024**'.

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PERTH AND KINROSS COUNCIL

LEARNING AND FAMILIES COMMITTEE – 15 MARCH 2023
PERTH AND KINROSS COUNCIL – 10 MAY 2023

PERTH AND KINROSS EDUCATION AND CHILDREN'S SERVICES ACCESSIBILITY STRATEGY AND ACTION PLAN 2022 – 2025

Report by Executive Director (Education and Children's Services)
(Report No. 23/87)

1. PURPOSE

- 1.1 The purpose of this report is to request approval of the Accessibility Strategy and Action Plan 2022-2025, which delivers on a duty of the Education Authority in relation to the Education (Disability Strategies and Pupils' Educational Records) (Scotland) Act 2002.

2. RECOMMENDATION

- 2.1 It is recommended that the Learning and Families Committee:

- Approves the Accessibility Strategy and Action Plan 2022-2025;
- Agrees the approved Strategy and Action Plan is submitted to Perth & Kinross Council for noting; and
- Requests the Executive Director (Education and Children's Services) reviews the implementation of the Action Plan annually and provides a progress report to Committee by October 2025.

It is recommended that Council:

- Notes the approved Strategy and Action Plan.

3. STRUCTURE OF REPORT

- 3.1 This report is structured over the following sections:
- Section 4: Background
 - Section 5: Proposals
 - Section 6: Further Considerations
 - Appendices

4. BACKGROUND

- 4.1 The Education (Disability Strategies and Pupils' Educational Records) (Scotland) Act 2002 introduced a duty on all Education Authorities to prepare and implement an accessibility strategy for all schools for which they are responsible, showing how the Education Authority and schools plan to meet their duties under the Act.

4.2 [Section 2 of the Education \(Disability Strategies and Pupils' Educational Records\) \(Scotland\) Act 2002](#) legislation specifies that an Accessibility Strategy is a strategy to, over a prescribed period:

- Increase the extent to which disabled pupils can participate in the school curriculum wherever learning is delivered;
- Improve the physical environment of schools and other education settings for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the schools; and
- Improve communication with pupils with a disability so that they have access to information which is readily accessible to pupils who are not disabled, ensuring information in writing is available in appropriate alternative formats and takes account of any preferences expressed by them and their parents.

The delivery of this must be:

- Within a reasonable time.
- In ways which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents.

4.3 The Accessibility Strategy relates to all those involved in the education of pupils with disabilities either professionally, as a member of staff within the Education Authority or associated services, or personally, as a child or young person with a disability or a member of their family, or as someone who supports or advocates for them in either a professional or personal capacity.

4.4 The most recent Perth and Kinross Council (PKC) Accessibility Strategy and Action Plan covered the period from 2018 to 2021. There is a statutory requirement that the Strategy and Action Plan is reviewed on a three-yearly basis.

4.5 The draft Accessibility Strategy 2022-2025 and Action Plan (Appendix 1) has been written following collaboration and consultation with key stakeholders, including Headteachers, parents, and partner organisations. This engagement helped to inform priorities, identify ownership of actions and increased signposting, and provided an opportunity to comment on the final draft document. In addition, a public consultation has been completed through the PKC Corporate Consultation Hub, which demonstrated positive endorsement for the direction of the Strategy and actions and strengthened the Action Plan.

4.6 The Equalities Strategic Forum considered the draft Accessibility Strategy 2022-2025 at its meeting on 9 February 2023.

5. PROPOSALS

- 5.1 The final draft Accessibility Strategy and Action Plan (Appendix 1) provides direction for the Education Authority and associated services in the delivery of education for children and young people with disabilities.
- 5.2 This strategy covers the provision of all early learning and childcare and school education provided by the local authority both within and outwith schools, including school activities for disabled children and young people, including those who also have other protected characteristics, this means that it covers education within:
- Settings such as schools, community centres and halls.
 - After school clubs and activities provided within Council owned school premises, including those run or managed by external agencies.
- 5.3 The strategy ensures that those responsible for the delivery of early learning and childcare and education are aware of their legal duties and assists establishments by providing links to helpful checklists and guidance.
- 5.4 The Accessibility Strategy requires to be readily available to all stakeholders and will be published on the Council's website. An easy read version will also be provided on the website and in other formats to support accessibility of information.

6. FURTHER CONSIDERATIONS

- 6.1 Progress in delivery of the Accessibility Strategy Action Plan 2022-2025 will be monitored annually by the Education and Children's Service Senior Management Team.

Author

| Name | Designation | Contact Details |
|--------------|--|--|
| Fiona Mackay | Service Manager (Inclusion and Additional Support) | ECSCCommittee@pkc.gov.uk 01738 475000 |

Approved

| Name | Designation | Date |
|---------------|--|------------------|
| Sheena Devlin | Executive Director (Education and Children's Services) | 14 February 2023 |

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1. IMPLICATIONS, ASSESSMENTS, CONSULTATION AND COMMUNICATION

| Strategic Implications | Yes/None |
|---|-----------------|
| Community Plan/Single Outcome Agreement | Yes |
| Corporate Plan | Yes |
| Resource Implications | |
| Financial | None |
| Workforce | None |
| Asset Management (land, property, IST) | None |
| Assessments | |
| Equality Impact Assessment | Yes |
| Strategic Environmental Assessment | N/A |
| Sustainability (community, economic, environmental) | N/A |
| Legal and Governance | Yes |
| Risk | Yes |
| Consultation | |
| Internal | Yes |
| External | Yes |
| Communication | |
| Communications Plan | Yes |

1. Strategic Implications

Community Plan/Single Outcome Agreement

- 1.1 This section sets out how the proposals relate to the delivery of the Perth and Kinross Community Plan/Single Outcome Agreement in terms of the following priorities:

- (i) Giving every child the best start in life;
- (ii) Developing educated, responsible and informed citizens;
- (iii) Promoting a prosperous, inclusive and sustainable economy;
- (iv) Supporting people to lead independent, healthy and active lives; and
- (v) Creating a safe and sustainable place for future generations.

This report relates to Objective No. (i) and (ii).

Corporate Plan

- 1.2 This section sets out how the proposals relate to the achievement of the Council's Corporate Plan Objectives.

- (i) Giving every child the best start in life;
- (ii) Developing educated, responsible and informed citizens;
- (iii) Promoting a prosperous, inclusive and sustainable economy;
- (iv) Supporting people to lead independent, healthy and active lives; and
- (v) Creating a safe and sustainable place for future generations.

This report relates to Objective No. (i) and (ii).

- 1.3 The report also links to the Education & Children's Services Vision, Values and Priorities in respect of the following key Priority areas:

- Learning and Achievement

2. Resource Implications

Financial

- 2.1 There are no additional financial implications associated with the implementation of the Accessibility Strategy Action Plan.

Workforce

- 2.2 The Corporate Human Resources Manager has been consulted, and HR colleagues work with the Service to deliver on the ambitions contained within the Strategy and Action Plan.

Asset Management (land, property, IT)

- 2.3 The Head of Head of Corporate IT and Revenues/Chief Digital Officer and the Head of Business & Resources has been consulted on relevant actions.

3. Assessments

- 3.1 Under the Equality Act 2010, the Council is required to eliminate discrimination, advance equality of opportunity, and foster good relations between equality groups. Carrying out Equality Impact Assessments for plans and policies allows the Council to demonstrate that it is meeting these duties.

The Equality Impact Assessment undertaken in relation to this report can be viewed by clicking [here](#).

- 3.1.1 The proposals have been considered under the Corporate Equalities Impact Assessment process (EqIA) with the following outcome:

- Assessed as **relevant** and the following positive outcomes expected following implementation:
 - Pupils with disability will have increased opportunity to participate in the curriculum;
 - Improved physical environment of schools to increase the extent to which pupils with disability can take advantage of education and associated services;
 - Improved communication with pupils with disability;
 - Improved attainment and achievement; and
 - Improved positive destinations.

Strategic Environmental Assessment

- 3.2 The Environmental Assessment (Scotland) Act 2005 places a duty on the Council to identify and assess the environmental consequences of its proposals.
- 3.2.1 The proposals have been considered under the Act; however, no further action is required as it does not qualify as a PPS as defined by the Act and is therefore exempt.

Sustainability

- 3.3 Under the provisions of the Local Government in Scotland Act 2003, the Council has to discharge its duties in a way which contributes to the achievement of sustainable development. Under the Climate Change (Scotland) Act 2009 the Council also has a duty relating to climate change and, in exercising its functions must act:
- In the way best calculated to delivery of the Act's emissions reduction targets.
 - In the way best calculated to deliver any statutory adaption programmes.
 - In a way that it considers most sustainable.
- 3.3.1 N/A

Legal and Governance

- 3.4 The Head of Legal and Governance Services has been consulted in the preparation of this report.
- 3.5 N/A

Risk

- 3.6 A risk register is being compiled to support this Plan.

4. Consultation

Internal

- 4.1 Consultation and engagement has taken place with Headteachers, school staff, Equalities Team, Legal Services, Education & Children's Services Business and Resources Service, Public Transport Unit, ICT, and Services for Children, Young People and Families. Their views have been sought to inform the content of the draft of the Strategy and Action Plan.

External

- 4.2 Consultation and engagement has taken place with NHS Tayside, Allied Health Professionals and third sector organisations. Children, young people and their parents or advocates contributed to the consultation on a draft of the

Strategy and Action Plan. Consultation was undertaken through the PKC Corporate Consultation Hub.

5. Communication

- 5.1 The approved Strategy and Action Plan will be made available to the public and all stakeholders through Perth and Kinross Council's website. Actions are planned to support increased awareness of the strategy and support the engagement of schools and associated services in delivering the actions. Key messages will also be communicated to the wider public, this will include the use of social media.

2. BACKGROUND PAPERS

- 2.1 The following background papers, as defined by Section 50D of the Local Government (Scotland) Act 1973 (and not containing confidential or exempt information) were relied on to a material extent in preparing the above report:
- [Planning improvements for disabled pupils' access to education: guidance for education authorities, independent and grant-aided schools \(2014\)](#)

3. APPENDICES

- 3.1 Appendix 1 - Perth and Kinross Council Education and Children's Services Accessibility Strategy and Action Plan 2022-2025



Education & Children's Services
Improving Lives Together
Ambition | Compassion | Integrity



Perth and Kinross Council
Education and Children's Services
Accessibility Strategy and Action Plan
2022-2025

Review Date: October 2025

Contents

Section

| | |
|--|----------------|
| <u>Introduction</u> | Page 3 |
| <u>How is disability defined?</u> | Page 4 |
| <u>Our Vision</u> | Page 6 |
| <u>What has already been achieved?</u> | Page 8 |
| <u>What do ELC settings and schools do next?</u> | Page 11 |
| <u>How do we measure success?</u> | Page 11 |
| <u>Who developed this Strategy?</u> | Page 12 |
| <u>Action Plan 2022-2025</u> | Page 13 |
| <u>Resources and reference material</u> | Page 20 |
| <u>Further reading</u> | Page 22 |

Introduction

This strategy provides direction for all involved in delivering education for pupils with disabilities within Perth and Kinross Council Education and Children's Service (the Education Authority) or associated services, wherever this is delivered. It also sets out for pupils with a disability, members of their family, and people who advocate for them, the actions the Education Authority and schools are taking to improve accessibility to Early Learning and Childcare (ELC), education, and related activities.

The Education (Disability Strategies and Pupils Education Records) (Scotland) Act 2002 requires all Education Authorities to prepare and implement an Accessibility Strategy for all schools for which they are responsible showing how the Education Authority and schools plan to meet their duties under the Act to:

- *Increase the extent to which pupils with disability can **participate in the curriculum**.*
- ***Improve the physical environment of schools** and other education settings to increase the extent to which pupils with disability can take advantage of education and associated services.*
- ***Improve communication** with pupils with disability so that they have access to information which is readily accessible to pupils who are not disabled, ensuring information in writing is available in appropriate alternative formats and take account of any preferences expressed by them and their parents.*

[\(Education \(Disability Strategies and Pupils' Educational Records\) \(Scotland\) Act 2002 \(legislation.gov.uk\)\)](#)

This strategy covers the provision of all ELC and school education provided by the local authority both within and out with schools, including school activities, for disabled children and young people, including those who also have other [protected characteristics](#). This means that it covers education within:

- Settings such as schools, community centres and halls.
- After school clubs and activities provided within Council owned school premises, including those run or managed by external agencies.

Schools will ensure that accessibility is integral to the life and work of the school. This strategy sets out the vision that Education and Children's Services plan to achieve, the progress made to date and agreed actions to further improve accessibility. It aims to ensure those responsible for the delivery of education and ELC are aware of their legal duties and assists establishments by providing links to helpful checklists and guidance for ELC settings and Schools.

How is disability defined?

Disability is [legally defined](#) as a physical or mental impairment which has a substantial and long-term adverse effect on the ability to carry out normal day-to-day activities.

The Equality Act (2010) provides a legislative framework to protect the rights of individuals and advance equality of opportunity for all and to deliver a simple, modern, and accessible framework of discrimination law which protects individuals from unfair treatment and promotes a fair and more equal society.

The definition of disability can include what may be termed 'hidden' disabilities such as dyslexia, autism spectrum disorder (ASD) and speech and language impairments. For some children and young people, they may have both a disability and an additional support need.

A child or young person is said to have 'additional support needs' if they need more or different support to what is normally provided in ELC or schools for children of the same age. As the definition of additional support is so broad and covers many reasons, it means that not all children and young people with additional support needs also have a disability. Therefore, a child or young person does not need to have a disability to require additional support for learning.

For a child or young person to be disabled the impairment requires to be substantial and have an adverse effect; that is, more than minor or trivial. For example, a child may have asthma or diabetes, but the condition may not be severe enough to have a substantial impact on the child's ability to carry out everyday activities. In that case the child would not be disabled. An impairment has a substantial adverse effect on the ability of the person concerned, if but for these measures taken to correct it, the impairment would be likely to have that effect. For example, a person with significant hearing loss may be able to hear reasonably well with hearing aids but without them would have little functional hearing. That person would be disabled. However, a person with poor eyesight which is corrected by spectacles or contact lenses is not deemed to be disabled on account of the eyesight impairment ([Equality Act, Schedule 1, paragraph 5](#)).

The meaning of 'long term effects' is also covered in [Schedule 1 of the Equality Act](#).

How does disability overlap with additional support needs?

Pupils' needs which may meet definition of disability under the Equality Act to whom education accessibility strategies apply:

Physical or Mental impairment including:

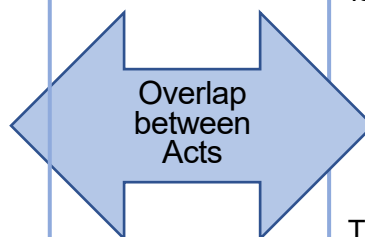
- Autism Spectrum Disorder
- Dyslexia
- Diabetes
- Eating disorder (diagnosed)
- Gross obesity
- Disfigurement
- Attention Deficit Hyperactivity Disorder
- Incontinence
- Epilepsy
- Learning difficulties, including severe and complex
- Significant Hearing impairment

Some conditions may progress to have a substantial adverse effect such as:

- Heart conditions
- Sickle cell anaemia
- Rheumatoid arthritis

Pupils' needs which **automatically** meet the definition of disability under the Equality Act and to whom education accessibility strategies apply:

- Cancer
- HIV
- Multiple Sclerosis
- Certified/Registered Visual Impairment
- Severe long-term disfigurement



Pupils who **may** require additional support under the Education (Additional Support for Learning) (Scotland) Act (2004) have a barrier to learning as a result of one of the four factors giving rise to additional support needs:

- Learning environment
- Family circumstances
- Disability or health need
- Social and emotional factors

These may include those who:

- Have motor or sensory impairment
- Are being bullied
- Are particularly able or talented Have experienced a bereavement Are interrupted learners
- Have a learning disability
- Are looked after by the local authority
- Have a learning difficulty, such as dyslexia
- Experience literacy or numeracy difficulties
- Are living with parents who are abusing substances
- Are living with parents who have mental health problems
- Have English as an additional language
- Are not attending school regularly
- Have emotional or social difficulties
- Are on the child protection register Are young carers

Or for any other reason

These are not exhaustive lists but highlight the areas where discrimination and disadvantage can occur.

Our Vision

Our vision is of Perth and Kinross where everyone can live life well, free from poverty and inequality.

Our strategic objectives are:

1. Giving every child the best start in life
2. Developing educated, responsible and informed citizens
3. Promoting a prosperous, inclusive, and sustainable economy
4. Supporting people to lead independent, healthy, and active lives
5. Creating a safe and sustainable place for future generations

Through our strategic objectives we aim to maximise the opportunities available to everyone to achieve their potential.

Perth and Kinross Council is committed to equality of opportunity both as a service provider and as an employer and values the diversity of the communities in its area. It works towards providing ELC and Education that is inclusive and accessible, recognising that social inclusion and promoting equality of opportunity can only be achieved by incorporating equalities into the planning, implementation, and monitoring processes for all our service provision. Disabled pupils must have the same curriculum entitlements as their non-disabled peers.

Delivery of Curriculum for Excellence in Perth and Kinross recognises the totality of experiences which are planned for children and young people through their education, wherever they are being educated. This totality includes the ethos and life of the school as a community, curriculum areas and subjects, interdisciplinary learning and opportunities for achievement including participation in school trips and activities, after school clubs and study support clubs.

Pupils with disability have the same curriculum entitlement as their non-disabled peers:

- a curriculum which is coherent from 3-18
 - a broad general education, including the experiences and outcomes which are well planned across all the curriculum, areas, from early years through to S3
 - a senior phase which provided opportunities after S3 to obtain qualifications as well as to continue to develop the four capacities
- opportunities for developing skills for learning. Skills for life and skills for work with a continuous focus on literacy, numeracy, health, and wellbeing
- support to enable them to gain as much as possible from the opportunities which the Curriculum for Excellence can provide
- support in moving into positive and sustainable destinations beyond school

Improving inclusive practice is a priority for the Education Authority, the commitment to this is laid out in the Education Improvement Plan for 2022-2023. The actions in the Accessibility Strategy Action Plan support this and will have a positive impact on improving accessibility for children and young people with a disability or additional support need, including those who are care experienced, in respect to their curriculum, learning environments, and communication opportunities. Planned improvements will be underpinned by data, the evidence-base supporting best practice, and information gained through collaboration with children and young people with additional support needs and their parents.

Opportunities for teaching and support staff to participate in professional learning that further enhances their knowledge, skills, and confidence in identifying, understanding, and supporting a range of needs, and using a variety of interventions and technology to suit individual needs, will be key to realising our ambition. Meeting the needs of learners requires good partnership working with organisations such as NHS Tayside, including Allied Health Professionals and Child and Adolescent Mental Health service (CAMHs), and with 3rd sector organisations. Development of this partnership working will underpin the implementation of this strategy over the next three years.

Improving outcomes for children and young people with additional support needs, including disability or care experience, will be further enhanced through a transformation programme to be delivered by Education services by 2027/2028. This programme will focus on realising the potential of children and young people with additional support needs and their families, by listening and understanding the needs of the current and future population, using this information to shape the planning of resources and the learning estate, to establish a supportive Staged Intervention Framework, review policy and decision-making structures and further embedding Getting it Right for Every Child (GIRFEC).

Implementation of this strategy and the wider actions to improve inclusive practice supports compliance with the United Nations Convention on the Rights of the Child, particularly Article 2,6,23 and 28 (rights to non-discrimination, development, support for children with disability and education). It will also support delivery of priorities for improvement highlighted in the Additional Support for Learning Review (2020) and the Promise.

What has already been achieved?

Between 2018 – 2021 several actions were taken forward to improve accessibility for children and young people with additional support needs in Perth and Kinross Council schools and ELC settings. Achievements in relation to the three duties are outlined below.

DUTY 1: All pupils with disabilities are able to access a full curriculum which meets their education and life needs

- Wider access to digital technology has been enabled for all, including disabled learners within Perth and Kinross Council education establishments.
- An Assistive Technology Panel, consisting of representatives from CALL Scotland, NHS Speech and Language, Digital Skills Team, Information, Communication and Technology (ICT) Team, and Inclusion Services, was established. This has improved the analysis and assessment of the needs of learners and identification of appropriate hardware and software; maximising the learners' ability to communicate and / or access the curriculum.
- Guidance on access to additional assistive technology and CALL Scotland assessment advice and support has been issued to all educational settings
- A local authority dyslexia identification pathway was re- launched in August 2020. This is as an assessment, identification and support toolkit that aligns closely to the Dyslexia Scotland's [Addressing Dyslexia](#) and the [Dyslexia toolkit](#)
- Networked software is available in all schools and public libraries to support curriculum accessibility, providing learning tools which are of particular benefit to allow visually impaired pupils to access both class work and homework. Training has been made available to schools in the use of these learning tools as part of the Dyslexia Identification Pathway relaunch in 2020.
- The Circle Framework is being implemented across schools to support accessibility and participation for all. An inclusive environment enables all learners at a universal level to be as independent as possible.
- A Specialist Network involving PKC Intensive Support Provision staff across all settings has been established to share good practice, build the skills and knowledge of staff, and improve the quality and consistency of approach across establishments. The network meets four times per year.

- Multi-agency training for Early Years practitioners on autism spectrum disorder and introduction of a professional network to support practice has increased staff understanding and confidence. This has enabled staff in ELC settings to adapt the learning environment to increase access for all children.
- A new on-line Bookbug at home project for families to support early communication skills for children with a focus on those with a disability and additional support needs has supported an increase in the confidence and skills of parents to support home learning.
- Membership and partnership working facilitated through a new national forum, ATLAS (Assisted Technology for Learning across Scotland) has facilitated professional learning and development for PKC Education staff.
- Following a pilot undertaken during the period 2019 to 2020, a contract was established with Vision PK to provide Habilitation for visually impaired pupils requiring assistance with mobility needs and independent living skills.
- In response to the requirement to wear face masks during the pandemic, clear faced masks were provided for staff working with hearing impaired pupils in their class to enable them to see lips and facial expressions.

DUTY 2: All pupils with disability are able to access education in a setting which supports their learning by meeting their physical needs

- All schools were audited in terms of their compliance with the Equality Act and works undertaken to address issues that were highlighted.
- Planned refurbishments of schools and new builds, for example, new primary school at Bertha Park and planning for the new Riverside Primary School, have considered access for pupils with disabilities. A range of supporting services are fully consulted and involved in the planning and include PKC sensory services, and the Digital Team.
- Adaptations to school buildings are taken forward to support individual physical disability needs where required. This may be supported by information from NHS Occupational Therapy service, Early Years Inclusion Team, and PKC sensory services. Where appropriate this is completed in line with a child's transitions process prior to their entry to Primary or Secondary school.
- Each year around 300 children and young people with health and disability needs have been supported to attend school through the Home to School Transport Entitlement policy.
- Moving and Handling training has been provided for staff supporting children and young people with a physical disability.

DUTY 3: All pupils with disability and their families have access to the same level of information as their peers in a format which suits their needs.

- Early Years Services and all schools have a social media presence which enables parents to have access to information in an accessible form which is readily available.
- Guidance and training have been provided to support staff to ensure the views are considered of children and young people. Support materials are readily available to staff on the Inclusive Practice SharePoint.
- A post-school transition fair, Help at Hand, was delivered to provide information and advice to children, young people and those who support them with a focus on preparation for the post-school world
- To support pupils and their parents during periods of remote learning a PKC Remote Learning Hub was created in an accessible format, this allowed information regarding digital support e.g., tutorials on digital learning journal (Seesaw) and Home Learning resources.
- The use of digital and non-digital recordings of children's learning and participation is available to families. This is of particular benefit for children who have difficulty communicating information about their learning and enables parents to have a greater understanding of their child's development and progress. There has been increased parental use of Seesaw since 2020.
- Languages support provided by the English as an Additional Language (EAL) Team has been increased to include Romanian. There have been several Romanian speaking families of children with additional support needs, some of whom have a disability and have required Child's Plans and specialist placements.

What do Early Learning Childcare Settings and Schools do Next?

Several actions are set out in the Action Plan (page 13) that involve the Inclusion service, other sections of Education and Children's Services, ELC settings and schools.

To support implementation of the Action Plan Headteachers and Centre Leaders should:

- Ensure that all staff are aware of their general duties under The Education (Disability Strategies and Pupils Education Records) (Scotland) Act 2002 as follows:
 - Increase the extent to which pupils with disability can participate in the curriculum.
 - Improve the physical environment of schools to increase the extent to which pupils with disability can take advantage of education and associated services.
 - Improve communication with pupils with disability along with communicating to them information that is provided in writing for pupils who are not disabled, in appropriate alternative formats and taking account of any preferences expressed by them and their parents.
- Support staff to recognise and take account of the needs of children and young people with a disability
- Identify the actions in the Action Plan 2022 – 2025 relevant to their school or setting, include these in the improvement plan for their school or setting and implement accordingly

There is a range of [Accessibility checklists](#) available to support ELC settings and schools to identify strengths and areas for development in relation to their duties. These resources include universal and additional checklists that can be used as appropriate by senior leaders in settings to audit and keep under review compliance with these duties.

How do we measure Success?

This strategy and action plan spans a three-year period. To provide the Education and Children's Service Senior Management Team with a summary of progress in implementation over that period, monitoring reports on progress of implementation will be collated each year and reported to Education and Children's Service Senior Management Team. This will include information from ELC settings and schools. A full review of the Accessibility Strategy will be undertaken in October 2025 to evaluate progress over the full three years and to identify new actions for the following three years. Measurement of progress will be informed by feedback and evidence provided by ELC settings and schools, through relevant quality improvement activity and by information provided by children and young people with additional support needs, including disability, and their families. A report on the impact of delivery over the three years will be reported to Perth and Kinross Council Learning and Families Committee by November 2025.

Who developed this Strategy?

Development of the Perth and Kinross Accessibility Strategy has been led by the Inclusion service (Education) in consultation with:

- Parents and Carers, including:
 - Fairview Parent Council
 - Parent to Parent group
 - An online [public consultation](#) undertaken through the Perth and Kinross Council Consultation Hub between 21st March 2022 and 13th May 2022.
- Children and Young People in schools and intensive support and off-site provisions
- Education and Children's Services:
 - Headteachers and school staff
 - Central Education staff
 - Services for Children, Young People and Families
 - Business and Resources Service
- Communities:
 - Corporate Equalities Team
 - Legal Services
 - Information, Communication and Technology Service
 - Public Transport Unit
- NHS Tayside
- Voluntary agencies in the local community



Education & Children's Services
Improving Lives Together
Ambition | Compassion | Integrity



Perth and Kinross Council
Education and Children's Services
Accessibility Strategy Action Plan
2022-2025

Review Date: October 2025

Duty 1: Increase the extent to which pupils with disability can participate in the curriculum

National Improvement Framework Priority – Placing the human rights and needs of every child and young person at the center of education

HGIOS QIs 2.2, 2.3, 3.1, 3.2

| Outcome (What the improvement will be for children and young people) | Actions (What we will do to achieve this improvement) | Success Indicator (How we will measure a successful outcome) | Responsibility (Who is the lead person?) | Timescale (When will we complete this by?) | Evaluation |
|---|---|---|--|---|------------|
| Children and young people fully engage in learning through an inclusive environment which includes appropriate differentiation, and inclusive attitudes that help them to enjoy learning and build a sense of confidence and resilience. | 1) School and ELC staff will complete training on the Inclusive Classroom Scale (complete scale, make, implement, & review a plan) | % Of schools with all teachers completed Scale and are implementing plan | Headteachers/ ELC Managers | June 2023 – identification of plans | |
| | 2) All Secondary schools complete a Validated Self-Evaluation and implement any identified improvement actions | All Secondary schools have inclusive practice improvements identified in school improvement plans | | June 2025 – implementation of actions | |
| Children and young people's learning experiences and achievement is improved through increased staff awareness, knowledge and understanding of needs and the strategies, resources, equipment, and technology that support participation in the curriculum. | 3) Develop an Identification and Assessment Framework to support school staff to meet needs of children and young people with additional support needs | Reduced incidents of dysregulation Attainment of learners with additional support needs | Inclusion Service | January 2023 | |
| | 4) Staff will have access to strategies, training, resources, equipment, and technology to meet needs of children and young people | All staff are knowledgeable and confident in providing learning and interventions | Education Service Headteachers Principal Teachers Support for Learning | June 2025 | |
| Children and young people will be more independent in their learning and access to the curriculum, enabling improved attainment | 5) Through training all teachers and support staff will develop their awareness of learning tools on Office 365, which increases access to the curriculum. | Staff engagement - numbers completing training. Pupil usage | All staff | June 2025 | |
| All children and young people with a disability will have access to physical education curriculum and extra-curricular sporting activities | 6) Further broaden the range of physical activity opportunities available. | Range of opportunities Pupil participation | Physical Education, Physical Activity and Sport officer Tayside Disabilities Officer | June 2024 | |
| School curriculum will include a focus on equality and diversity in range of subject areas | 7) Schools will participate in the national review of Personal and Social Education and implement subsequent recommendations. Options to include development of other subject areas will be explored. | School curriculum | Headteachers | January 2024 | |

Duty 1: Increase the extent to which pupils with disability can participate in the curriculum

National Improvement Framework Priority – Placing the human rights and needs of every child and young person at the center of education

HGIOS QIs 2.2, 2.3, 3.1, 3.2

| Outcome (What the improvement will be for children and young people) | Actions (What we will do to achieve this improvement) | Success Indicator (How we will measure a successful outcome) | Responsibility (Who is the lead person?) | Timescale (When will we complete this by?) | Evaluation |
|---|--|--|--|--|-------------------|
| Children and young people with a disability have access to efficient and inclusive school transport provision | 8) Develop guidance to support implementation of the Home/School Transport Policy to ensure provision of a service which meets needs of pupils with a disability | Best Value Feedback from service users | Service Manager, Inclusion and Additional Support Service Manager, Business Services | January 2024 | |

Perth & Kinross Council
Education & Children's Services

Duty 2: Improve the physical environment of schools to enable better access to education and associated services.

National Improvement Framework Priority – Placing the human rights and needs of every child and young person at the centre of education

HGIOS QIs 1.5, 3.1

| Outcome (What the improvement will be for children and young people) | Actions (What we will do to achieve this improvement) | Success Indicator (How we will measure a successful outcome) | Responsibility (Who is the lead person?) | Timescale (When will we complete this by?) | Evaluation |
|---|--|--|--|--|-------------------|
| Children and young people with disabilities will benefit from well-planned learning spaces | 1) Riverside Primary School will be designed and constructed to meet the needs of all its learners. | All new builds and refurbishments will meet the Disability Discrimination Act (1995) standards and the specific known needs of children and young people with a disability or ASN. | Head of Education and Learning Head of Business Resources | April 2023 | |
| | 2) The ASN Transformation Programme will include a workstream to ensure the School Estate Strategy plans effectively for current and projected additional support needs, including disability. | | | December 2025 | |
| Children and young people with ASD, sensory and/or communication processing needs are supported through appropriate images, signage, and visual references. | 3) Guidance will be developed to support ELC settings and schools to effectively use images, signage, and visual references to appropriately support children and young people. | All schools have access to guidance on the use of images, signage, and visual references. % Of schools confident in usage | Inclusion Service | Aug 2023 | |
| Pupils from equality-protected groups will have a positive school experience and will feel safe and respected in school and when online | 3) Schools will be provided with information on action days to improve equality and encouraged to support activity to raise awareness in their school or ELC setting, i.e. <ul style="list-style-type: none"> • Show Racism the Red Card • Autism Acceptance Month • Pride | % schools participating in key events | Education & Children's Services | December 2025 | |

Perth & Kinross Council
Education & Children's Services

| | | | | |
|--|--------------------|-------------------|-----------|--|
| 5) Anti-bullying Strategy will be reviewed | Strategy launched. | Inclusion Service | June 2023 | |
|--|--------------------|-------------------|-----------|--|

Perth & Kinross Council
Education & Children's Services

Duty 3: Improve communication with pupils with disability along with communicating to them information that is provided in writing for pupils who are not disabled, in appropriate alternative formats and taking account of any preferences expressed by them and their parents

National Improvement Framework Priority – Placing the human rights and needs of every child and young person at the centre of education

HGIOS Qis 3.1, 3.3

| Outcome (What the improvement will be for children and young people) | Actions (What we will do to achieve this improvement) | Success Indicator (How we will measure a) | Responsibility (Who is the lead person?) | Timescale (When will we complete this) | Evaluation |
|---|---|--|--|---|------------|
| All children/young people will feel included in communication about their learning and life of the school/ELC setting | 3) Staff training and guidance materials will improve staff awareness, knowledge and skills in best practice and tools to facilitate communication and understanding of children and young people with a disability, i.e.. <ul style="list-style-type: none"> • Makaton signing • Communication passports • Visual timetables • Talking mats • Symbolised environment • Augmentative and Alternative Communication • signage | Range of training Number of staff attending | Inclusion Service Headteachers | June 2024 | |
| All children beginning ELC will transition in successfully | 2) Continue to develop and embed the pathway supporting children with complex additional support needs/disability to access ELC | All children coming to an ELC setting will have their needs identified in advance of admission | Health Visitor, 0-3 Partnership Planning Group (PPG) | September 2024 | |

Perth & Kinross Council
Education & Children's Services

Duty 3: Improve communication with pupils with disability along with communicating to them information that is provided in writing for pupils who are not disabled, in appropriate alternative formats and taking account of any preferences expressed by them and their parents

National Improvement Framework Priority – Placing the human rights and needs of every child and young person at the centre of education

HGIOS Qis 3.1, 3.3

| Outcome (What the improvement will be for children and young people) | Actions (What we will do to achieve this improvement) | Success Indicator (How we will measure a) | Responsibility (Who is the lead person?) | Timescale (When will we complete this) | Evaluation |
|--|---|---|--|--|-------------------|
| All communications are accessible for children and young people with ASN/ disability | 3) Complete an audit of printed and electronic information (leaflets, template letters, website) that is available to all children and young people across ECS to inform improvement actions to improve accessibility | User feedback | Communication Teams | June 2025 | |
| Children and young people with ASN/disability and their parents inform development of inclusion policy and relevant actions. | 4) Establish a Perth and Kinross Children and Young People Inclusion Ambassadors network and enable them to support engagement of other children and young people with ASN in policy and service developments. | Children and young people feel that have opportunities to influence strategy and practice | Inclusion Service | June 2023 | |
| | 5) Establish a Parents Forum for parents of children and young people with ASN | Parents feel they have opportunities to influence strategy and practice | Inclusion Service | March 2023 | |

Resources and reference material

Bullet Point list of hyperlinks to Resources and Reference materials.

- [The Additional Support for Learning Dispute Resolution \(Scotland\) Amendment Regulations 2017](#)
- [Addressing Dyslexia toolkit](#)
- [Healthcare in schools: draft guidance for NHS Boards, Education Authorities and Schools](#)
- [Autism Toolbox](#)
- [Children \(Scotland\) Act 1995](#)
- [Children and Young People \(Scotland\) Act 2014](#)
- [Curriculum for Excellence - Support for All](#)
- [Education \(Scotland\) Act 1980](#)
- [Education \(Additional Support for Learning\) \(Scotland\) Act 2004 \(as amended\)](#)
- [Supporting children's learning: code of practice \(revised 2010\)](#)
- [Healthy eating in schools: a guide to implementing the nutritional requirements for Food and Drink in Schools \(Scotland\) Regulations 2008](#)
- [Education \(Disability Strategies and Pupils' Educational Records\) \(Scotland\) Act 2002](#)
- [Equality Act 2010](#)
- ['Getting ready to leave school: Making a good transition' on Enquire's YouTube channel](#)
- [Guidance on education of children unable to attend school due to ill health](#)
- [Guidance on Presumption of Mainstream Education](#)
- [Guidance on School Health](#)
- [Home Education Guidance](#)
- [Hidden in Plain Sight – A report by the Equality and Human Rights Healthy Commission on the harassment of disabled people and their families](#)
- [Participants not Pawns – Guidance on consulting children and young people](#)

- [Planning improvements for disabled pupils' access to education: Guidance for education authorities, independent and grant-aided schools. 2014](#)
- [Schools \(Health Promotion and Nutrition\) \(Scotland\) Act 2007](#)
- [Scottish Traveller Education Programme \(STEP\)](#)
- [Scottish Qualifications Authority – Supportive practices for Literacy](#)
- [Scottish Qualifications Authority – Assessment Arrangements](#)
- [Special Educational Needs and Disability Act 2001](#)
- [Standards in Scotland's Schools Act 2000](#)
- [The Education \(Scotland\) Act 2016](#)
- [7 Golden rules for participation of children and young people \(CYPICS\)](#)

Further Reading

The following is an alphabetical list of hyperlinks to further reading materials.

- [Action on Hearing Loss](#) – working for a world where hearing loss does not limit or label people, where tinnitus is silenced and where people value and look after their hearing
- [Adapted Digital Exams](#) – For those who have difficulty using the ordinary exam papers or assessments
- [ADES \(Association of Directors of Education Scotland\) Armed Service Children](#) – Children and young people from service families
- [Addressing Dyslexia Toolkit](#) – A toolkit for identification and support of learners exhibiting literacy difficulties
- [Afasic Scotland](#) – Afasic represents children and young adults with speech and language impairments and can provide information and advice
- [Books for All](#) – For students who have difficulty reading ordinary printed books
- [CALL Scotland](#) - **Communication, Access, Literacy and Learning** – The Call Centre is based in Edinburgh University and provides pupils and families, local authorities, and professionals with specialist expertise in assistive technology for children and young who have speech, communication and/or writing difficulties in schools across Scotland. Some examples of support are below.
- [The Scottish voice](#) – Free software
- [Digital exams](#) - How to refer a pupil to CALL for [Assessment arrangements - SQA](#)
- [Capability Scotland](#) – campaigns with, and provides education, employment and care services for disabled children and adults across Scotland
- [Commissioner for Children and Young People Scotland](#) - The Children and Young People's Commissioner Scotland works with their team to protect the rights of children and young people.

- **Communication Friendly Environments** - You can use this simple [The Communication Trust - Communication Friendly Checklists](#) to think about how your environment supports children's communication
- [Disability Rights Commission](#) – works to create a society where everyone with lived experience of disability or health conditions can participate equally as full citizens
- [Downs Syndrome Scotland](#)
- [Dyslexia Scotland](#) – Can provide information and leaflets about dyslexia and can put people in touch with their local dyslexia groups
- [Education Scotland Improvement Hub](#) – Landing page for a wide range of information within the Scottish educational context.
- [ENABLE Scotland](#)
- [Enquire Website](#) – The Scottish advice service for additional support for learning
- [Epilepsy Action Scotland](#) – Campaigning for improved healthcare, better information provision and an end to stigma
- [Human Rights Commission](#) – Reasonable adjustments
- [National Deaf Children's Society](#) – Why deafness matters, how we can make a difference and how you can help us
- [National Guidance on Managing Head Lice Infection in Children](#)
- [Plain English Campaign](#) – Campaigning against gobbledygook, jargon, and misleading public information
- [RNIB](#) – Providing information about provision for pupils who are blind or have visual impairments
- [Respect Me](#) – Working with adults involved in the lives of children and young people to give them the practical skills and confidence to deal with children who are bullied and those who bully others
- [Scottish Council on Deafness](#) – An umbrella body of organisations working with deaf children and adults and can provide information and advice on a wide range of topics including deaf education
- [Scottish Government – Additional Support for Learning](#)

- **Sportscotland** – Linking with [Scottish Disability Sport](#) and is working to increase the number of children with disabilities throughout Scotland who are involved in sports
- **[Scottish Sensory Centre](#)** – A national resource for information on deafness, visual impairment, and deaf-blindness. The centre has an extensive resource library, website, online database, and a variety of relevant publications
- **[SQA Assessment Arrangements](#)** - Information for teachers and lecturers about what to do when considering the provision of [assessment arrangements for disabled candidates](#)
- **[Technical Guidance for Schools in Scotland](#)** –This applies to the provisions in the Equality Act 2010 that were brought into force on 1 October 2010, and the extension of reasonable adjustments to include auxiliary aids and services that was brought into force on 1 September

PERTH AND KINROSS COUNCIL
LEARNING AND FAMILIES COMMITTEE

15 MARCH 2023

CORPORATE PARENTING UPDATE

Report by Executive Director (Education and Children's Services)
(Report No. 23/88)

1. PURPOSE

- 1.1 This report provides an update to Committee regarding the progress of the actions contained within the Corporate Parenting Plan 2021-2024. The Corporate Parenting Plan (Appendix 1) and the Action Plan Update 2021-2024 (Appendix 2) are included as agreed at Full Council on 9 March 2022.

2. RECOMMENDATIONS

- 2.1 It is recommended that the Committee:
- Notes the progress made in relation to the Corporate Parenting Plan actions; and
 - Requests a further update in one year's time.

3. STRUCTURE OF REPORT

- 3.1 This report is structured over the following sections:
- Section 4: Background
 - Section 5: Proposals
 - Section 6: Further Considerations
 - Appendices

4. BACKGROUND

- 4.1 The Children and Young People (Scotland) Act 2014 introduced the statutory duties and responsibilities for the Council in their role as corporate parents. The Act defines corporate parenting as "the formal and local partnerships between all services responsible for working together to meet the needs of Looked After children, young people and care leavers".
- 4.2 Part of those responsibilities is that each corporate parenting body produce a plan which indicates their contribution to meeting the needs of their population of care experienced children and young people.
- 4.3 The independent Care Review was commissioned by the First Minister of Scotland in 2016 to carry out an in depth look at the care system in Scotland and to make recommendations about how the system could be improved.

The review was carried out between 2017 and 2020, with the voice of care experienced children and young people at its heart.

- 4.4 The resulting recommendations are contained within The Promise which was endorsed by Scottish Parliament on 5 February 2020. The Promise contains recommendations which are built on five foundations – Family, Voice, Care, People and Scaffolding. The Promise Plan 21-24 provides the first set of recommendations which need to be implemented in order that Scotland “#KeepsThePromise” by 2030.
- 4.5 Perth and Kinross Council is committed to supporting our care experienced children and young people. Our Corporate Parenting Plan is based on the priorities laid out in The Promise Plan 21-24 and the voice of our own care experienced young people. This plan is monitored to ensure actions are achieved on a regular basis by the Corporate Parenting Sub-group and for all to work together to ensure that priorities become actions making an explicit pledge to continue to support all our care experienced children and young people by showing support in tangible ways through all means, to ensure that:
- Our children will have the best start in life in a nurturing environment;
 - Our children and young people will be meaningfully engaged with high quality learning experiences to extend to their potential;
 - Our children will grow up healthy, confident, and resilient with improved mental and physical health and strengthened emotional wellbeing;
 - Our children, young people, and families at risk, who face significant inequalities and disadvantage, will have improved life chances; and
 - Our children and young people are safe from harm.
- 4.6 The Perth and Kinross Corporate Parenting Plan 2021-24 (Appendix 1) reflects the ambition and the priorities within The Promise and details the actions which will be taken locally to keep the Promise to our care experienced population.
- 4.7 The update to the action plan is reported to the Corporate Parenting Sub-group of the Children, Young People and Families Partnership on a bi-monthly basis. The latest update, as of November 2022, is detailed in Appendix 2.
- 4.8 The achievements of note during the past year include:
- A reduction in the number of care experienced children and young people being excluded from school;
 - An additional post provided to deliver lifelong links for our care experienced population and enable more children and young people to understand their experience of care and to help reconnect with significant people;

- A baseline has been created to measure the number of children and young people who are accommodated and who are living with a brother and sister. This will ensure improvement in line with the implementation of Part 13 of the Children (Scotland) Act 2020 and the Looked After Children (Scotland) Amendment Regulations 2021, which protects sibling relationships for children in care;
- An additional post created to provide community-based alternatives to custody for young people;
- Strengthening the opportunity for Independent Advocacy for children and young people involved with Services for Children, Young People and Families through the awarding of a contract to Independent Advocacy Perth and Kinross (IAPK); and
- The development of flexible approaches to support care experienced young people after leaving school has seen all 12 young people, last year, move into a positive destination.

4.9 It should be noted that additional focus in the forthcoming year will be:

- The development of Whole Family Support using funding from Scottish Government for the next 2 years as part of the Scottish Government's commitment to providing universal holistic support services which are available in communities giving families access to the help they need, where and when they need it.

The purpose of the funding is to help families overcome challenges before they reach crisis point, with the aim of reducing the number of children and young people who require to be accommodated. The funding will be distributed locally through third sector organisations as well as Council services. The project is being led by the Head of Services for Children, Young People and Families;

- The rollout of the Corporate Commitment to deliver trauma informed practice to all staff and carers; and
- Involvement in the national campaign for the recruitment of foster carers.

5. PROPOSALS

5.1 Please note progress against all actions in Appendix 2.

6. FURTHER CONSIDERATIONS

6.1 Information in relation to the academic achievement of care experienced young people will be published in February 2023, which at the time of creating this report, the information is not available, but a verbal update can be given to the Learning and Families Committee on 15 March 2023.

Author

| Name | Designation | Contact Details |
|----------------|---|--|
| Linda Richards | Service Manager, Services for Children, Young People & Families | ECSCCommittee@pkc.gov.uk 01738 475000 |

Approved

| Name | Designation | Date |
|---------------|--|------------------|
| Sheena Devlin | Executive Director (Education and Children's Services) | 25 February 2023 |

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You can also send us a text message on 07824 498145.

All Council Services can offer a telephone translation facility.

1. IMPLICATIONS, ASSESSMENTS, CONSULTATION AND COMMUNICATION

| Strategic Implications | Yes/None |
|---|-----------------|
| Community Plan/Single Outcome Agreement | None |
| Corporate Plan | None |
| Resource Implications | |
| Financial | None |
| Workforce | None |
| Asset Management (land, property, IST) | None |
| Assessments | |
| Equality Impact Assessment | Yes |
| Strategic Environmental Assessment | None |
| Sustainability (community, economic, environmental) | None |
| Legal and Governance | None |
| Risk | None |
| Consultation | |
| Internal | None |
| External | None |
| Communication | |
| Communications Plan | None |

1. Strategic Implications

Community Plan/Single Outcome Agreement

- 1.1 This section sets out how the proposals relate to the delivery of the Perth and Kinross Community Plan/Single Outcome Agreement in terms of the following priorities:

- (i) Giving every child the best start in life;
- (ii) Developing educated, responsible and informed citizens;
- (iii) Promoting a prosperous, inclusive and sustainable economy;
- (iv) Supporting people to lead independent, healthy and active lives; and
- (v) Creating a safe and sustainable place for future generations.

This report relates to Objective No. (i) (ii) and (iv).

Corporate Plan

- 1.2 This section sets out how the proposals relate to the achievement of the Council's Corporate Plan Objectives:

- (i) Giving every child the best start in life;
- (ii) Developing educated, responsible and informed citizens;
- (iii) Promoting a prosperous, inclusive and sustainable economy;
- (iv) Supporting people to lead independent, healthy and active lives; and
- (v) Creating a safe and sustainable place for future generations.

This report relates to Objective No. (i) (ii) and (iv).

- 1.3 The report also links to the Education & Children's Services Vision, Values and Priorities in respect of the following key Priority area:

- Care and Equity.

2. Resource Implications

Financial

- 2.1 N/A

Workforce

- 2.2 N/A

Asset Management (land, property, IT)

- 2.3 N/A

3. Assessments

- 3.1 Under the Equality Act 2010, the Council is required to eliminate discrimination, advance equality of opportunity, and foster good relations between equality groups. Carrying out Equality Impact Assessments for plans and policies allows the Council to demonstrate that it is meeting these duties.

The Equality Impact Assessment undertaken in relation to this report can be viewed by clicking [here](#).

- 3.1.1 The proposals have been considered under the Corporate Equalities Impact Assessment process (EqIA) with the following outcome:

- (i) Assessed as **relevant** and the following positive outcomes expected following implementation:
- Support being offered to our care experienced children and young people as detailed in the Plan will reduce the inequality that they can face, help them to achieve and support their transition into adulthood. Perth and Kinross Council's commitment to our care experienced population will ensure that we continue to #KeepThePromise.

Strategic Environmental Assessment

- 3.2 The Environmental Assessment (Scotland) Act 2005 places a duty on the Council to identify and assess the environmental consequences of its proposals.

- 3.2.1 The proposals have been considered under the Act, however, no action is required as the Act does not apply to the matters presented in this report. This is because the Committee are requested to note the contents of the

report only and the Committee are not being requested to approve, adopt or agree to an action or to set the framework for future decisions.

Sustainability

- 3.3 Under the provisions of the Local Government in Scotland Act 2003, the Council has to discharge its duties in a way which contributes to the achievement of sustainable development. Under the Climate Change (Scotland) Act 2009 the Council also has a duty relating to climate change and, in exercising its functions must act:
- In the way best calculated to delivery of the Act's emissions reduction targets.
 - In the way best calculated to deliver any statutory adaption programmes.
 - In a way that it considers most sustainable.
- 3.3.1 These proposals have been considered against the Council's Principles for Sustainable Development; however, they are not applicable to this report.

Legal and Governance

3.4 N/A

3.5 N/A

Risk

3.6 N/A

4. Consultation

Internal

4.1 N/A

External

4.2 N/A

5. Communication

5.1 N/A

2. BACKGROUND PAPERS

- 2.1 The following background papers, as defined by Section 50D of the Local Government (Scotland) Act 1973 (and not containing confidential or exempt information) were relied on to a material extent in preparing the above report:
- The Promise Plan 2021-2024

3. APPENDICES

- 3.1 Appendix 1 – Perth and Kinross Corporate Parenting Plan 21-24
Appendix 2 – Our Action Plan 21-24 (Update as of 28 November 2022)



Our Promise to You

Perth and Kinross Corporate Parenting Plan 21-24

Our commitment is that Perth and Kinross will be the best place for all our children and young people – especially those of us with care experience to grow up.

“We grow up loved, safe, and respected so that we realise our full potential.”

Scotland's Ambition for our children and young people



Why do we need a plan?

Since 2014, public bodies across Scotland are working together as part of a flexible scaffold of support, centred around the needs of children and young people cared for by local authorities. The public bodies include Perth and Kinross Council, Tayside Health Board, Perth College, and others. Each body needs to produce a plan which sets out how they are going to support you. You can find a list of all the public bodies and links to their plans at the end of this document.

Who is this plan for?

Perth & Kinross Council Our Community

288

In Perth & Kinross on the 31st July 2021 there were 288 children looked after.



The number of children being cared for continues to rise.



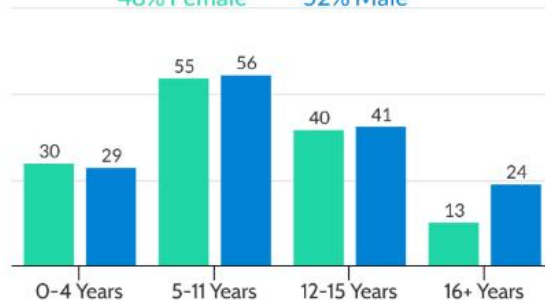
Across Scottish communities, the number of children being cared for is falling.

Number of Children Looked After (per 1,000 of 0-17/0-18 population)

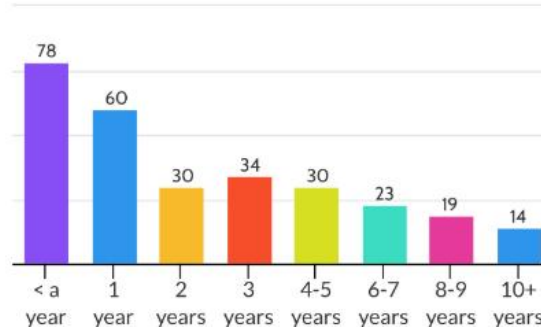


WHO WERE WE SUPPORTING ON 31/07/2021?

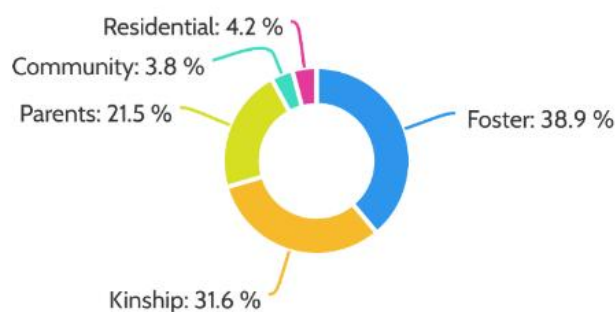
Gender & Age
48% Female 52% Male



Length of time cared for at 31/07/2021



Types of Care



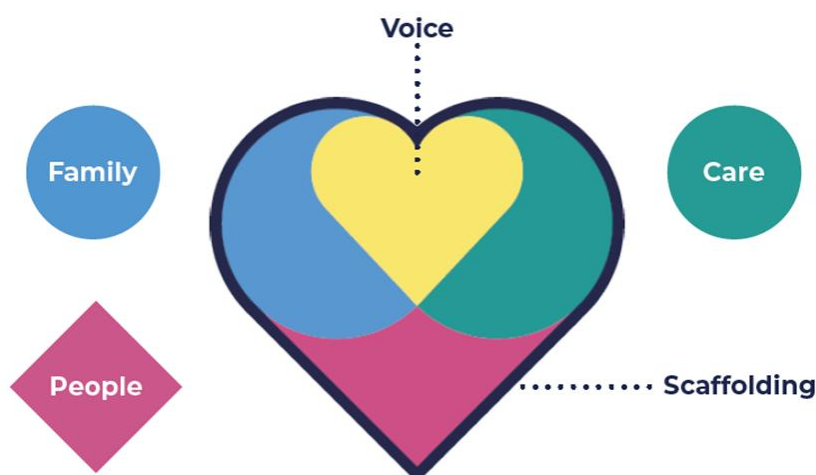
Brothers & Sisters



- 85 brothers and sisters across 42 families are looked after.
- Of the 42 sibling groups, 27 are all cared for together.
- 21 children are not placed with any of their brothers or sisters.

Independent Care review

An Independent Care Review was commissioned by the Scottish Government in 2016 to listen to those of us with experience of living and working in and around the care system to understand what needs to change. The review heard from more than 2,000 children, young people and adults who had lived in care. At the end of the review the conclusions and recommendations were identified in The Promise, under five priority areas (foundations) on which change must be built upon.



Voice

Children must be listened to and meaningfully and appropriately involved in decision-making about their care, with all those involved properly listening and responding to what children want and need. There must be a compassionate, caring, decision-making culture focussed on children and those they trust.

Family

Where children are safe in their families and feel loved they must stay – and families must be given support together to nurture that love and overcome the difficulties which get in the way.

Care

Where living with their family is not possible, children must stay with their brothers and sisters where safe to do so and belong to a loving home, staying there for as long as needed.

People

The children that Scotland cares for must be actively supported to develop relationships with people in the workforce and wider community, who in turn must be supported to listen and be compassionate in their decision-making and care.

Scaffolding

Children, families, and the workforce must be supported by a system that is there when it is needed. The scaffolding of help, support, and accountability must be ready and responsive when it is required.

What have we done so far?

Over the last three years we have made good progress through our corporate parenting plan for 2017-2021 which has built solid foundations for realising the Promise for all Perth and Kinross children. Some of our highlights: -

| | |
|----------------------|---|
| A good childhood | Increased our support to kinship carers by creating a dedicated Kinship Care Team who support carers by offering practical advice and a listening ear. |
| | Changed our ways of working so that young people aged 12-18 who are on the edge of care are supported 24/7 to stay within their families, schools, and communities wherever it is safe to do so. |
| | Introduced Lifelong Links which makes it easier for you to reconnect with people from your past and build the lasting relationships we all need to thrive throughout our lives. |
| | Increased the number of foster and kinship carers and supported lodgings providers so you can live within a family for as long as you need to. |
| | Created PRAISE, a team which provides support to primary school children who need extra support with their learning. |
| | Provided you with the opportunity to take part in online tutoring and mentoring when preparing for exams. |
| | Provided additional support for young people leaving care by ensuring that all young people with care experience are prioritised for affordable homes in your area of choice and supported to make community connections. |
| | Increased levels of Independent Advocacy Support to ensure your voice is heard and listened to. |
| | Supported you through Fun Young Individuals (FYI) to create Milestones, an opportunity for you to share your experiences with staff and raise awareness of what you need to thrive. Also, the development of a workshop around “language” being used to describe young people with care experience. |
| | Created Care Experienced Education Guidance to ensure all education staff have an awareness of The Promise and know how to best support all children and young people |
| | Created Education Guidance for children who are alone and seeking asylum, ensuring we have appropriate understanding of needs and suitable education placements. |
| | Scottish Fire and Rescue committed to prioritising a home safety check for all young people with care experience. |
| Whole Family Support | Strengthened and increased levels of family support by funding third sector to support family wellbeing and to help them stay together. |
| | Introduced Family Group Decision Making to support your family to navigate through rough waters. |
| | Developed family mentoring to support your family in your community – Barnardo’s and Tayside Council on Alcohol. |
| | Trying a new way of delivering family support through partnerships with local families and resources – Families Empowering Communities |
| | In partnership with adult drug and alcohol services developed a test of change creating a whole family assessment and plan to meet the needs of whole families where parents are struggling with drugs or alcohol. |

Our Action Plan 21-24 (Update as of 28 November 2022)

Appendix 2

Whilst we have completed all the above, we still have work to do to make sure that each and every child with care experience can thrive. Below is what we will do in the next 3 years in line with the Promise Plan 21-24.

Actions will be overseen by the Promise Delivery Group and reported to the Corporate Parenting Board (Appendix 1).

| A Good Childhood | | | | | |
|---|-----|--|--------------|--------------|--|
| Children who have been removed from their family of origin and live in and around the 'care system' will have a good, loving childhood. | | | | | Progress to date 28/11/22 |
| High Level Outcome | No. | Action | Timescale | Lead Service | |
| Children and young people with care experience have all they need to thrive at school. | 1 | Review and develop alternatives to exclusion. | January 2022 | Education | The Exclusion Guidance: Fostering Inclusion, Reducing Exclusion has been refreshed and launched. Schools have a range of alternatives to exclusion in place. A multi-agency working group has been formed to support further development of approaches. |
| | 2 | Ensure all children with care experience have been considered for a Co-ordinated Support Plan (CSP) which identifies their needs and actions taken to meet them by statutory partners. | ongoing | Education | Training has been provided for Looked After Review Officers to support their understanding of the legal aspects of CSPs. All LAC reviews for children and young people will now routinely consider if there is sufficient criteria for a CSP based on the level and duration of support being provided by relevant agencies. |

| A Good Childhood | | | | | |
|---|----|--|-----------|--------------|--|
| Children who have been removed from their family of origin and live in and around the 'care system' will have a good, loving childhood. | | | | | Progress to date 28/11/22 |
| High Level Outcome | No | Action | Timescale | Lead Service | |
| | 3 | Ensure each and every child in our community has the same opportunities to thrive – continue to Reduce the attainment gap between those from the most and least disadvantaged backgrounds. | ongoing | Education | Attainment of the relatively small cohort of 18 Looked After school leavers dipped slightly in Senior Phase, except for very highest performing young people. In S3 the achievement of Curriculum for Excellence level 3 increased by 3% to 58% for the 16 Looked After young people. For primary 1, 4 and 7, 49% of the 36 looked after children achieved expected levels, compared to 37% across the previous three reported years |
| | 4 | Create a Connections Plan for every child who is currently cared for. This will detail arrangements for contacting and spending time with people most important to them. | June 2024 | SCYPF | Work has begun in Perth and Kinross on the creation of a connections template with a national project also being considered by the Scottish Government. The template will then be used when a child and their family become involved with Social Work. |
| | 5 | Foster and Kinship carers will receive training and support to encourage them to strengthen connections | June 2024 | SCYPF | A national training programme which will focus on trauma is being rolled out and delivered to foster and kinship families. As |

| A Good Childhood | | | | | |
|---|----|---|-----------|--------------|---|
| Children who have been removed from their family of origin and live in and around the 'care system' will have a good, loving childhood. | | | | | Progress to date 28/11/22 |
| High Level Outcome | No | Action | Timescale | Lead Service | |
| | | between the child they care for and those most important to them. | | | the restrictions, due to the pandemic, have eased training is now becoming more available and carers are being encouraged to participate. An annual information and training day is currently being developed for carers to take place in June 2023. |
| | 6 | Extend the use of lifelong links so that all young people with care experience have the chance to build on the stable, support network around them. | June 2024 | SCYPF | The lifelong links process has extended following the appointment of a 3 rd co-ordinator. The funding is temporary and longer-term funding is to be identified. Currently there are a further 8 children and young people who are benefitting from the process. |
| Brothers and sisters will live together. | 7 | Where living with their parents is not possible, children must live with their brothers and sisters where safe to do so. | June 2023 | SCYPF | In the last quarter 48% of children currently accommodated were living with their brother and sister and 25% with at least one brother or sister, with a further 27% where a child is with no other brother or sister. Further work is being undertaken to understand their |

| A Good Childhood | | | | | |
|---|----|--|-----------|--------------|---|
| Children who have been removed from their family of origin and live in and around the 'care system' will have a good, loving childhood. | | | | | Progress to date 28/11/22 |
| High Level Outcome | No | Action | Timescale | Lead Service | |
| | | | | | circumstances and develop the tool to recognise sibling like relationships. |
| Young people are provided with community-based alternatives to custody. | 8 | Strengthen joint working between Children's services and Criminal justice services to expand programmes in the community to prevent and divert young people away from offending behaviour. | June 2023 | SCYPF | <p>A further part-time worker has been employed to support this growing need. The programmes continue to look at the holistic needs of the young people. Currently there are 8 young people receiving the service.</p> <p>In partnership with YMCA offered the option of community-based activities such as Prince's trust program Venture trust, outdoor education and connected with the drug and alcohol team.</p> <p>The team is currently developing a podcast based on personal experiences around homelessness, drug use, gambling addiction etc the young people will go to specific areas of expertise and ask questions around how to get</p> |

| A Good Childhood | | | | | |
|---|----|--|--------------|--------------|--|
| Children who have been removed from their family of origin and live in and around the 'care system' will have a good, loving childhood. | | | | | Progress to date 28/11/22 |
| High Level Outcome | No | Action | Timescale | Lead Service | |
| | | | | | support. This will be designed, run, and delivered by young people for young people. |
| | 9 | Co-design flexible supports with young people currently in custody which can prevent other young people becoming in conflict with the law. | January 2022 | SCYPF | There are few care experienced young people in custody and an interview of them to determine what would have helped them is to be progressed. This work is being undertaken by our young people's review officer and the bail supervision worker. |
| Children, Young People, and their families voice is heard and amplified. | 10 | Using an opt-in model, independent advocacy will be provided to all children aged 5+ alongside information of how to be supported by Child's Rights Lawyers. | June 2024 | SCYPF | Independent Advocacy Perth and Kinross (IAPK) won the tender for advocacy and have now successfully recruited two advocates. As of the beginning of December 2022 they will take on all CP conferences. It has been agreed that we will move to an opt out model and the mechanics of this are being progressed. |
| | 11 | Using an opt-in model, independent advocacy will be provided to families with children under the age of five | June 2024 | SCYPF | The function of the Children's Rights Officer is changing to support the youth forum. Work is ongoing to identify how best |

| A Good Childhood | | | | | |
|---|----|---|-----------|-----------------------------|---|
| Children who have been removed from their family of origin and live in and around the 'care system' will have a good, loving childhood. | | | | | Progress to date 28/11/22 |
| High Level Outcome | No | Action | Timescale | Lead Service | |
| | | alongside information of how to engage with Child's Rights Officer. | | | to gain the views of children under 5 years old. |
| | 12 | Expand the reach of our young people with care experience through the FYI group by developing further groups across localities. | June 2024 | SCYPF | There are two groups operating in Perth Grammar and Crieff High with 9 and 14 young people currently attending. Groups in Blairgowrie and Kinross are underway. Services for young people have received additional funding through the Pupil Equity Funding for Care Experienced Children and Young People which will allow for additional youth workers and therefore additional supports in schools. Once in post priority will be given to developing supports in the other Secondary Schools. |
| Young people who want to leave care have stable, flexible options to support them moving on. | 13 | Young people are encouraged to stay with their carers but if they chose not to are prioritised for housing and supported accommodation. | June 2024 | SCYPF /Communities | Care Experienced young people continue to be given strategic points. |
| | 14 | All young people with care experience are set up to thrive after leaving school and can go on to education, work or training. | June 2024 | Skills Development Scotland | Through activity agreements from Jan 22 – Nov 22 12 CE Y/P moved onto positive destinations – 5 onto college, 5 |

| A Good Childhood | | | | | |
|---|-----|--|--------------|--------------|--|
| Children who have been removed from their family of origin and live in and around the 'care system' will have a good, loving childhood. | | | | | Progress to date 28/11/22 |
| High Level Outcome | No. | Action | Timescale | Lead Service | |
| | | | | | into employment, 1 into volunteering and 1 into further training. The team are continuing to engage with care experienced young people as early as possible to promote their life chances. |
| | 15 | Develop initial tenancy package to include painting and decorating and DIY chores. | January 2022 | Communities | In partnership with UHI and Services for Young people this programme is scheduled to begin weekly in January 2023 |

| Whole Family Support | | | | | |
|---|-----|--|-----------|--------------|---|
| All families need support at different times of their lives and family support is a crucial emphasis for 21-24. | | | | | |
| High Level Outcome | No. | Action | Timescale | Lead Service | Progress to date |
| Increased opportunities for families in rough waters to be supported in their own homes and communities. | 16 | Provide support to families with children and young people before they need to enter the care system. | June 2024 | SCYPF | Perth and Kinross has now been allocated funding under the Whole Family Wellbeing Fund. |
| | 17 | Co-design a range of safe harbours - early intervention and prevention supports - with families who have lived | June 2024 | SCYPF | The Families Empowering Communities project is continuing and hoped to |

| | | | | |
|----|---|-----------|-------|---|
| | experience and through the families empowering community's project. | | | expand through the above fund. |
| 18 | Increase capacity of Family Group Decision Making team. | June 2024 | SCYPF | The team has increased by one member. |
| 19 | Monitor and map the supports from 3 rd sector partners. | June 2024 | SCYPF | As part of the WFWF this work will be undertaken. |

| Supporting the Workforce | | | | | |
|---|-----|--|------------|---------------------|--|
| Children experience the 'care system' through people. Over Plan 21-24, support for people who care and continue to care if times get tough, will improve. | | | | | |
| High Level Outcome | No. | Action | Timescale | Lead Service | update |
| A confident and competent workforce that provides the right support at the right time for children and families | 20 | Further develop our workforce from Trauma Informed to Trauma Enhanced. | March 2023 | SCYPF | Funding has been given to Perth and Kinross to appoint a co-ordinator which is currently in process. Once appointed the model and roll out will be planned. |
| Lifelong connections and relationships between SCYPF staff and children are supported and valued. | 21 | Promote the importance of maintaining stable, supportive relationships whilst ensuring safety of every person involved. Staff and people with lived experience to explore how this can be delivered in a way that is manageable and appropriate. | June 2024 | SCYPF | Service Manager (Resources) for Children, Young People and Families and Human Resources to develop a policy |
| A confident and competent workforce that are skilled in clearing the path to education for all children and young people. | 22 | Increase understanding of the additional support needs which children and young people with care experience may have in an educational context. | June 2024 | SCYPF and Education | PRAISE teachers now embedded in new Primary sector Outreach Team, support learning of wider pupil support team about barrier to learning that can develop for care experienced children and young people |
| Shifting attitudes around young people with care experience to improve their life chances. | 23 | In conjunction with FYI build on initial training materials to create a workshop influenced by the research undertaken by Each and Every Child . | June 2024 | SCYPF and FYI | This is to be progressed. |

The other two priorities planning and building capacity have actions which will be directed by national policy and be implemented in due course.

*

Public Bodies who are Corporate Parents and links to their plans.

| Public Body | Link to plan |
|--|--|
| Children's Hearings Scotland | Children's Hearings Scotland Business and Corporate Parenting Plan |
| The Scottish Children's Reporter Administration | SCRA's Corporate Parenting Plan 2020-2023 |
| Perth College | Corporate Parenting Plan 2017-2021 |
| NHS Tayside | No plan – Dr Simon Hilton, Public Health Medicine Consultant gave update to Care Governance Committee on 05/08/2021 item 7.9. |
| Healthcare Improvement Scotland | Corporate Parenting Action Plan 2020-2023 and progress report |
| The Scottish Qualifications Authority | Corporate Parenting Plan 2018-2021 Corporate Parenting Commitments |
| Skills Development Scotland Co. Ltd (registered number SC 202659) | Corporate Parenting Policies |
| Care Inspectorate / Social Care and Social Work Improvement Scotland | Corporate Parenting Plan 2021-23 |
| The Scottish Social Services Council | SSSC Realising Potential 2020-2023 Children's Rights Report 2020-2023 |
| The Scottish Sports Council | Paused the development of our refreshed Corporate Parenting Plan 2020-23 due to the impact of the Coronavirus pandemic (COVID-19). |
| Police Scotland | National Corporate Parenting Plan |
| The Scottish Fire and Rescue Service | Corporate Parenting Plan |
| The Scottish Legal Aid Board | 2018-2021 Corporate Parenting Plan Corporate parenting literature review |
| The Commissioner for Children and Young People in Scotland | December 2016 |
| The Mental Welfare Commission for Scotland | Corporate Parenting Plan 2018-2021 |
| The Scottish Housing Regulator | Corporate Parenting Plan and Children's Rights Report |
| Bòrd na Gàidhlig | Bòrd na Gàidhlig Corporate Parenting Strategy and Plan 2018-2021 |
| Creative Scotland | Creative Scotland's Corporate Parenting Plan |
| Social Security Scotland | Corporate Parenting Plan Corporate Parenting Impact Assessment Summary Action Plan |

PERTH AND KINROSS COUNCIL
LEARNING AND FAMILIES COMMITTEE

15 MARCH 2023

SCOTTISH GOVERNMENT HEALTH AND WELLBEING CENSUS

Report by Executive Director (Education and Children's Services)
(Report No. 23/89)

1. PURPOSE

- 1.1 This report presents key findings from the Health and Wellbeing Census developed by the Scottish Government and undertaken in Perth and Kinross schools during academic year 2021/22.

2. RECOMMENDATION

- 2.1 It is recommended that the Committee:
- Notes the background to, and results of, the Health and Wellbeing Census, and that the Scottish Government published figures for all local authorities on 28 February 2023;
 - Notes the planned actions for use of the collated census results; and
 - Notes the plans for revisiting certain topics/questions with surveys in schools.

3. STRUCTURE OF REPORT

- 3.1 This report is structured over the following sections:
- Section 4: Background
 - Section 5: Census Results
 - Section 6: Conclusion and Next Steps
 - Appendices

4. BACKGROUND

- 4.1 The Scottish Government designed the [Health and Wellbeing Census](#), with input from a variety of stakeholders, for delivery across schools in academic year 2021/22. The census survey is designed for young people from stages P5 through to S6, with each stage receiving questions appropriate for that age group. The survey is based on a self-report questionnaire. On 28 February 2023, the Scottish Government published summary information for the 16¹ local authorities that collected data (of 32 nationally).

¹ The following local authorities participated and provided data for the national publication: Angus, Clackmannanshire, Dumfries & Galloway, Dundee, East Renfrewshire, Edinburgh City, Falkirk, Glasgow, Moray, North Ayrshire, Perth & Kinross, Renfrewshire, Scottish

Because of the way the census was undertaken and the potential variations across the 16 local authorities, much care is needed in making comparisons between them. Only initial indications are provided in this report based on the high level information published to date.

- 4.2 Health and wellbeing under Curriculum for Excellence, is organised into six areas, all of which are covered within the census, as appropriate to the age/stage of the respondent:
- Mental, emotional, social and physical wellbeing;
 - Planning for choices and changes;
 - Physical education, physical activity, and sport;
 - Food and health;
 - Substance misuse; and
 - Relationships, sexual health and parenthood.
- 4.3 Questions were developed for each of these areas by a national stakeholder group, drawing on existing established and ethically approved survey instruments and questions previously used in other national surveys such as the Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS), Growing up in Scotland and the Health Behaviour in School-aged Children (HBSC) survey. Perth and Kinross Council (PKC) used all the questions without any adjustment or omission. An additional set of questions for S4 pupils covered substance use/misuse only, without gathering individual school data; these are reported for the local authority only.

Methodology

- 4.4 The census was administered by primary and secondary schools across Perth and Kinross. Fairview School carried out a survey using an adapted version of the census and used the results separately (special schools were not included in the Scottish Government data sharing agreement). The secondary pupil survey was carried out chiefly in Term 2 (November and December 2021), with some additional collection in Term 3 in to 2022. Primary school fieldwork was carried out in Term 3 of 2022 (January to April).
- 4.5 Schools managed the administration of the survey fieldwork, ensuring pupils undertook the correct survey for their stage and used their Scottish Candidate Number as the identifier for data linkage. Note, that this identifier is used solely for data linkage purposes and the individual responses of young people are not accessible by schools nor used centrally.

Dissemination of Results

- 4.6 As well as this PKC level report providing a high-level summary, detailed information has been made available to schools to assist with their school improvement planning activities, and to understand more generally the health

Borders, Shetland, South Ayrshire and Stirling. The 134000 responses received is 28% of the Scotland P5-S6 roll. For this reason, where a comparison is made, this is referred to as the "Census overall" rather than "National".

and wellbeing of children and young people within each school community. Only aggregated statistics are provided - no information about any individual is available.

Reports for wider dissemination of results to parents and school communities will be published on the PKC website. Some smaller schools will have limited information available or be combined with other schools to avoid disclosing information about individuals.

- 4.7 Schools are provided with PowerBI analytical dashboards to understand their overall school results, as well as consider them in more detail and looking at different characteristics.
- 4.8 Further detailed topic reports will be prepared in areas of greatest interest, with comparisons with published figures for other authorities. It should be noted that figures published by the Scottish Government may differ slightly from those in this report due to slightly different approaches to use of the survey data, for example how the “Prefer not to say” options are used.
- 4.9 A briefing session for Elected Members will be arranged to consider results in detail, including information published by the Scottish Government for all participating local authorities.

Summary of Findings

- 4.10 The census covers a wide range of topics asked of children and young people. Many topics gather comprehensive data for the first time and further benchmarking and investigation will be required to understand potential strengths and areas for greatest focus for all organisations working with children, young people, and their families. Initial benchmarking indicates that PKC figures are similar to the overall average figures for the 16 participating local authorities. Any notable variations are tentatively highlighted in this report and will be subject to further analysis as more information becomes available.
- 4.11 Encouraging messages are seen in terms of positive attitudes towards school and the importance of their education to them and their parents. Confidence of young people is generally good, and a high proportion have a trusted adult to talk to about problems. The majority have two or more close friends and young people were generally very positive about relationships with their friends, and also girlfriends/boyfriends, where they are reported. Primary aged children are fairly active and all ages report feeling overall healthy. The vast majority of young people usually have meals together with their families and are also positive about the safety and quality of the place they live.
- 4.12 From the initial results, and without detailed benchmarking carried out as yet, areas for particular focus include the confidence to speak up in class and share opinions, as well as having a choice in what is learnt at school. In terms of mental health, overall indicators show a deterioration on previous measures of wellbeing, especially for secondary aged girls, and this highlights a key focus. Some measures indicated concerns around worry and fearfulness, as

well as being left out and lonely at times. There are lower levels of belief that adults are good at listening to young people and taking into account what they say. Older young people find it difficult to talk to some adults about things that bother them.

- 4.13 Smoking levels were generally low, but e-cigarettes are increasing in use. Consumption of alcohol at a fairly high frequency is reported for a small but still substantial proportion. 1 in 10 S4 young people report use of illegal drugs, although a third of those just once.
- 4.14 It is perhaps unsurprising that high levels of social media use are reported, with up to a fifth indicating that it impacts on their lives. This is likely to have impacts on sleep duration reported, especially for secondary age young people. A related topic, fewer than half of secondary school respondents were happy with their body and the way they look. The reported levels of bullying by young people are much higher than recorded by other means and require careful consideration.

5. CENSUS RESULTS

Response

- 5.1 The census took place in a school year that continued to be impacted by COVID-19 related absence and combined with ongoing demands in schools to recover from the effects of the pandemic, not all young people could take part. Pupils could choose not to take part in the census or be opted out of taking part by their parents/carers. Overall, the number of responses achieved in the census provide a high level of certainty in overall results. In secondary schools, the response rate varied from 68% in S1 to 37% in S6. Overall, response was well over half of the secondary roll. The response in primary settings was higher, from 69%-79% with just fewer than three-quarters of the P5-P7 roll taking part.
- 5.2 Full details of the census results are provided in Appendix 1. A selection of key topics are highlighted in this report. Further consideration and analysis of census results will continue, particularly after the recent publication of results for all participating authorities by the Scottish Government.

Summary of Findings of Perth and Kinross Census Results

5.3 Attitudes to School and Learning

- Young people have a positive attitude to school; 9 out of 10 state that getting an education is important to them and that their parent or carers really care about it also. Those at primary are generally more positive than those at secondary. Respondents were less certain about having a choice about what is learnt in school, and also speaking up in class and sharing opinions;

- 70% of primary and 51% of secondary state that most of the time they are happy at school (18% and 27% respectively say they neither agree nor disagree);
- Some young people may feel pressured (stressed) about schoolwork. 39% of P7 felt some or a lot of pressure and 65% of S1-S4s felt similar. This is higher than figures seen in the 2018 national HBSC survey, especially for younger learners;
- 80% of primary and 65% of secondary state that they have an adult to talk to at school if they are worried about something; and
- 87% of primary and again, 65% of secondary feel that their teachers treat them fairly.

5.3.1 **Analysis:** While attitudes to school by children and young people are generally positive, there are areas around the ownership of learning by young people which could be improved. This triangulates with other evaluative activities that have been ongoing in session 2022/23. For this topic area of the census, PKC results are similar to Census Overall results.

5.3.2 **Actions:** The strategy for Learner Participation and the refreshed guidance for effective learning and teaching will both have a focus on ensuring that children and young people have increased opportunities to contribute to what they learn. There will be professional learning opportunities and resources for school staff in relation to these.

5.4 Neighbourhood and Life at Home

- Children and young people were positive about their neighbourhoods, with 91% of primary and secondary feeling safe in the place they live in always or most of the time. 98% of primary and 97% secondary felt it was a good place to live;
- 97% of primary and S1 and S2 pupils have access to places to play outdoors near where they live; and
- Almost all primary children, 98%, have an adult in their life that they can trust and talk to about personal problems; this reduced to 94% of secondary-aged young people.

5.4.1 **Analysis:** The results regarding neighbourhoods align well with (adult) Scottish Household Survey 2019 for PKC where 3% of respondents rated their neighbourhood as a poor/very poor place to live as the health and wellbeing results have 3% as not good. They are also similar to those seen in the latest (2018) HBSC survey for Scotland, although a slightly lower proportion of P7/S2/S4 felt safe always in their local area (57%) compared to the 2018 national figure of 61%. For this topic area of the census, PKC results are largely similar to Census Overall results.

5.4.2 **Actions:** The results will be shared widely across community planning partners and other parts of the Council concerned with the issues identified. Wider comparison with national figures is required for further analysis.

5.5 Mental Health and Wellbeing

- The confidence of young people is generally good; 85% of primary children report that they have been feeling confident some of the time or more often. 74% of secondary children and young people report this;
- Considering involvement in decision-making, 90% of primary children say adults are good at listening to what they say, and 81% are good at taking that into account. At secondary, this reduces to 60% and 51% respectively;
- In terms of peer relations, the vast majority state they have two or more close friends. 7% of primary children feel left out often or always (11% at secondary). Respondents were generally very positive about relationships with their friends. 50% of primary and 42% of secondary hardly ever or never felt lonely but 10% and 18 % respectively often felt this;
- Resilience of S2-S6 respondents is reasonable. 52% agree that they will be 'ok' even if having a difficult time, 29% are unsure². A very high proportion - 97% in primary and 94% in secondary, report they have a trusted adult to talk to about problems. Friends and family members were most likely to be easy to talk to;
- Mental Wellbeing (as reported by WEMWBS - the Warwick-Edinburgh Mental Wellbeing Scale) for S2-S6 at 45 is lower than the 2018 SALSUS and HBSC results³, indicating lower mental wellbeing. S4 has the lowest figures of all stages. Using the Strengths and Difficulties Questionnaire (SDQ), 59% of S2-S6 are in the normal range, 19% are borderline and 22% abnormal, with this again peaking in S4. The emotional and hyperactivity/inattention difficulties show lower 'normal' levels, especially for girls; and
- Considering self-perception and body image, 54% of P7s are happy with their body and the way they look, with 41% for secondary-aged young people. For these older respondents, over half agreed that their body and the way they look affects how they feel about themselves, with almost a fifth strongly agreeing.

5.5.1 **Analysis:** Social well-being appears good in Perth and Kinross, with positive responses about peer relationships and general levels of self-confidence. Although low numbers report isolation and loneliness, these are indicators that

² In the Young People in Scotland (YPIS) national survey (Feb-April 2021), 55% agreed.

³ SALSUS - an average of 50 for S2/S4 in 2018. HBSC – 47. In addition, a 2011 study of 1650 13 to 16 year olds in six schools in Scotland and England indicated a mean score of 49. In the Young People in Scotland (YPIS) survey (Feb-April 2021), the mean was also 45. Caution is required when comparing scores between different surveys.

require close monitoring. It is also encouraging that the vast majority feel that they have a trusted adult to speak to. The lower reporting of mental wellbeing and satisfaction with body image, for S4 and for girls in particular, along with this group least likely to feel listened to at secondary, is of concern.

While the figures are still reasonable, there appears to be a related reduction in resilience with previous national data for secondary young people, however, primary figures remain steady. Resilience at Secondary, and the rise in emotional difficulties and a sense of increased hyper-activity within teenage girls in particular, requires close attention. As with other areas, PKC figures are largely similar to the Census overall figure ie, largely in the middle of the range of participating authorities. For S4, PKC has a lower WEMWBS mean score than most participating authorities.

- 5.5.2 **Actions:** Work is underway to develop and work with schools on a Relationships Framework. This will support the on-going phasing in of the whole school Nurturing Relationships programme and development of related professional learning and guidance for all staff. Focussing on relationships ensures that the ethos of schools supports the foundations of positive mental health and personal growth in schools.

Bounce Back is a long-established whole school programme for the development and promotion of resilience and personal coping skills and has been delivered in primary schools in PKC since 2010. Four secondary schools are now involved in piloting secondary level materials. Liaison is ongoing with NHS Tayside to determine agreed need and jointly support mental health through, for example, targeted programmes for parents. The Community Mental Health Programme is in the process of commissioning a pilot dance project which will help children and young people explore the relationship they have with their body.

The Parenting & Family Learning Team offer the following programmes to support parents with children and young people: Teen Triple P (12-16) gives parents simple and practical strategies to help them build strong, healthy relationships, confidently manage their children's behaviour, and prevent problems developing. Teen Triple P Fear Less offers parent-focused intervention for parents of children aged 6 to 14 years to help them recognise and cope effectively with their anxiety and fears.

5.6 **Food and Health, Physical Education, Physical Activity and Sport; Sleep**

- At primary, 7% report they never have breakfast on a weekday or weekend. At secondary, this rises to 24% (weekdays) and 16% (weekends). Around 8-9% report that they always or often go to school or bed hungry;
- Primary aged children are fairly active; 73% get out of breath/sweat 2 to 3 times per week or more, often out of school and 84% say their general health is excellent or good. Similarly, 77% are active at secondary and 74% report excellent or good health. Secondary age young people are

fairly sedentary, however; 72% are sitting for 4 hours or more per day at weekends, 51% on weekdays; and

- At primary, 72% go to bed at 10pm or earlier on a school night. At secondary, 49% report going to bed at 11pm or later. The majority report getting 6-8 hours or more of sleep, but 14% report getting 5 hours or less.

5.6.1 Analysis: Healthy eating is essential for good health and wellbeing. Adolescence is a key period because many healthy eating habits that are established during the adolescent years are maintained into adulthood. The majority of children and young people who responded to the survey exercise regularly and report that they are in good health. The level of activity decreases among older children. Figures are similar to the 2018 National HBSC survey. Less than 10% of those who responded reported that they go to bed hungry. Overall, results for this area indicate that PKC is in the higher range of reporting local authorities and above the Census Overall figure.

5.6.2 Actions: The Physical Activity Physical Education and Sport board (PEPAS) have a plan in place to increase participation in physical activity through local authority further action within the board's plan. The Parent & Family Learning Team offer support to parents with sleep hygiene issues through their training in Sleep Awareness – Sleep Scotland.

5.7 Experience of Bullying

- In primary, 42% of respondents said they had experienced bullying in the last year. In secondary (S1-S3), this reduced to 31%. Bullying at school is most common (over twice as likely as somewhere else or online);
- For P7-S3 respondents, 23% indicated that they are picked on via email, messages or something else online, once a month or more. 54% said they had never experienced this and 23% said it happened every few months; and
- The prevalence of bullying recorded in schools (using SEEMiS, the school MIS system) is much lower than these figures indicate. In primary schools, there were 30 recorded incidents in 2021/22 (0.3% of roll) and in secondary there were 257 (3% of roll).

5.7.1 Analysis: These self-reported figures are of concern. They are higher than suggested by other data sources (including the 2018 HBSC national survey) and there is work required to understand these differences. The incidence of bullying reported is slightly above that of the Census overall figure. There are a range of actions planned around this data and in the wider arena of relationships in schools.

5.7.2 Actions: There is currently a consultation process on the revised PKC anti-bullying strategy which will be complete by April 2023. This will inform the finalisation of the anti-bullying strategy and actions moving ahead. This work will be aligned to the Relationships Framework and include a related training programme for education staff.

5.8 Substance Misuse and Gambling

These sets of questions were asked of S2 and S4 pupils only to align with previous national surveys such as SALSUS.

- Across S2 and S4, 96% reported not smoking ever, and 89% not using e-cigarettes. This compares to 77% for not smoking in the 2018 SALSUS survey and 72% for e-cigarettes;
- 55% reported never having an alcoholic drink; 8% reported having an alcoholic drink once a week or more often. For S4, this is 14%, slightly less than the 2018 HBSC National figure of 16%;
- In the ancillary and more detailed S4 substance use survey, 10% report having taken illegal drugs, legal highs, solvents or prescription drugs meant for someone else. Cannabis is by far the most common. 31% of these said they only took drugs once and 9% indicated they do not take them anymore; and
- 34% of S3, S5 and S6 had spent some money on some form of gambling in the last month; private betting between friends, lotteries and fruit machines were most commonly reported.

5.8.1 Analysis: While incidence of smoking/vaping is reducing, reported alcohol consumption remains concerning. For this topic area of the Census, PKC results are largely similar to Census Overall results.

5.8.2 Actions:

- Education & Children's Services (ECS), Trading Standards and Safer Communities are working to plan collaborative actions in respect of vaping;
- NHS Tayside's Health Promotion Team are reviewing the census data and plan to reintroduce the health promoting drama & dance programme to address the most relevant areas of concern;
- The Alcohol and Drug Partnership plan to review one case study of substance use in schools to inform learning and relevant actions; and
- The Substance Misuse Education Framework is being reviewed.

5.9 Relationships and Sexual Health

These questions were asked only of S4-S6 young people. 24% indicated they had a girlfriend or boyfriend and behaviours relating to these were mostly overall positive and healthy. 56% indicated no sexual experience, and 14% (1 in 7) indicated experience of penetrative sex. 21% reported not finding it easy to ask for help around sexual health issues.

5.9.1 **Analysis:** For this topic area, PKC results are also largely similar to Census Overall results. The HBSC survey in 2018 indicated that around 20% of 15 year olds across Scotland had had sexual intercourse, with a downward trend since the early 1990s. The closest comparable S4 figures from the Health and Wellbeing Census indicate a much lower 7%.

5.9.2 **Actions:**

- NHS Tayside's Health Promotion workers will continue to share appropriate information and other resources with educational establishments;
- Relationships, sexual health, and parenthood (RSHP) resources will continue to be reviewed and updated;
- Continue to support the National Society for the Prevention of Cruelty to Children (NSPCC) 'Bold Girls Ken' work with a group of girls (from three schools and college) who will bring recommendations for PKC work on consent;
- An NSPCC group for young males around healthy relationships, which is in its early stages, will also be supported; and
- The Parenting & Family Learning Team offer Speakeasy, a preventative community education programme which helps parents to tackle the complex and often difficult issues around children growing up, including body changes, safety and relationships & sexual health.

6. CONCLUSION AND NEXT STEPS

- 6.1 The 2021/22 Health and Wellbeing Census has provided helpful information, gathered directly from children and young people. Relevant information will be shared widely across services who work with children, young people and families, with the intention of supporting greater collaboration and planning to improve outcomes. The recently published results for all local authorities taking part in the Census will be considered closely, with further benchmarking of PKC figures in key areas after publication of more details at a local authority level by the Scottish Government in May 2023 (provisionally announced).
- 6.2 The results from the census will be used by the Scottish Government and other stakeholders for a variety of purposes, for example the National Performance and Children, Young People and Families Outcomes Frameworks, and therefore, gathering of similar information at future points is likely to be requested by the Scottish Government, although this is not currently confirmed.
- 6.3 Local authorities can revisit topics within schools at a frequency of their choosing. A number of topic areas are suggested for revisiting via surveys in schools to monitor progress. Examples of these are:

- Annual: Attitudes to School, Mental Health and Wellbeing, Bullying;
- Triennial: Substance Use/ Sexual Health; and
- Other areas are subject to further consideration.

Summary of Next Steps

6.4 The next steps, following this report and publication of participating authorities' information, can be summarised as:

- Further use of recent and future Scottish Government publications to compare and benchmark PKC results;
- Use of the information to inform strategy development and related actions, such as the Health and Wellbeing Strategy;
- Share more detailed information and planning with Elected Members in a briefing session;
- Disseminate results to parents and the school community through parent councils and the PKC website;
- Share relevant information with key services across the Council and with partner agencies to inform improvement planning; and
- Plan to repeat relevant aspects of the survey to review the views of children and young people, and to measure the impact of planned improvement actions.

Author

| Name | Designation | Contact Details |
|--------------|--|--|
| Paul Davison | Corporate Research and Information Manager | ECSCCommittee@pkc.gov.uk 01738 475000 |

Approved

| Name | Designation | Date |
|---------------|--|--------------|
| Sheena Devlin | Executive Director (Education and Children's Services) | 1 March 2023 |

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You can also send us a text message on 07824 498145.

All Council Services can offer a telephone translation facility.

1. IMPLICATIONS, ASSESSMENTS, CONSULTATION AND COMMUNICATION

| Strategic Implications | Yes/None |
|---|-----------------|
| Community Plan/Single Outcome Agreement | Yes |
| Corporate Plan | Yes |
| Resource Implications | |
| Financial | None |
| Workforce | None |
| Asset Management (land, property, IST) | None |
| Assessments | |
| Equality Impact Assessment | None |
| Strategic Environmental Assessment | None |
| Sustainability (community, economic, environmental) | None |
| Legal and Governance | None |
| Risk | None |
| Consultation | |
| Internal | Yes |
| External | Yes |
| Communication | |
| Communications Plan | Yes |

1. Strategic Implications

Community Plan/Single Outcome Agreement

- 1.1 This section sets out how the proposals relate to the delivery of the Perth and Kinross Community Plan/Single Outcome Agreement in terms of the following priorities:

- (i) Giving every child the best start in life;
- (ii) Developing educated, responsible and informed citizens;
- (iii) Promoting a prosperous, inclusive and sustainable economy;
- (iv) Supporting people to lead independent, healthy and active lives; and
- (v) Creating a safe and sustainable place for future generations.

This report relates to Objective No. (iv).

Corporate Plan

- 1.2 This section sets out how the proposals relate to the achievement of the Council's Corporate Plan Objectives:

- (i) Giving every child the best start in life;
- (ii) Developing educated, responsible and informed citizens;
- (iii) Promoting a prosperous, inclusive and sustainable economy;
- (iv) Supporting people to lead independent, healthy and active lives; and
- (v) Creating a safe and sustainable place for future generations.

This report relates to Objective No. (iv).

- 1.3 The report also links to the Education & Children's Services Vision, Values and Priorities in respect of the following key Priority area:

- Health and Wellbeing

2. Resource Implications

Financial

- 2.1 N/A

Workforce

- 2.2 N/A

Asset Management (land, property, IT)

- 2.3 N/A

3. Assessments

- 3.1 Under the Equality Act 2010, the Council is required to eliminate discrimination, advance equality of opportunity, and foster good relations between equality groups. Carrying out Equality Impact Assessments for plans and policies allows the Council to demonstrate that it is meeting these duties.

The proposals have been considered under the Corporate Equalities Impact Assessment process (EqIA) with the following outcome:

- (i) Assessed as **not relevant** for the purposes of EqIA.

Strategic Environmental Assessment

- 3.2 The Environmental Assessment (Scotland) Act 2005 places a duty on the Council to identify and assess the environmental consequences of its proposals.

The proposals have been considered under the Act; however, no further action is required as it does not qualify as a PPS as defined by the Act and is therefore exempt.

Sustainability

- 3.3 Under the provisions of the Local Government in Scotland Act 2003, the Council has to discharge its duties in a way which contributes to the achievement of sustainable development. Under the Climate Change (Scotland) Act 2009 the Council also has a duty relating to climate change and, in exercising its functions must act:

- In the way best calculated to delivery of the Act's emissions reduction targets.

- In the way best calculated to deliver any statutory adaption programmes.
- In a way that it considers most sustainable.

3.3.1 N/A

Legal and Governance

3.4 N/A

3.5 N/A

Risk

3.6 N/A

4. Consultation

Internal

4.1 ECS Service Managers have been consulted.

External

4.2 N/A

5. Communication

5.1 Communication of the survey results for each school will be undertaken via the Council website pages for each school.

2. BACKGROUND PAPERS

No background papers, as defined by Section 50D of the Local Government (Scotland) Act 1973 (and not containing confidential or exempt information) were relied on to a material extent in preparing the above report:

3. APPENDICES

3.1 Appendix 1 – PKC Scottish Government Health and Wellbeing Census
2021/22 - Overall Results

Perth and Kinross Council

Scottish Government Health and Wellbeing Census 2021/22

Overall Results

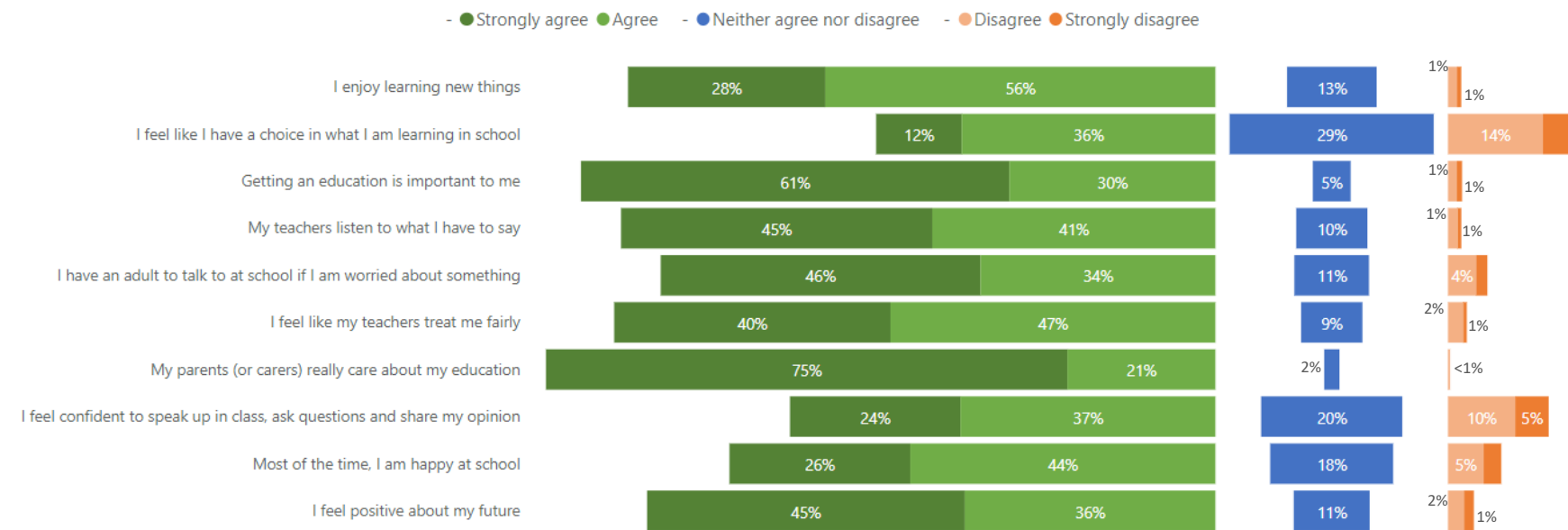
Note: Some response options, such as “Prefer not to say” have been removed from analysis, for simplicity. Therefore, figures may differ slightly from those reported elsewhere, which may have also used different rules for including or excluding responses.

Contents

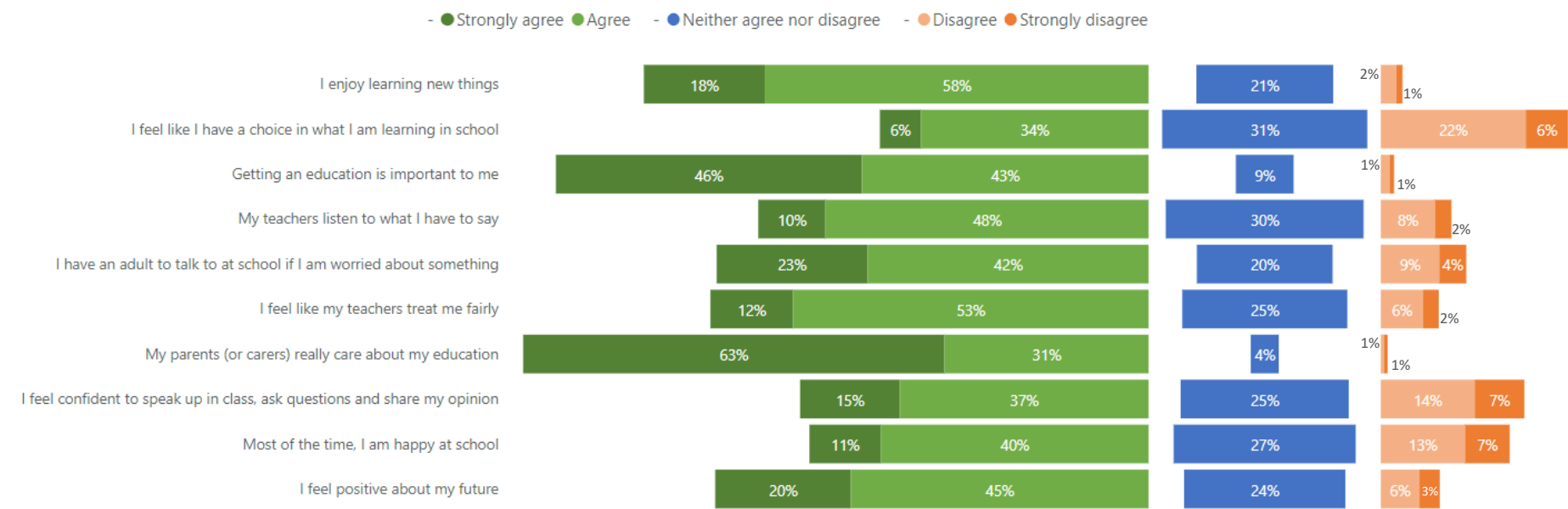
| | |
|--|----|
| Attitudes to School..... | 3 |
| Pressures and Aspirations..... | 4 |
| Physical Exercise / Sedentary Behaviour | 5 |
| General Health and Wellbeing..... | 7 |
| General Health and Wellbeing..... | 8 |
| Mental Health and Wellbeing..... | 9 |
| Mental Health and Wellbeing (cont) | 10 |
| Mental Health and Wellbeing (cont) | 12 |
| Self-Perception - Body Image..... | 16 |
| Sleep Behaviours..... | 17 |
| Eating Behaviours | 18 |
| Eating Behaviours (cont) | 19 |
| Involvement in Decision-Making | 20 |
| Social Media and Online Behaviours | 21 |
| Social Media and Online Behaviours (cont)..... | 22 |
| Social Media and Online Behaviours (cont)..... | 23 |
| Peer Relations | 24 |
| Peer Relations (cont)..... | 25 |
| Bullying..... | 26 |
| Bullying (cont) | 27 |
| Family / Caring | 28 |
| Family Relationships | 30 |
| Positive Activities | 32 |
| Smoking/ Alcohol / Gambling (see also S4 Substance Use Survey at end)..... | 33 |
| Sexual Health | 34 |
| Area factors -where you live..... | 37 |
| S4 Substance Use Survey | 38 |

Attitudes to School and Learning

Primary (3281 responses)

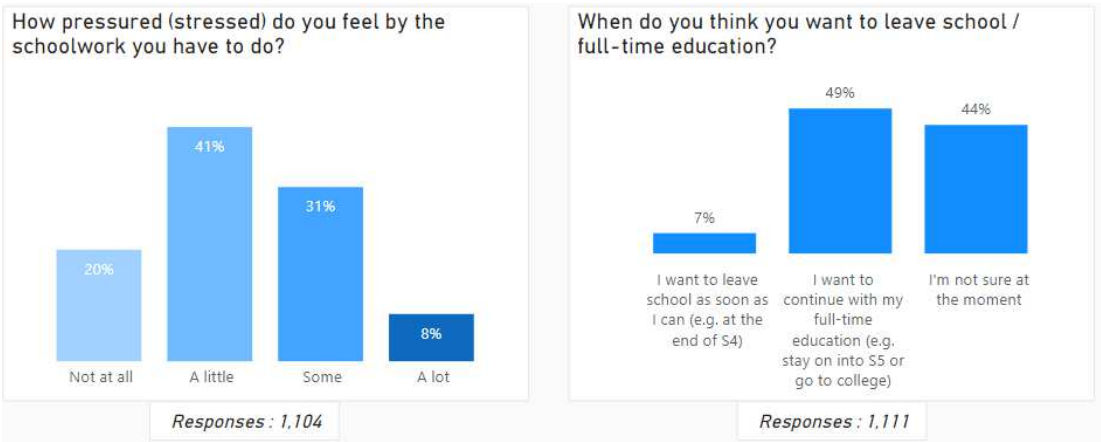


Secondary (4303 responses)

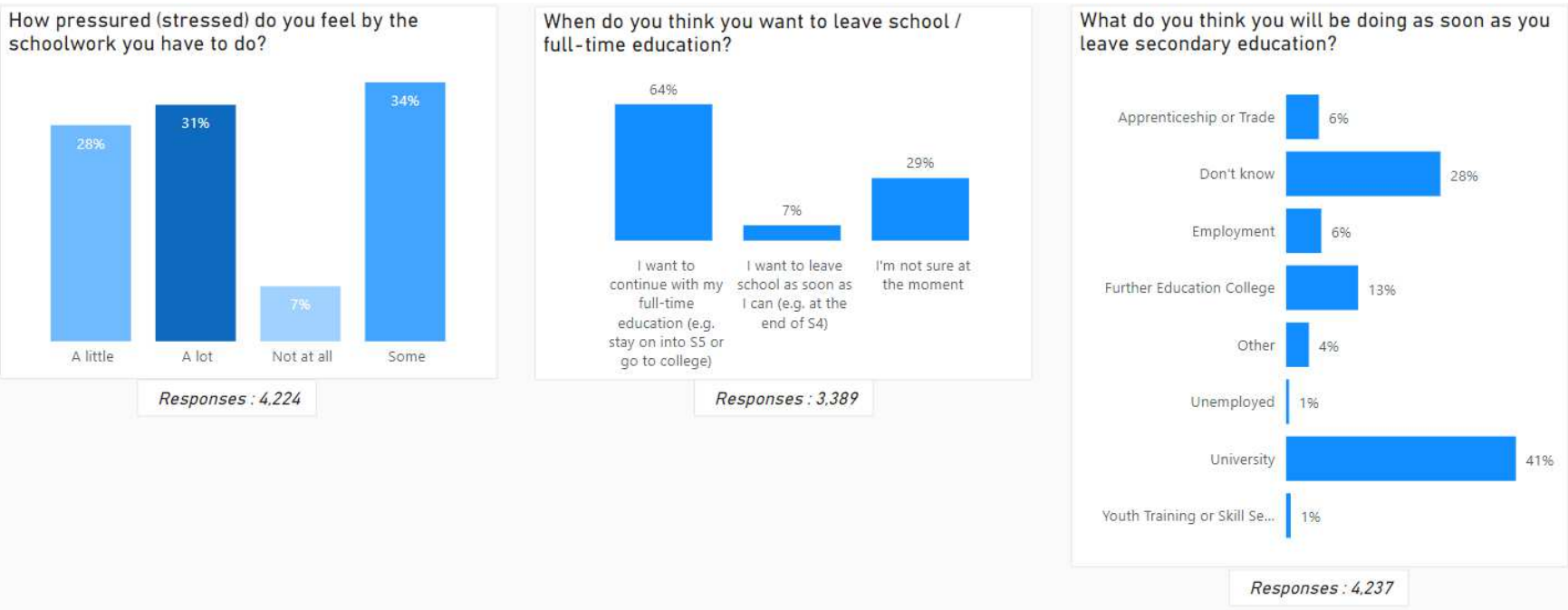


Pressures and Aspirations

Primary (P7 Only)

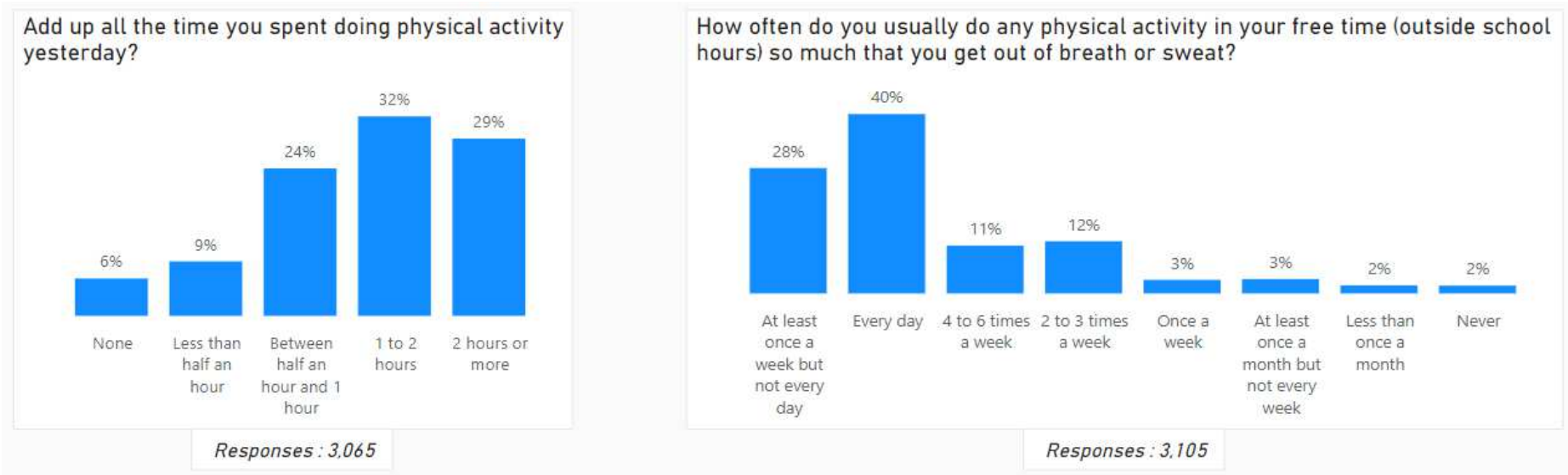


Secondary (S1-S4 only)

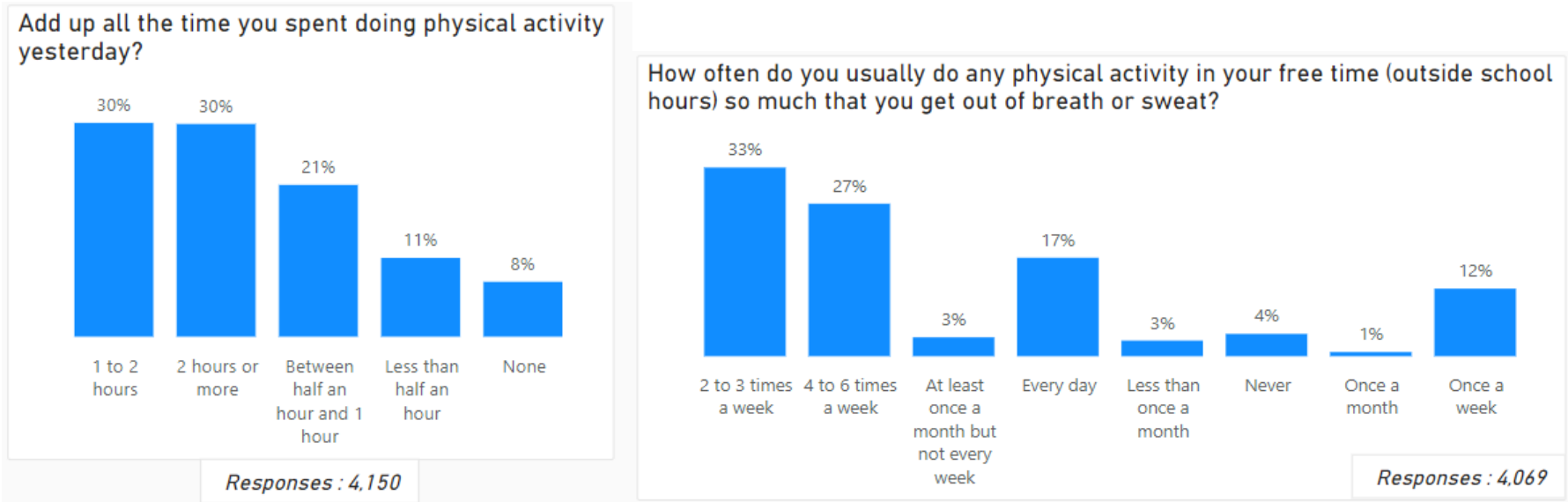


Physical Exercise / Sedentary Behaviour

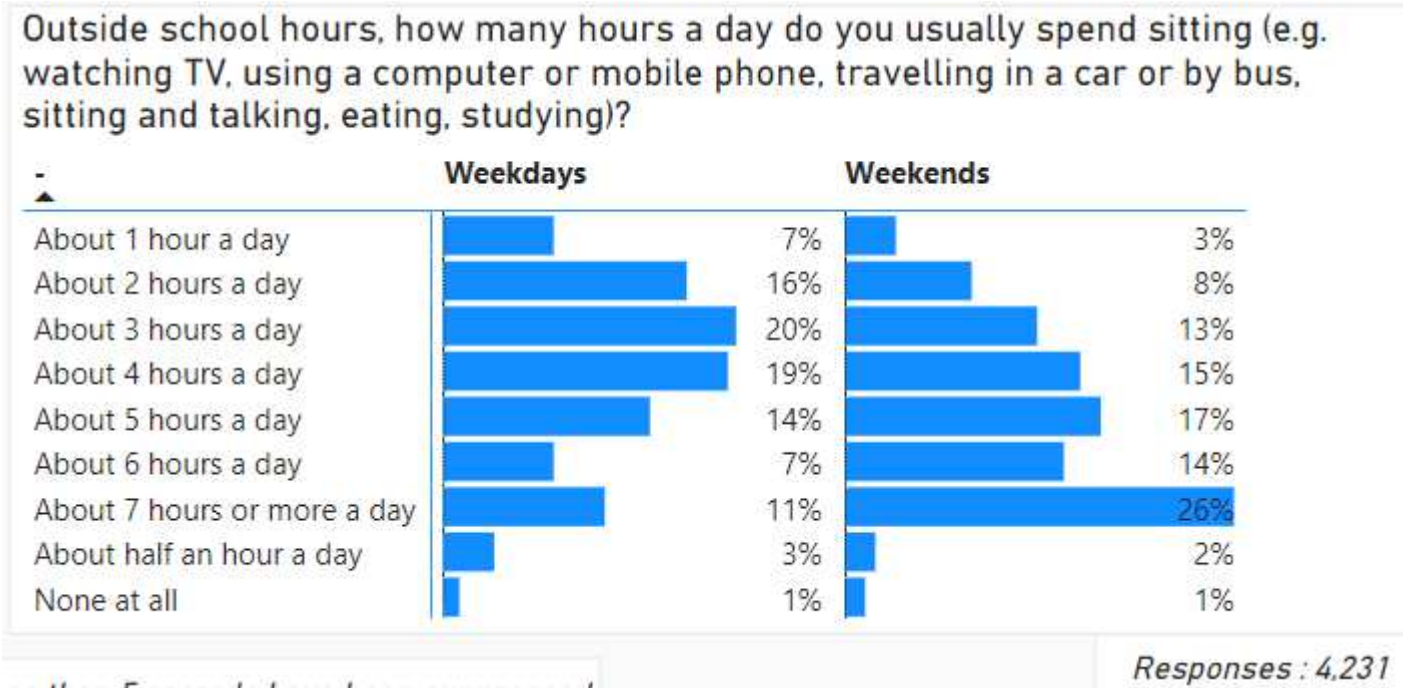
Primary



Secondary



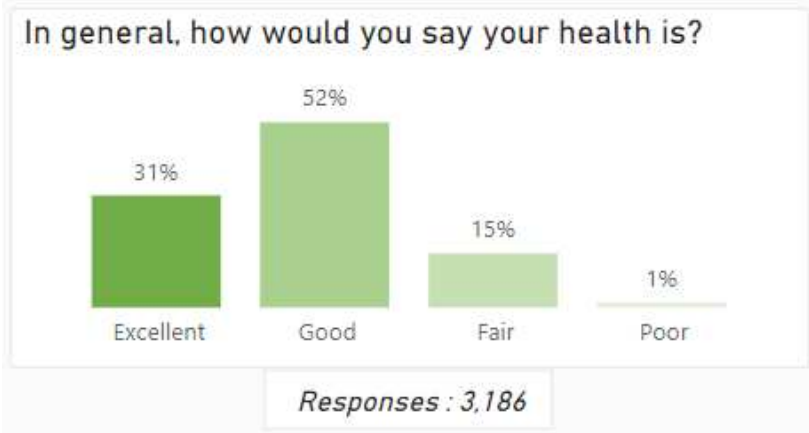
Secondary (Continued)



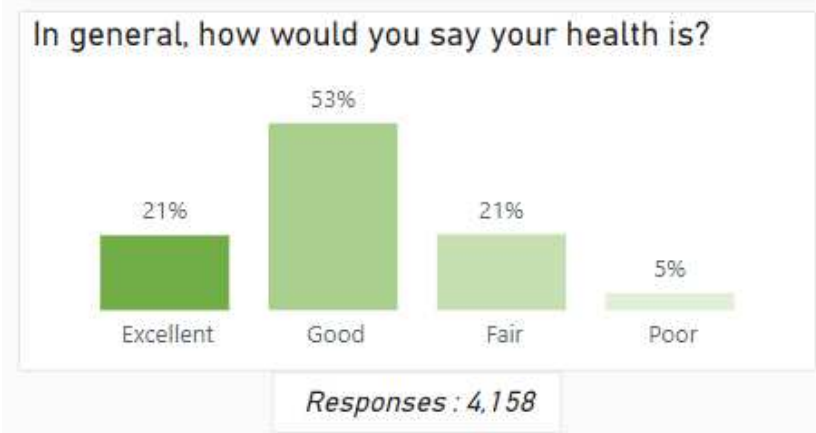
General Health and Wellbeing

General Health

Primary



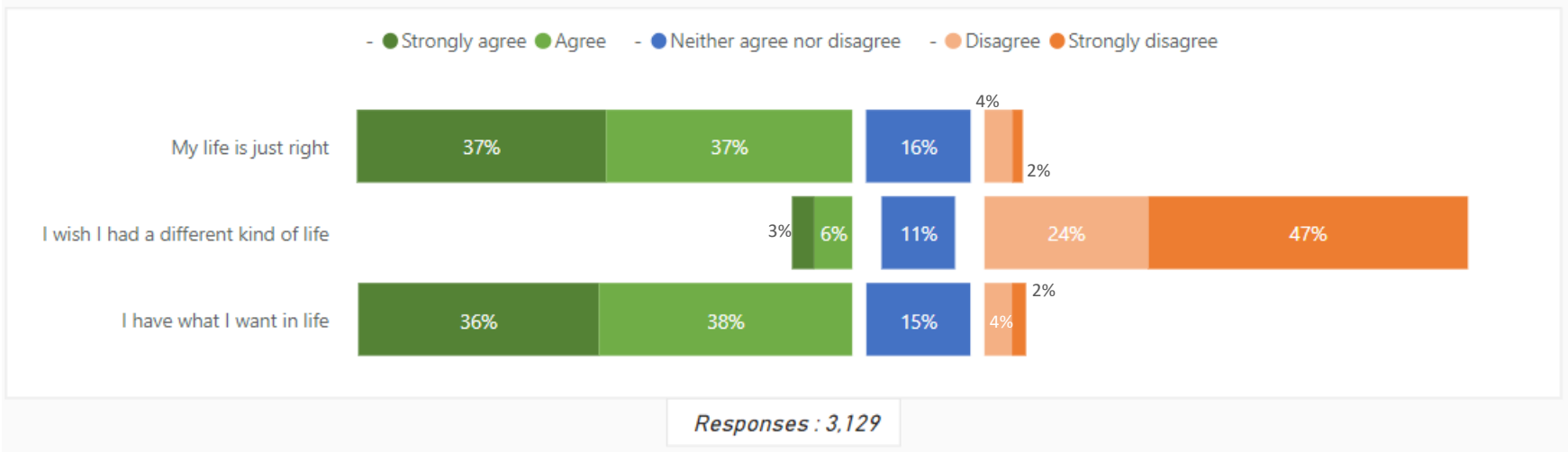
Secondary



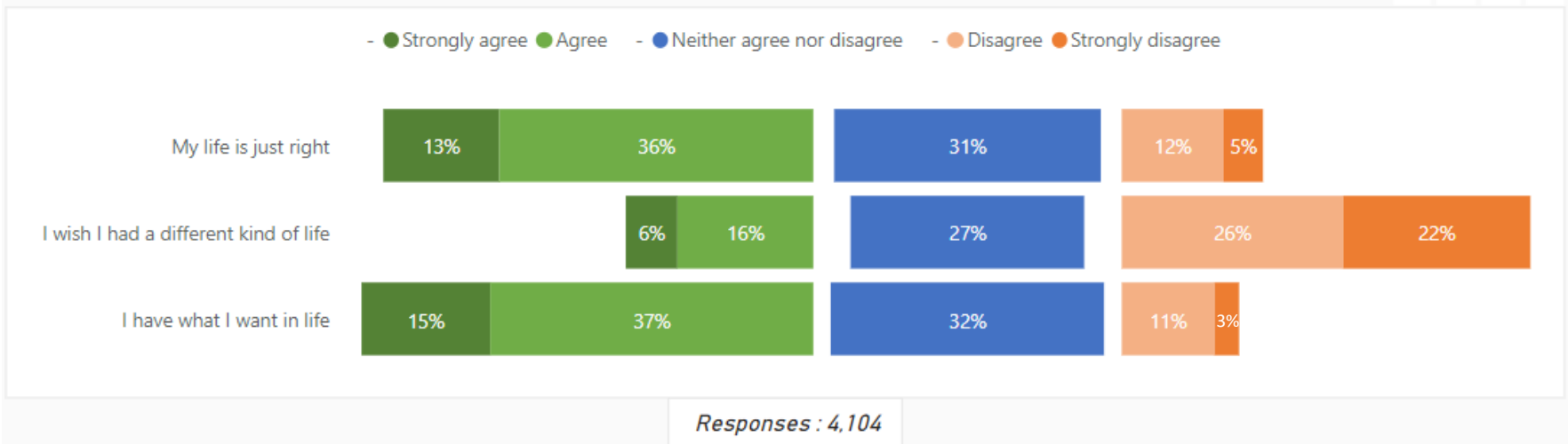
General Health and Wellbeing (cont.)

General wellbeing (life satisfaction)

Primary

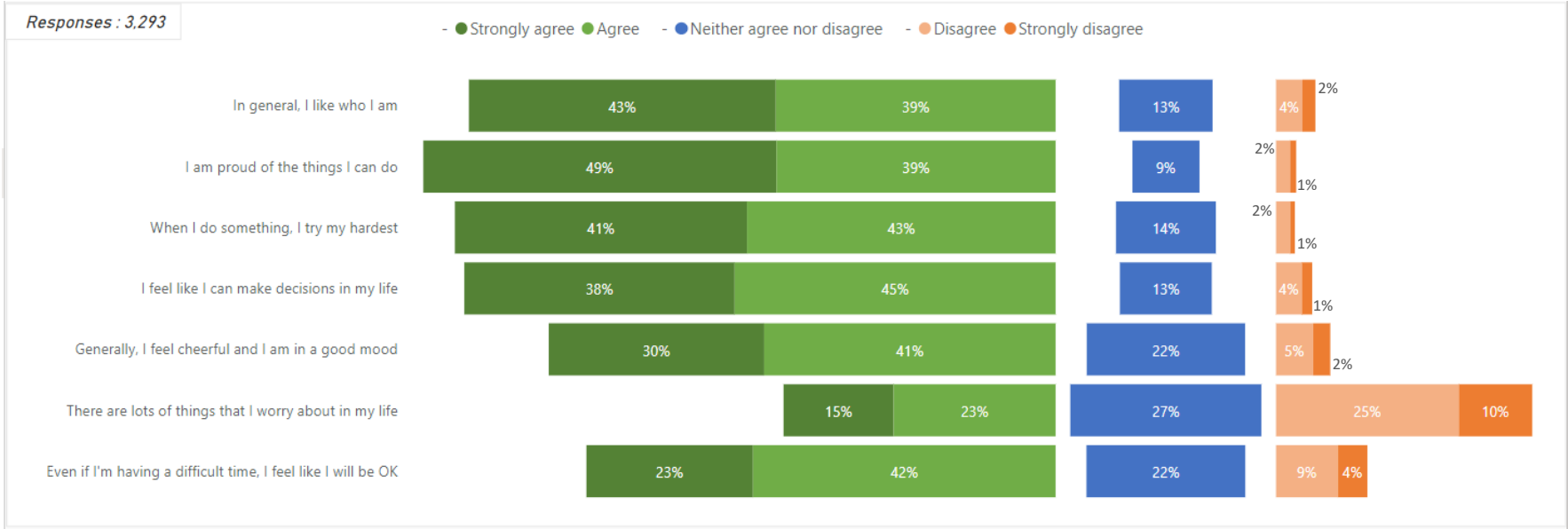


Secondary

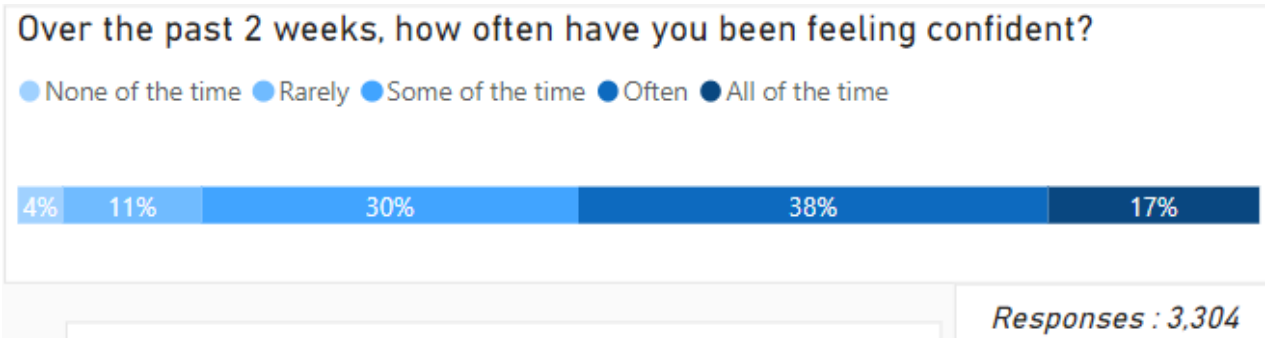


Mental Health and Wellbeing

Primary - WEMWBS / Stirling Wellbeing Scale for younger children

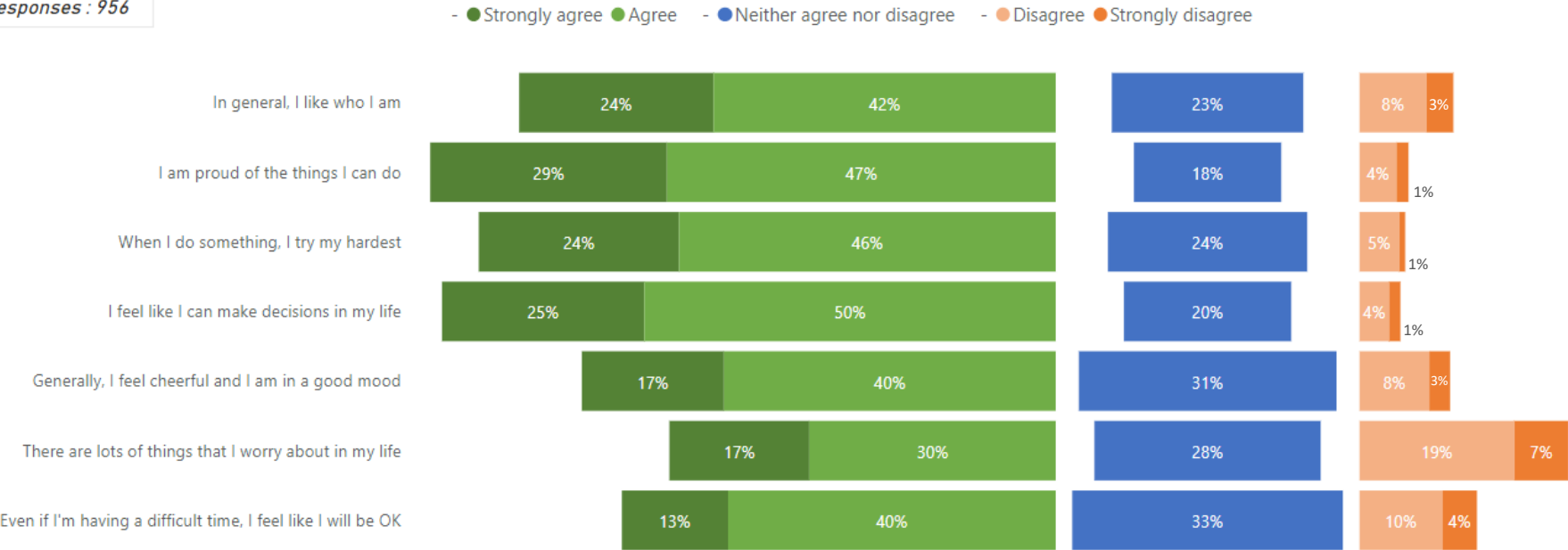


Confidence-Primary

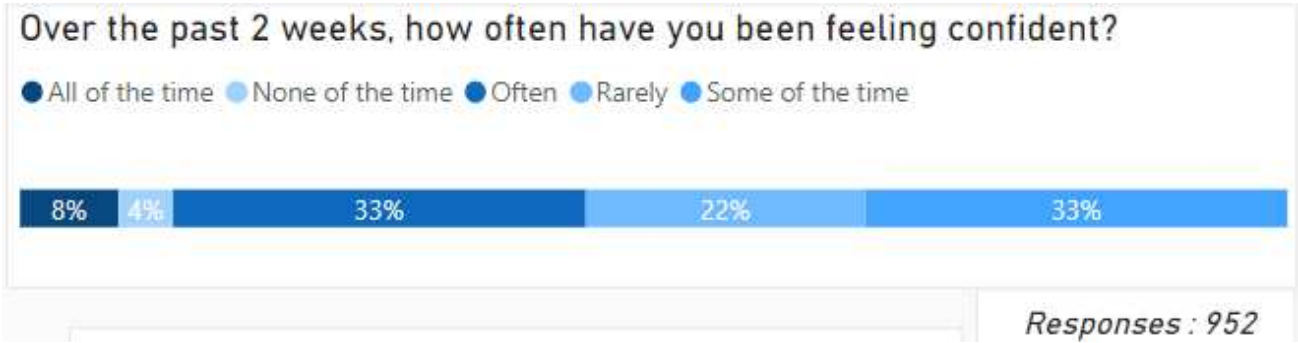


Secondary (S1 Only)

Responses : 956

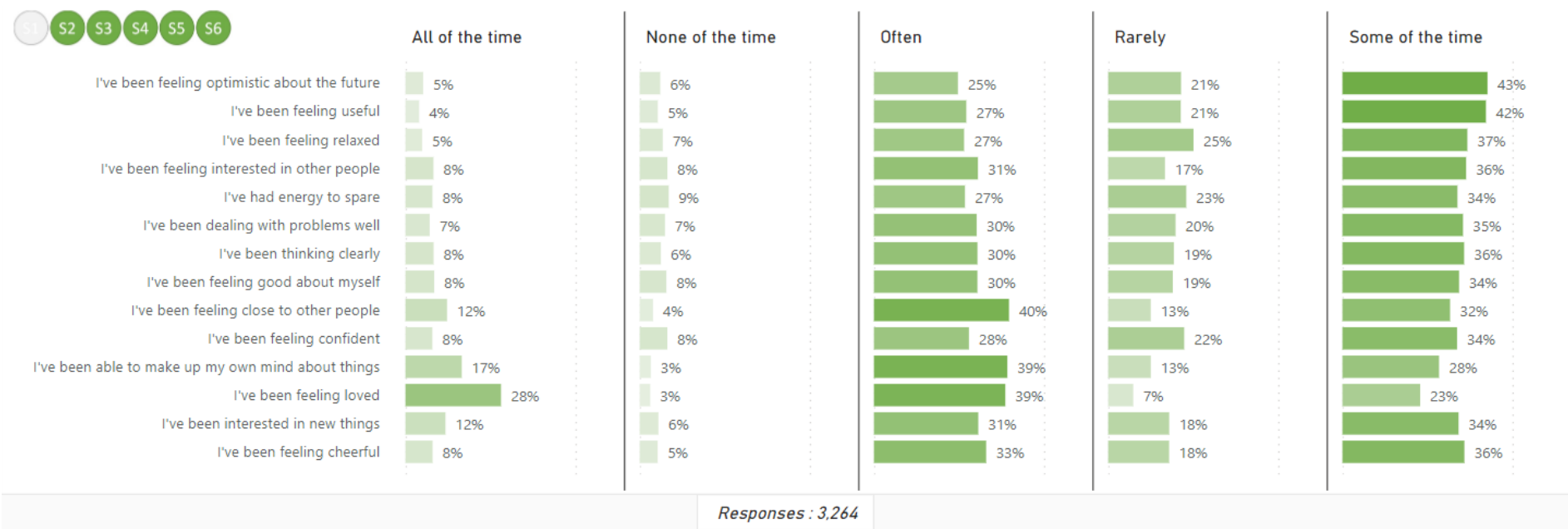


Confidence - Secondary (S1 Only)



Mental Health and Wellbeing (cont.)

Secondary (S2-26) - Warwick-Edinburgh Mental Wellbeing Scale (WEMWBS)



Average WEMWBS Score

45

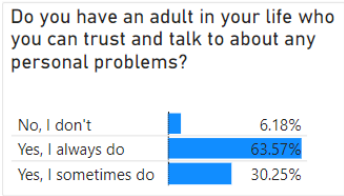
| Category | S2 | S3 | S4 | S5 | S6 | Total |
|----------------|-----|-----|-----|-----|-----|-------|
| 14-42 : Low | 34% | 33% | 48% | 40% | 38% | 38% |
| 43-59 : Middle | 59% | 60% | 48% | 55% | 60% | 56% |
| 60-70 : High | 7% | 6% | 3% | 5% | 2% | 5% |

Valid Responses

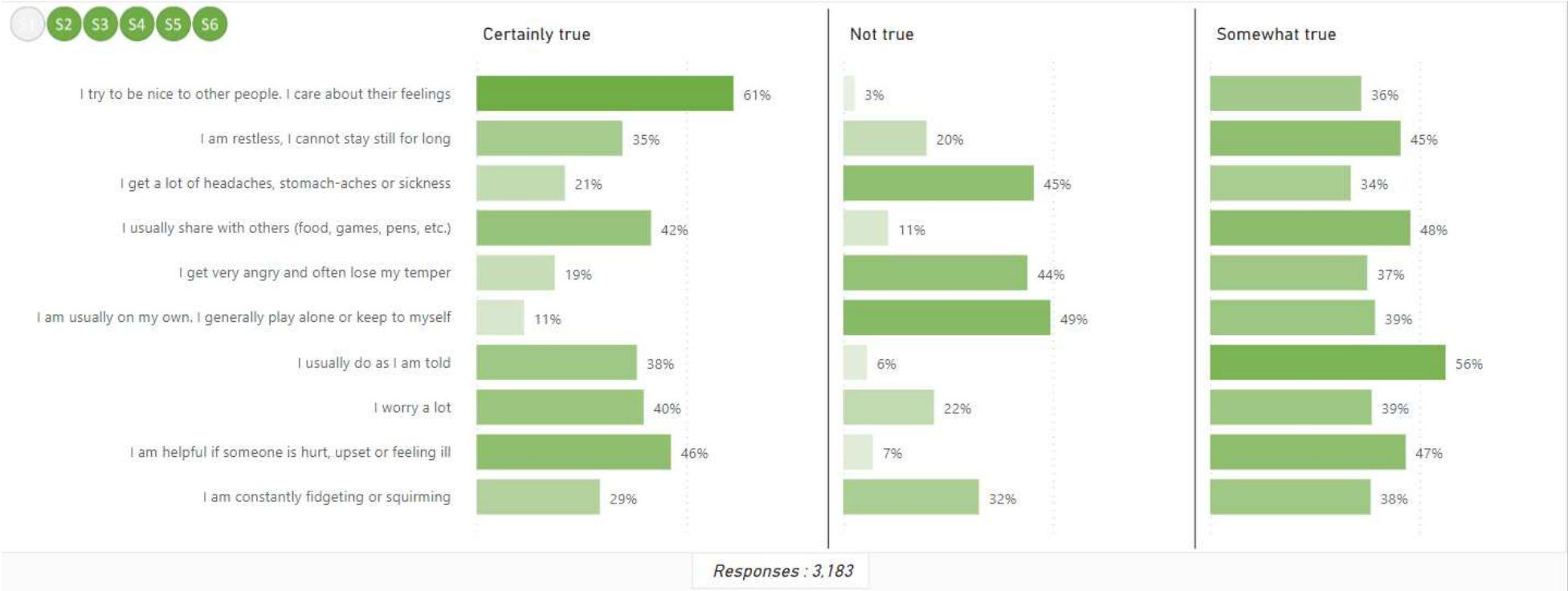
3216

Mental Health and Wellbeing (cont.)

Resilience

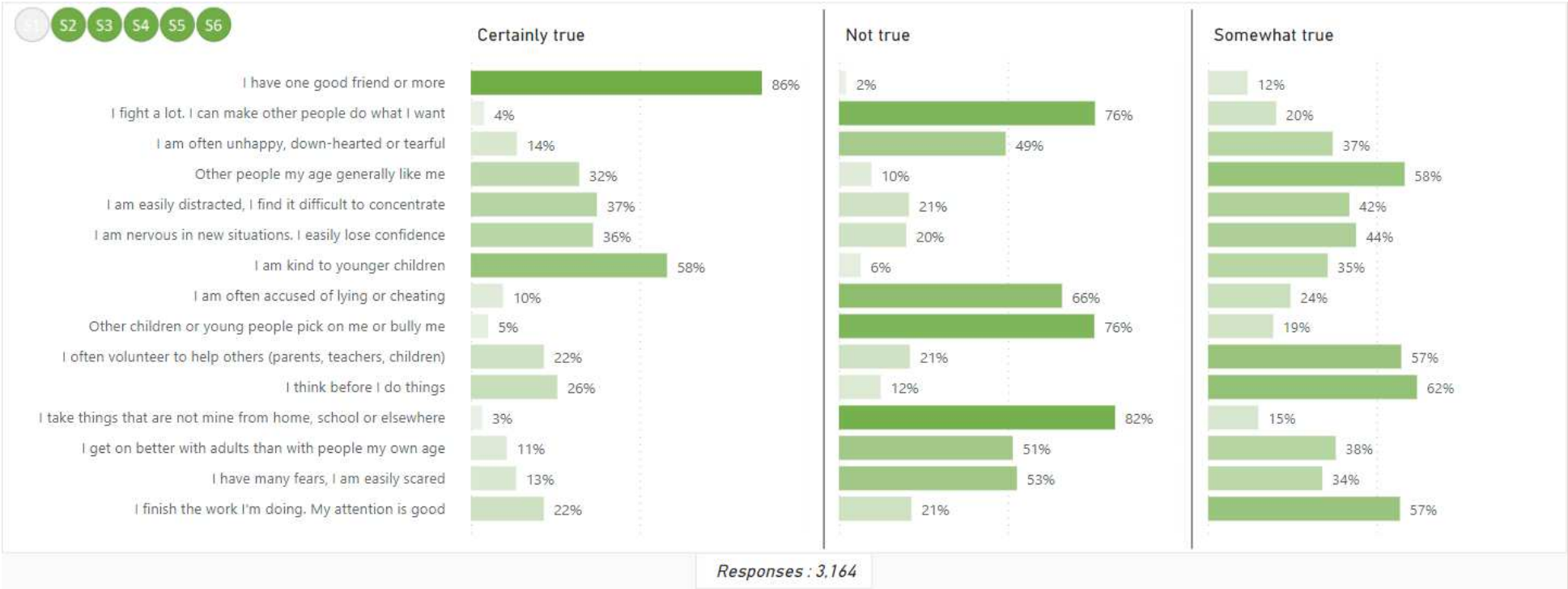


Secondary - Strengths and Difficulties Questionnaire



Mental Health and Wellbeing (cont.)

Secondary - Strengths and Difficulties Questionnaire (SDQ)



Strengths and Difficulties Questionnaire (SDQ) Interpretation

SDQ consists of 25 items that refer to different emotions or behaviours. These cover five different scales: Emotional problems scale, Conduct problems scale, Hyperactivity scale, Peer problems scale, and Prosocial scale.

Two scales are available for interpretation; The original 3-band scale and a revised 4-band scale. Both are presented for completeness (applied to the same data)

Original 3-Band Scale

| Total difficulties | S2 | S3 | S4 | S5 | S6 | Total |
|--------------------|-----|-----|-----|-----|-----|------------|
| 00-15 : Normal | 59% | 58% | 53% | 63% | 67% | 59% |
| 16-19 : Borderline | 17% | 20% | 21% | 17% | 19% | 19% |
| 20-40 : Abnormal | 23% | 22% | 25% | 21% | 14% | 22% |

Revised 4-Band Scale

| Total difficulties | S2 | S3 | S4 | S5 | S6 | Total |
|--------------------------|-----|-----|-----|-----|-----|------------|
| 00-14 : Close to average | 54% | 53% | 47% | 57% | 60% | 53% |
| 15-17 : Slightly raised | 15% | 15% | 16% | 15% | 19% | 16% |
| 18-19 : High | 8% | 10% | 11% | 7% | 7% | 9% |
| 20-40 : Very high | 23% | 22% | 25% | 21% | 14% | 22% |

Valid Responses

3116

Strengths and Difficulties Questionnaire (SDQ) Interpretation

| Prosocial scale | S2 | S3 | S4 | S5 | S6 | Total |
|-----------------|-----|-----|-----|-----|-----|------------|
| 06-10: Normal | 74% | 71% | 71% | 76% | 83% | 74% |
| 05: Borderline | 12% | 14% | 15% | 13% | 9% | 13% |
| 00-04: Abnormal | 13% | 15% | 14% | 12% | 8% | 13% |

| Emotional Problems | S2 | S3 | S4 | S5 | S6 | Total |
|--------------------|-----|-----|-----|-----|-----|------------|
| 00-05: Normal | 68% | 68% | 63% | 65% | 64% | 66% |
| 06: Borderline | 10% | 10% | 10% | 11% | 13% | 10% |
| 07-10: Abnormal | 22% | 22% | 27% | 24% | 24% | 24% |

| Conduct problems | S2 | S3 | S4 | S5 | S6 | Total |
|------------------|-----|-----|-----|-----|-----|------------|
| 00-03: Normal | 72% | 73% | 72% | 80% | 86% | 75% |
| 04: Borderline | 10% | 10% | 11% | 7% | 7% | 10% |
| 05-10: Abnormal | 18% | 17% | 17% | 13% | 7% | 16% |

| Hyperactivity | S2 | S3 | S4 | S5 | S6 | Total |
|-----------------|-----|-----|-----|-----|-----|------------|
| 00-05: Normal | 56% | 54% | 51% | 57% | 60% | 55% |
| 06: Borderline | 11% | 14% | 13% | 14% | 14% | 13% |
| 07-10: Abnormal | 33% | 32% | 36% | 29% | 26% | 32% |

| Peer problems | S2 | S3 | S4 | S5 | S6 | Total |
|-------------------|-----|-----|-----|-----|-----|------------|
| 00-03: Normal | 73% | 76% | 73% | 77% | 78% | 75% |
| 04-05: Borderline | 21% | 18% | 20% | 16% | 17% | 19% |
| 06-10: Abnormal | 6% | 6% | 7% | 7% | 6% | 6% |

| Prosocial scale | S2 | S3 | S4 | S5 | S6 | Total |
|-------------------------|-----|-----|-----|-----|-----|------------|
| 07-10: Close to average | 59% | 56% | 54% | 62% | 70% | 59% |
| 06: Slightly lowered | 16% | 15% | 16% | 14% | 14% | 15% |
| 05: Low | 12% | 14% | 15% | 13% | 9% | 13% |
| 00-04: Very low | 13% | 15% | 14% | 12% | 8% | 13% |

| Emotional Problems | S2 | S3 | S4 | S5 | S6 | Total |
|-------------------------|-----|-----|-----|-----|-----|------------|
| 00-04: Close to average | 55% | 55% | 48% | 52% | 53% | 53% |
| 05: Slightly raised | 13% | 13% | 15% | 13% | 11% | 13% |
| 06: High | 10% | 10% | 10% | 11% | 13% | 10% |
| 07-10: Very high | 22% | 22% | 27% | 24% | 24% | 24% |

| Conduct problems | S2 | S3 | S4 | S5 | S6 | Total |
|-------------------------|-----|-----|-----|-----|-----|------------|
| 00-03: Close to average | 72% | 73% | 72% | 80% | 86% | 75% |
| 04: Slightly raised | 10% | 10% | 11% | 7% | 7% | 10% |
| 05: High | 10% | 8% | 9% | 7% | 6% | 8% |
| 06-10: Very high | 9% | 9% | 8% | 6% | 1% | 7% |

| Hyperactivity | S2 | S3 | S4 | S5 | S6 | Total |
|-------------------------|-----|-----|-----|-----|-----|------------|
| 00-05: Close to average | 56% | 54% | 51% | 57% | 60% | 55% |
| 06: Slightly raised | 11% | 14% | 13% | 14% | 14% | 13% |
| 07: High | 11% | 12% | 11% | 9% | 9% | 11% |
| 08-10: Very high | 22% | 20% | 24% | 19% | 16% | 21% |

| Peer problems | S2 | S3 | S4 | S5 | S6 | Total |
|-------------------------|-----|-----|-----|-----|-----|------------|
| 00-02: Close to average | 57% | 62% | 55% | 58% | 62% | 59% |
| 03: Slightly raised | 16% | 14% | 18% | 18% | 15% | 16% |
| 04: High | 13% | 11% | 12% | 11% | 12% | 12% |
| 05-10: Very high | 14% | 14% | 15% | 13% | 11% | 14% |

Valid Responses

3138

Valid Responses

3139

Valid Responses

3142

Valid Responses

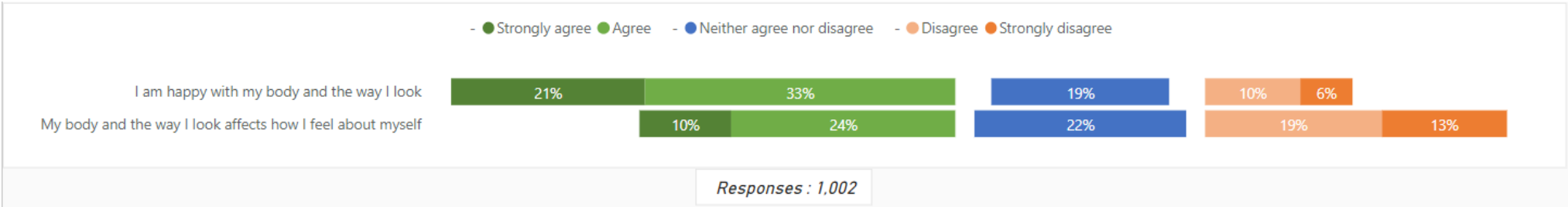
3128

Valid Responses

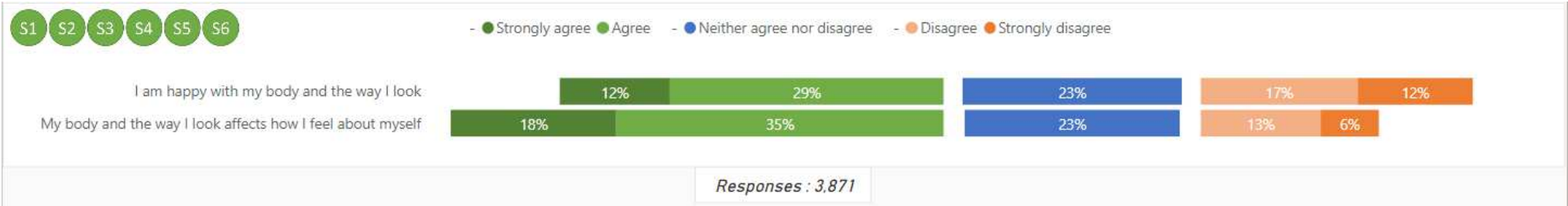
3142

Self-Perception - Body Image

Primary (P7 Only)

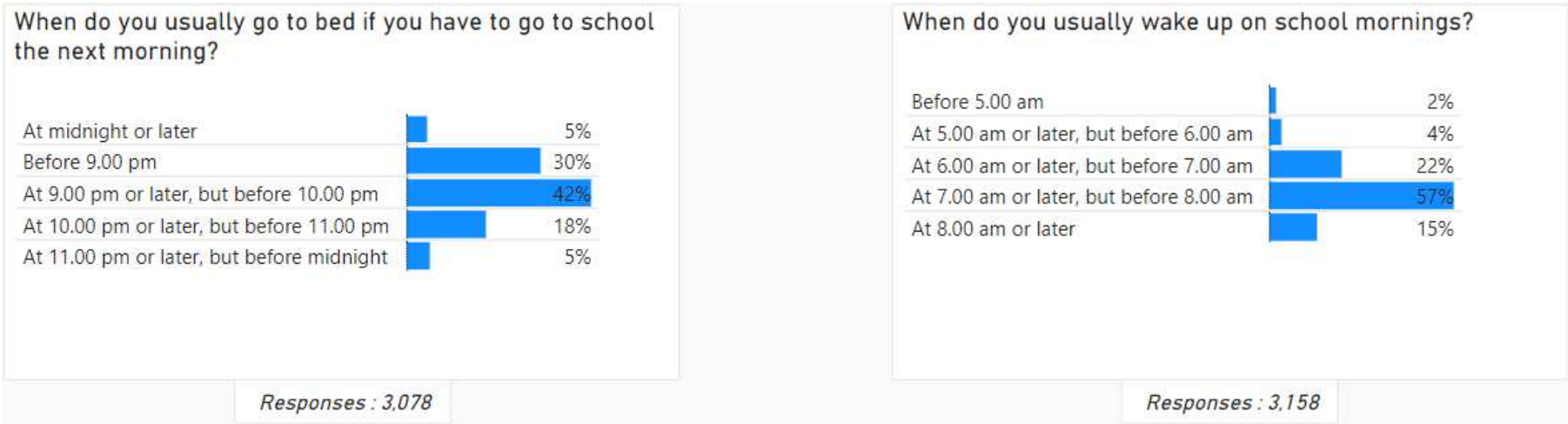


Secondary

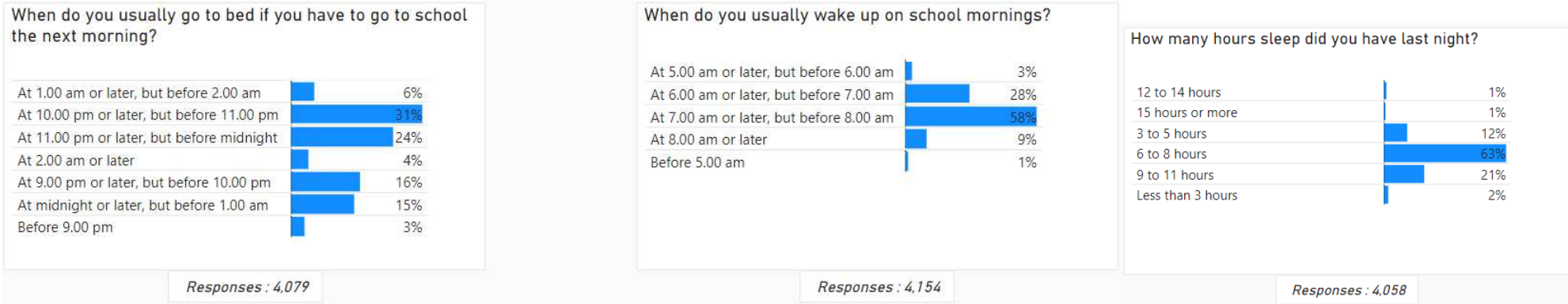


Sleep Behaviours

Primary



Secondary

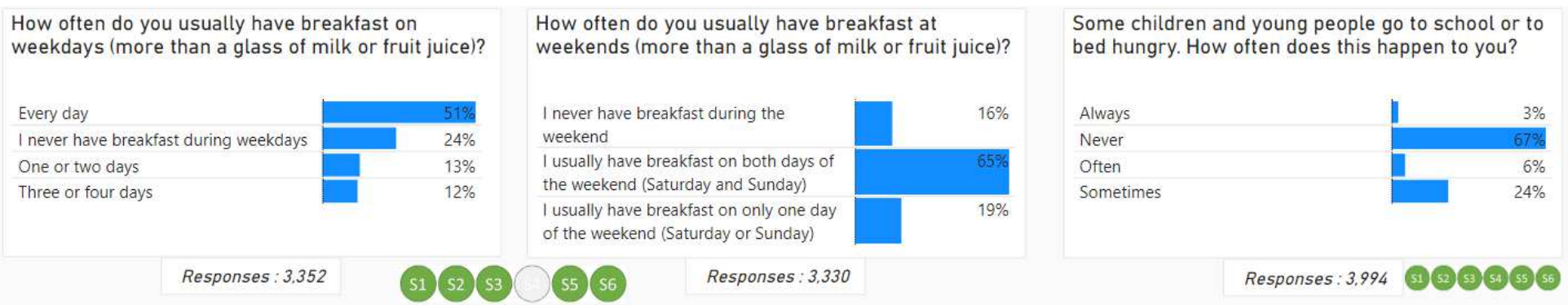


Eating Behaviours

Primary

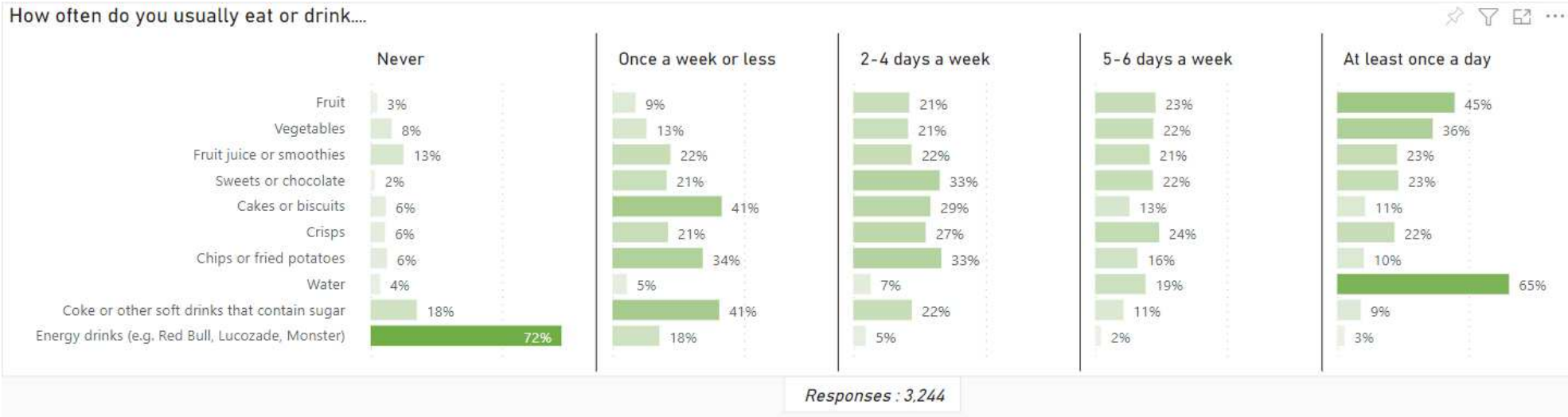


Secondary

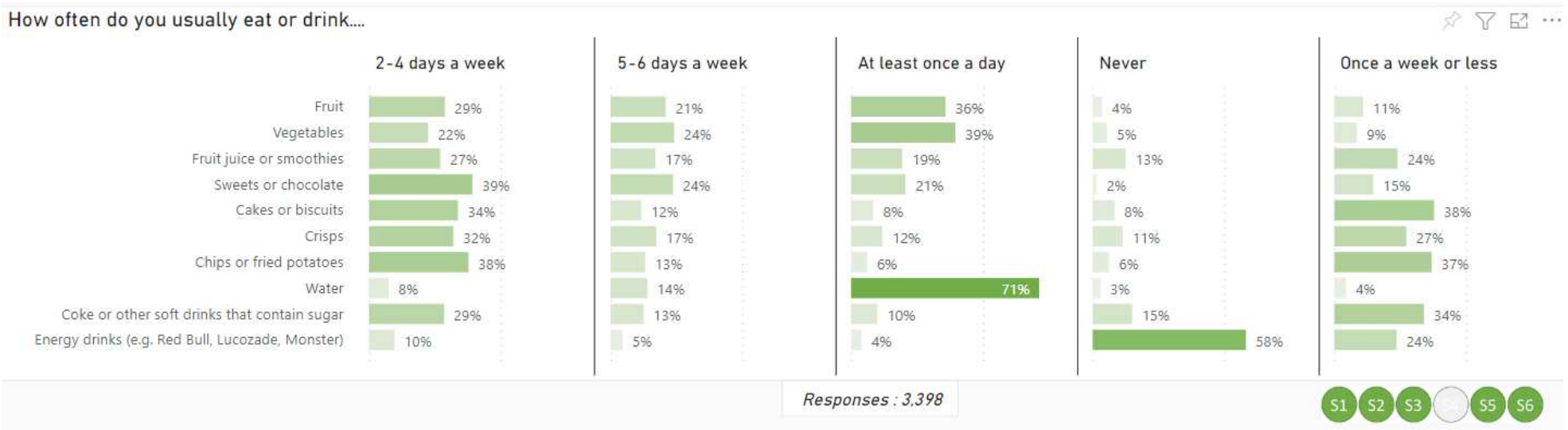


Eating Behaviours (cont.)

Primary

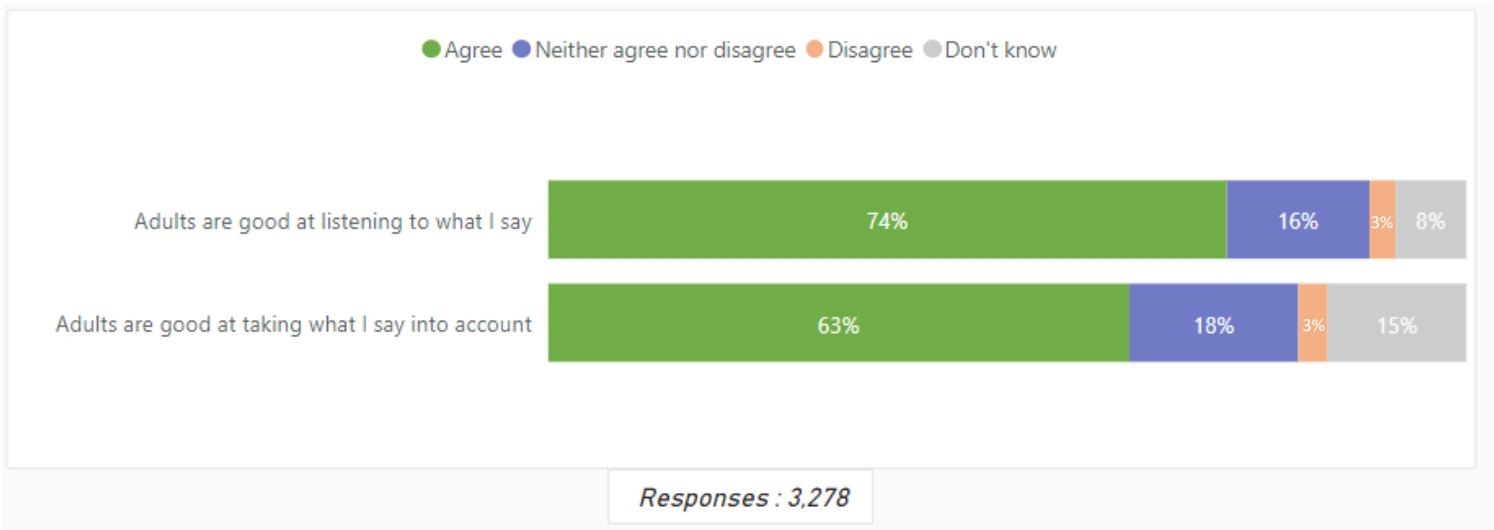


Secondary

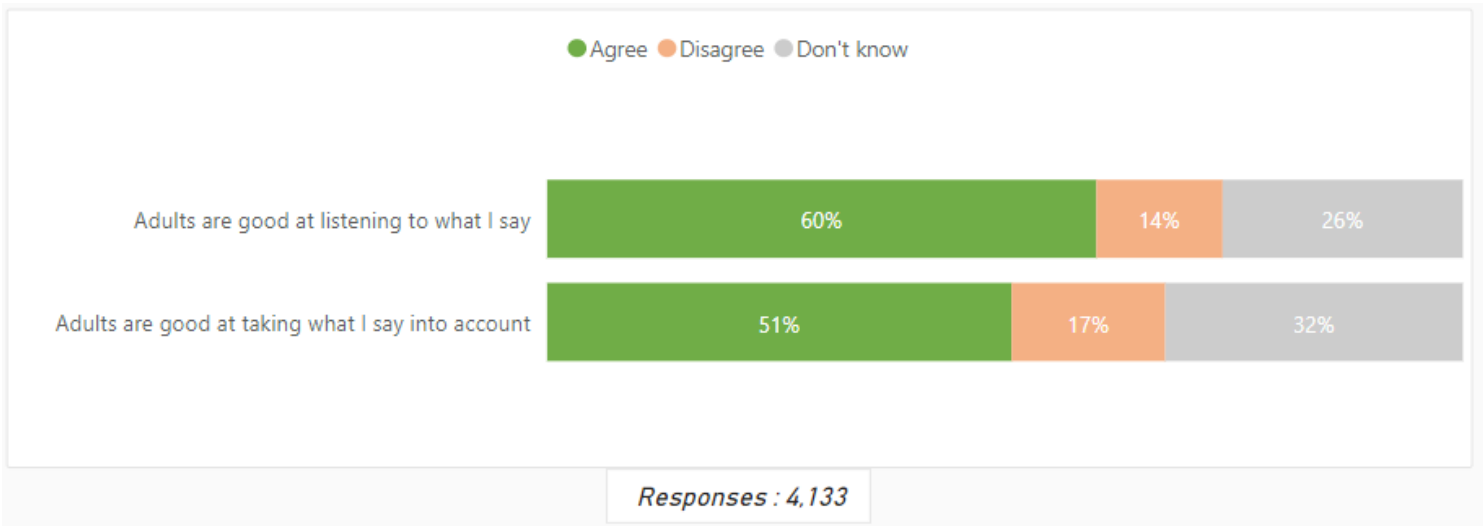


Involvement in Decision-Making

Primary

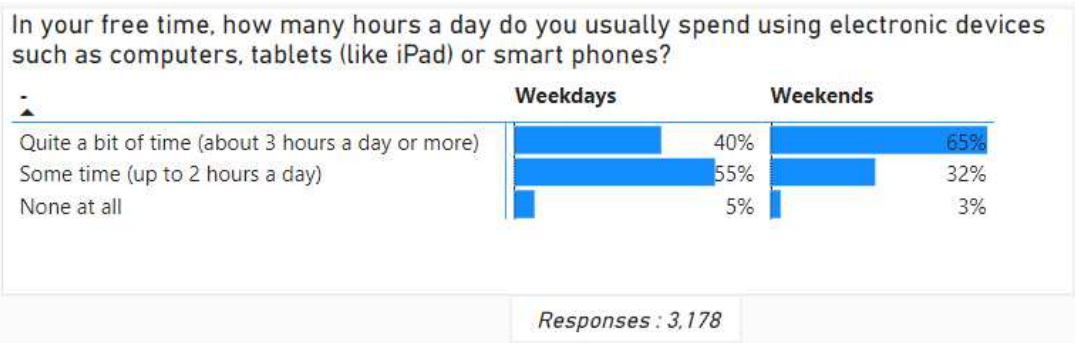
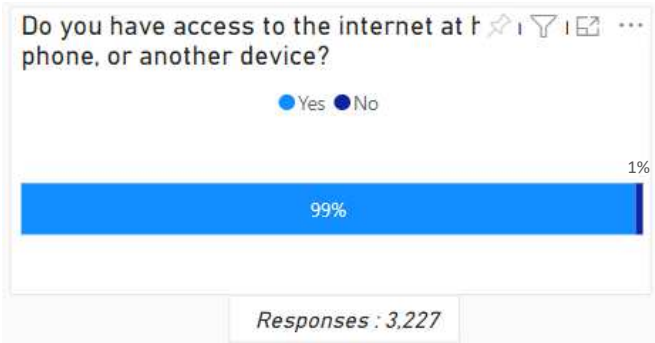


Secondary

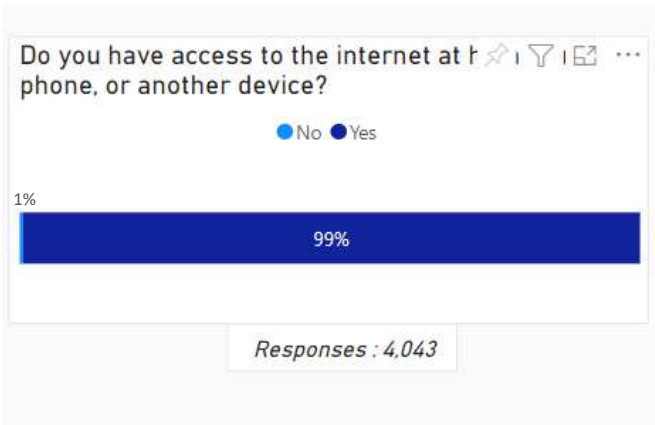


Social Media and Online Behaviours

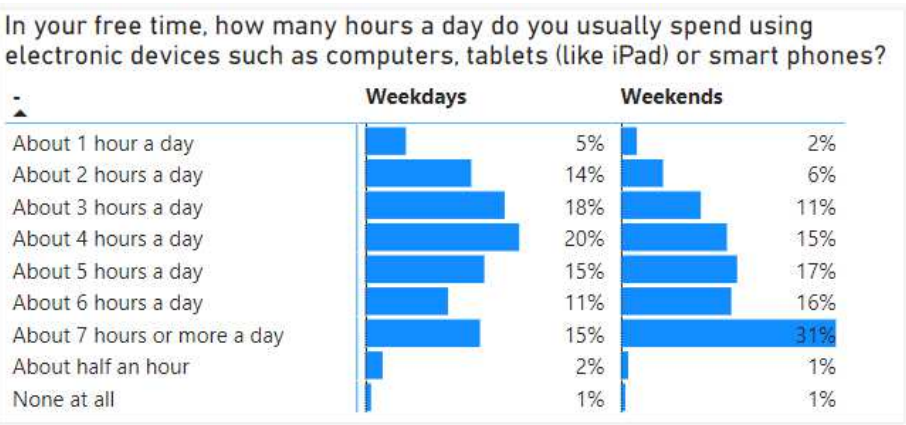
Primary



Secondary

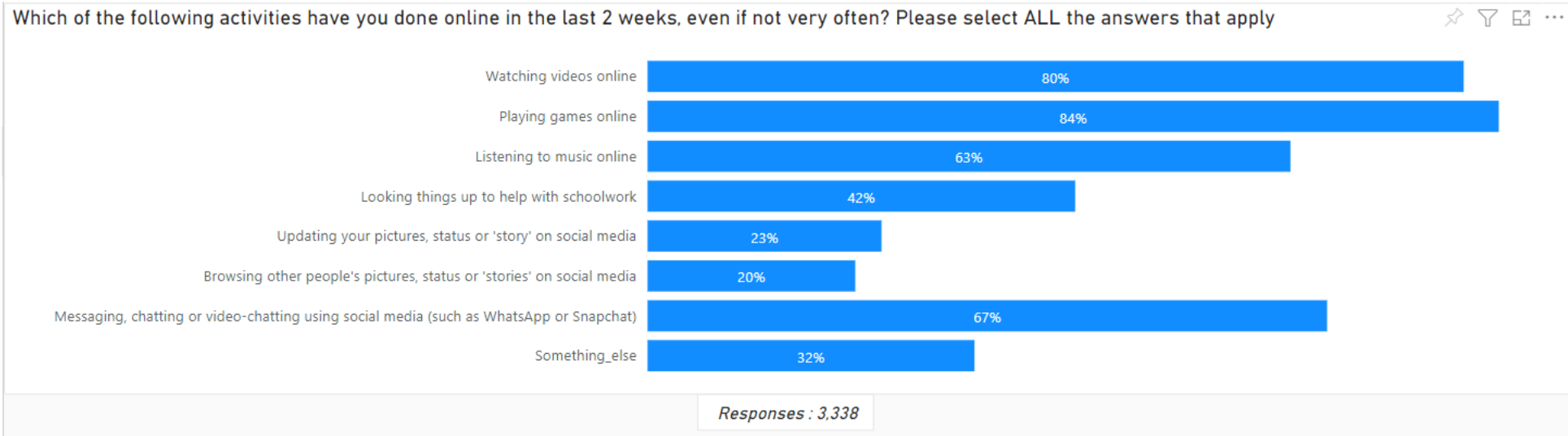


Responses : 4,034

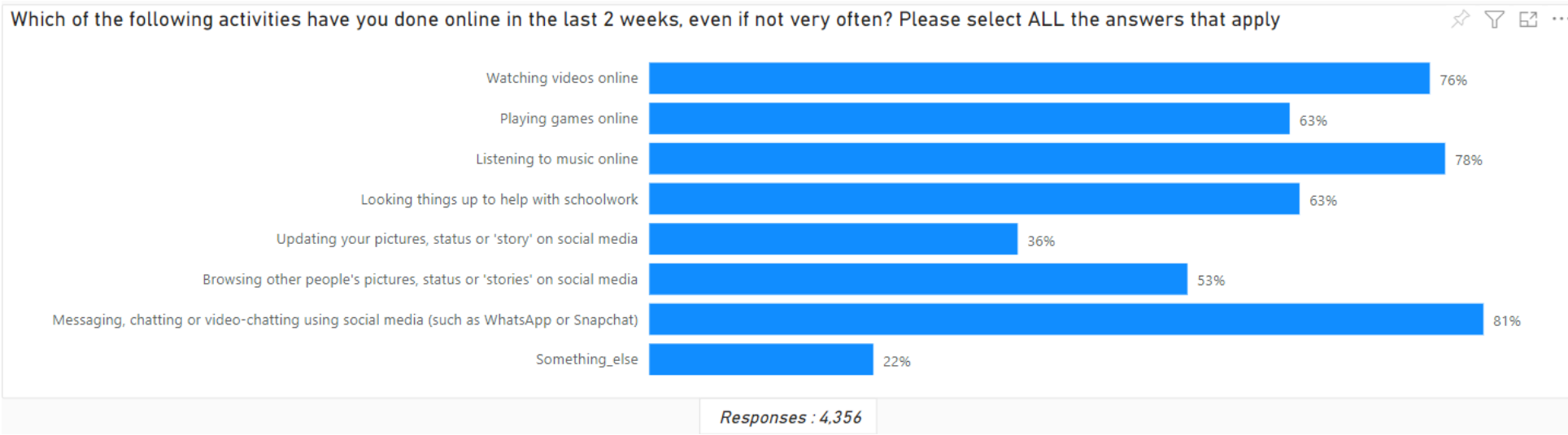


Social Media and Online Behaviours (cont.)

Primary

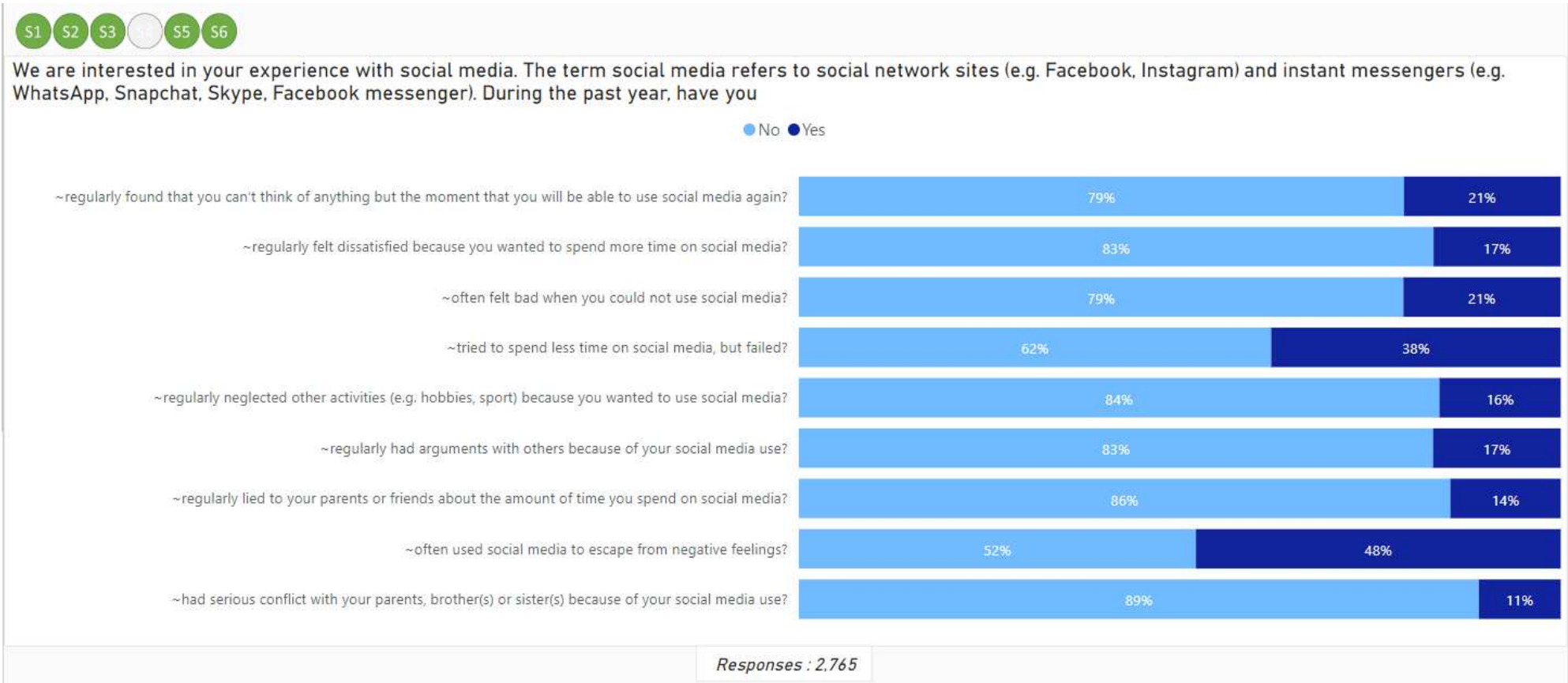


Secondary



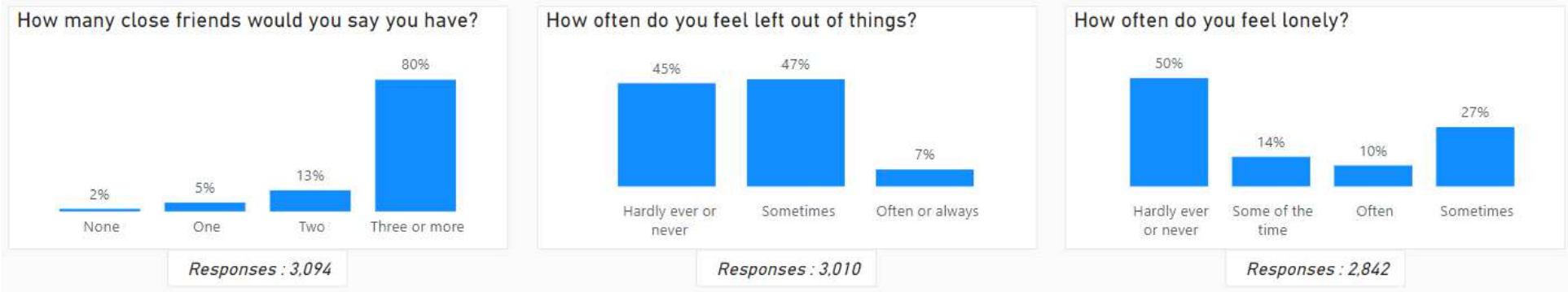
Social Media and Online Behaviours (cont.)

Secondary

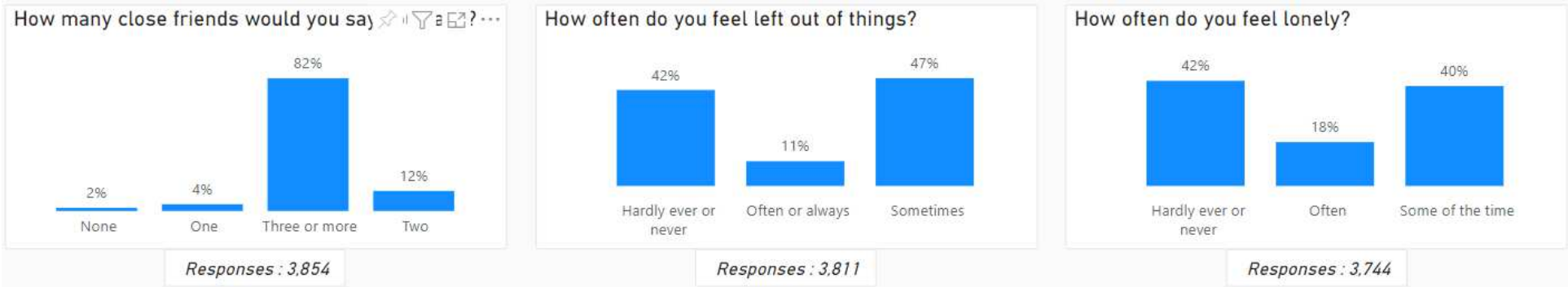


Peer Relations

Primary

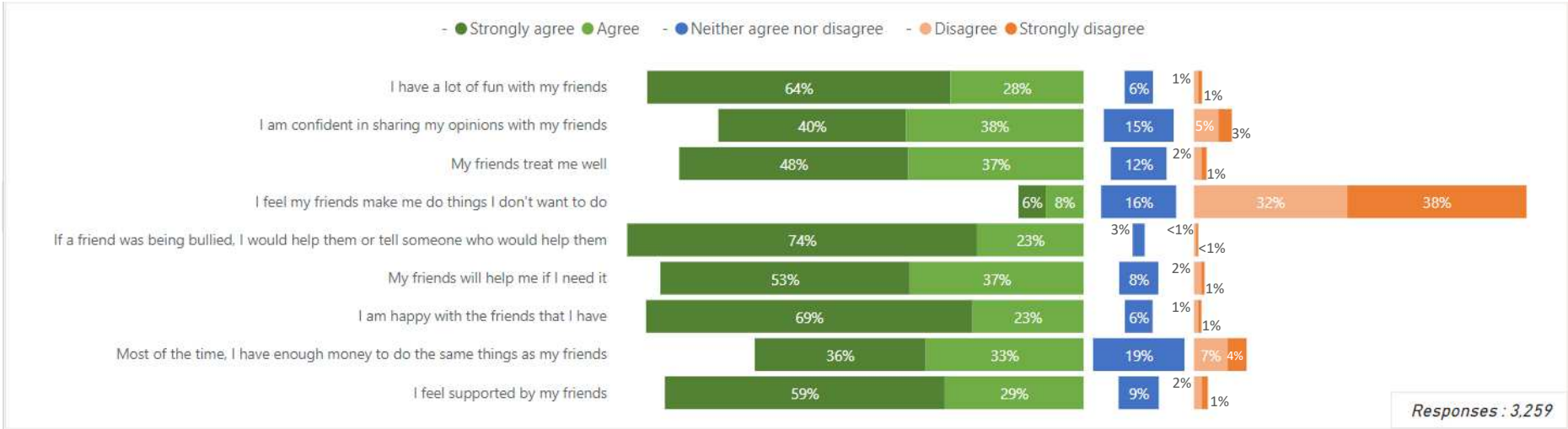


Secondary

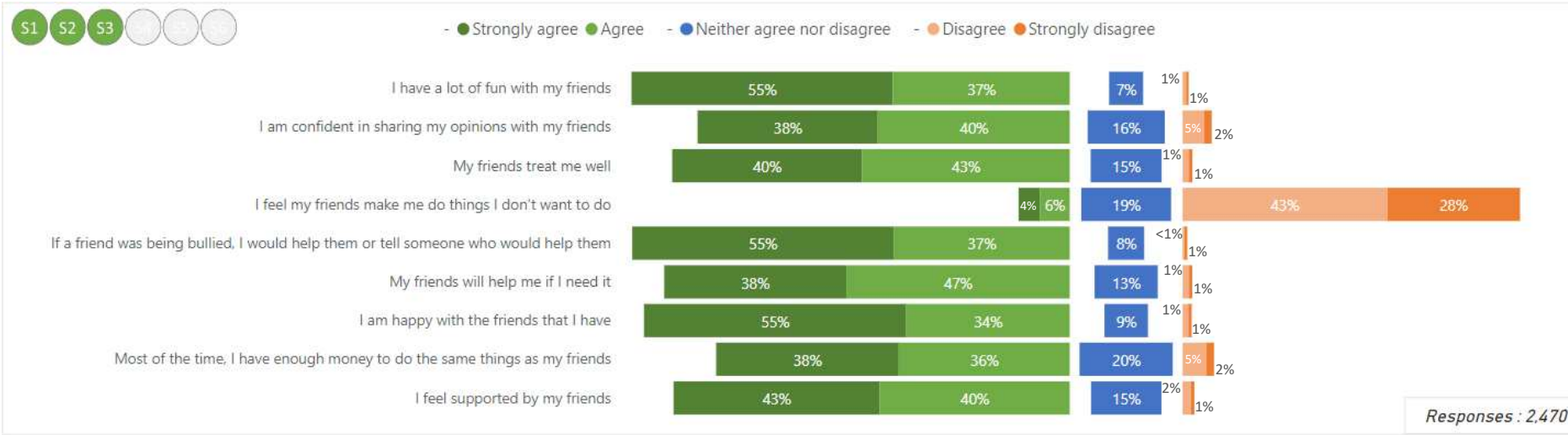


Peer Relations (cont.)

Primary (P5-P7)

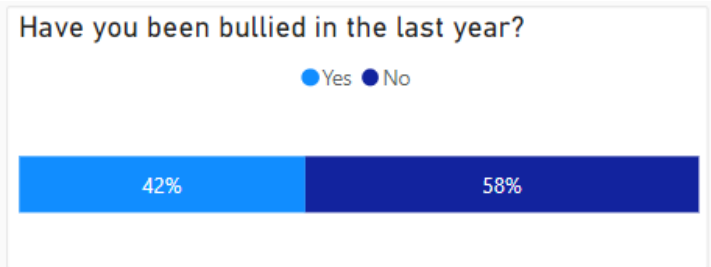


Secondary (S1-S3)



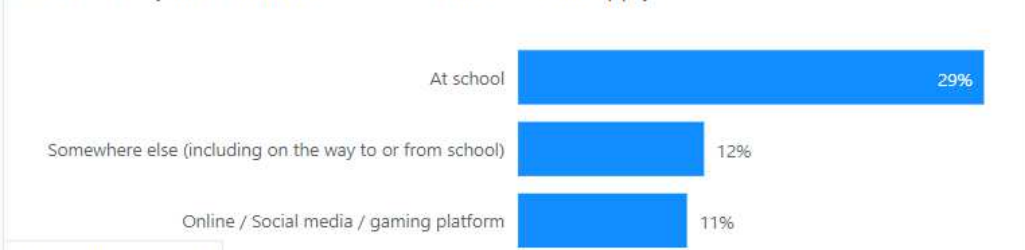
Bullying

Primary



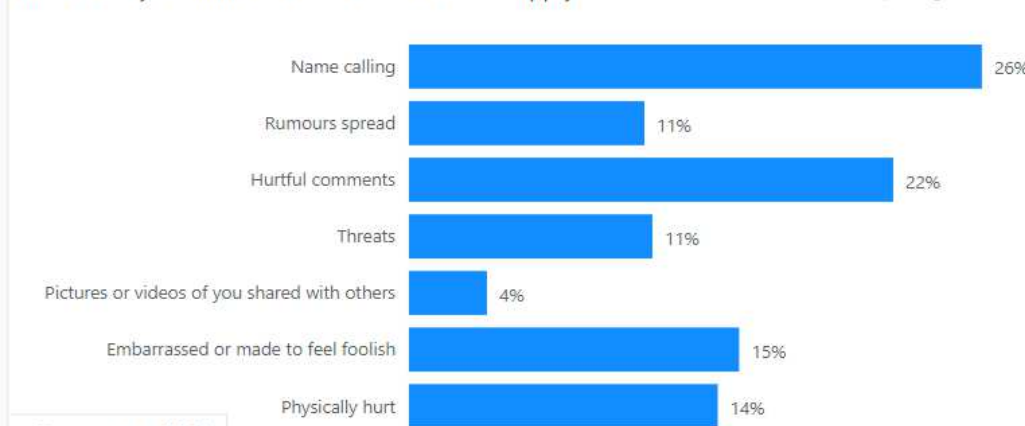
Responses : 2,841

Where have you been bullied? Please tick ALL that apply



Responses : 3,338

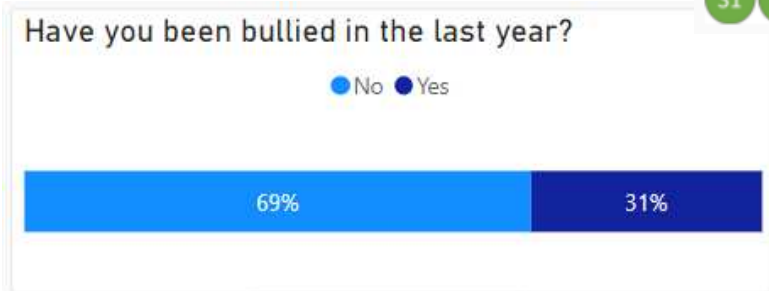
How were you bullied? Please tick ALL that apply



Responses : 3,338

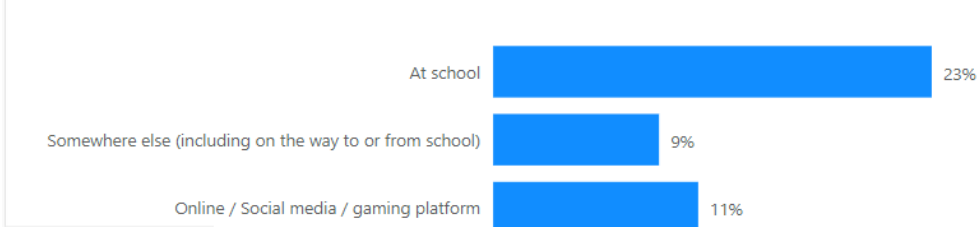
Secondary (S1-S3)

S1 S2 S3 S4 S5 S6



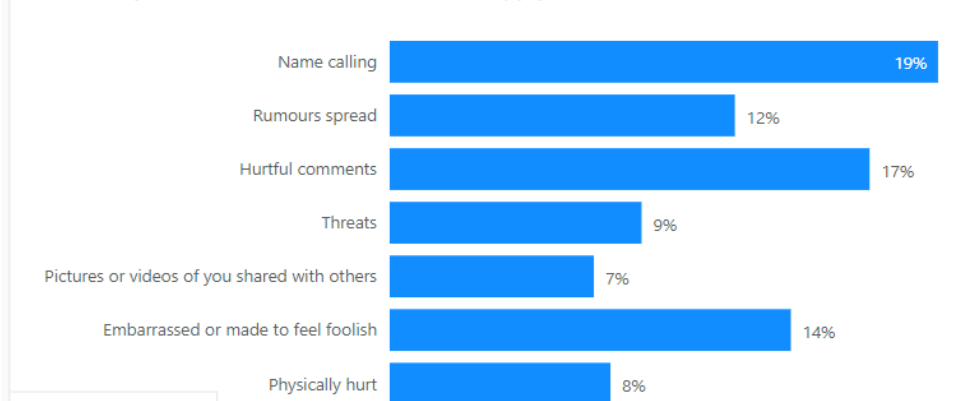
Responses : 2,193

Where have you been bullied? Please tick ALL that apply



Responses : 2,723

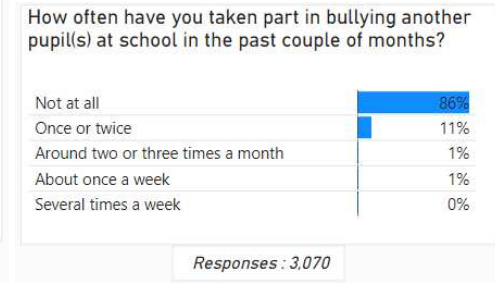
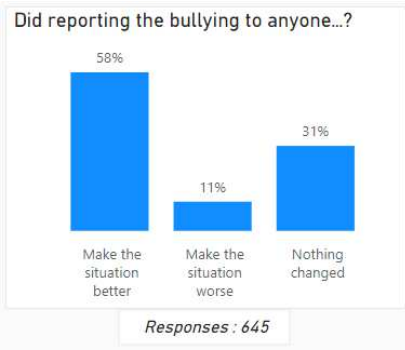
How were you bullied? Please tick ALL that apply



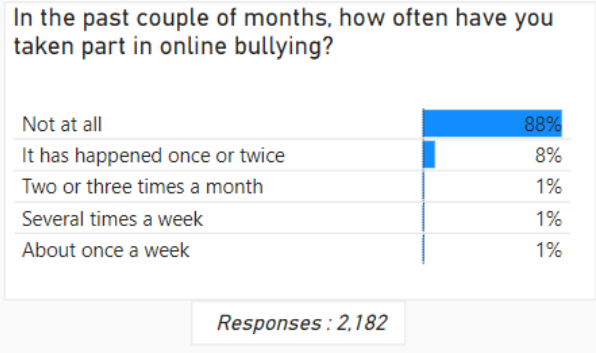
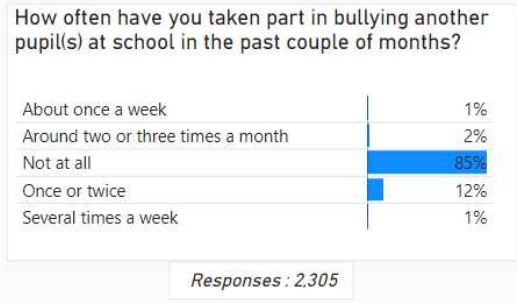
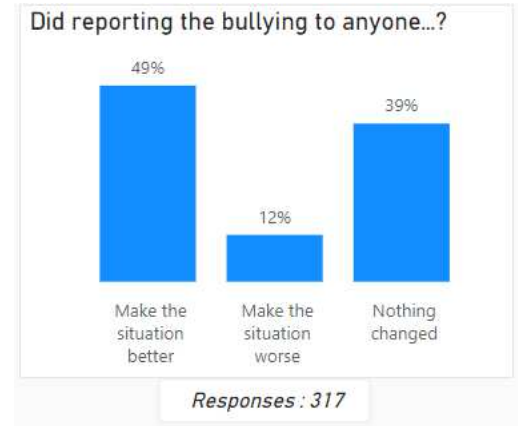
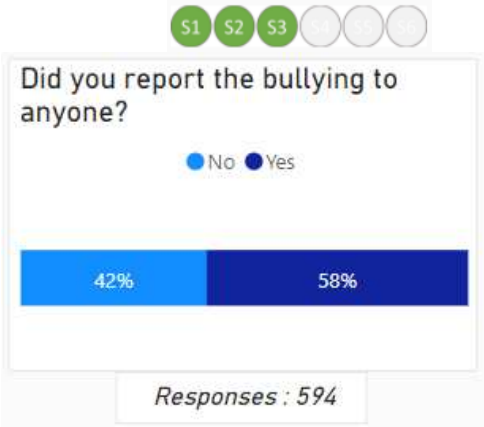
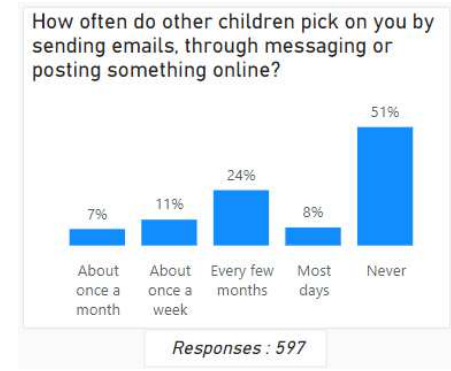
Responses : 2,723

Bullying (cont.)

Primary

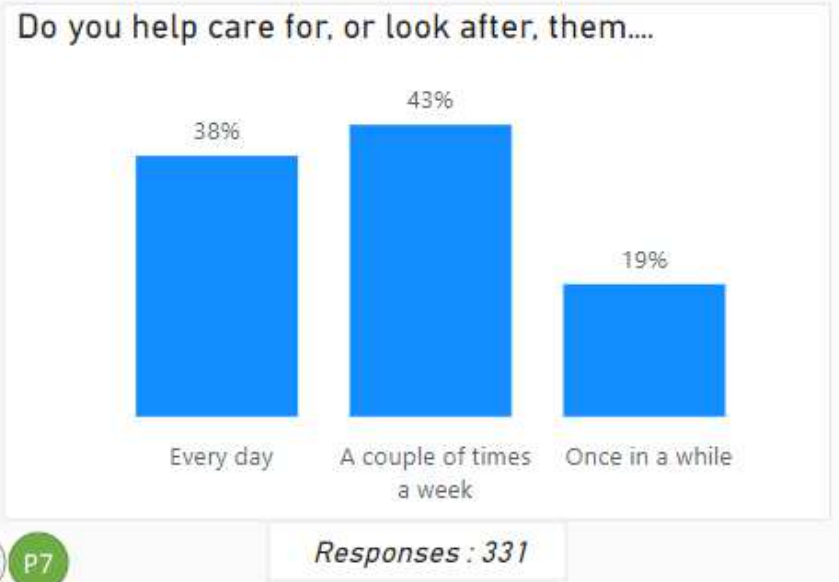
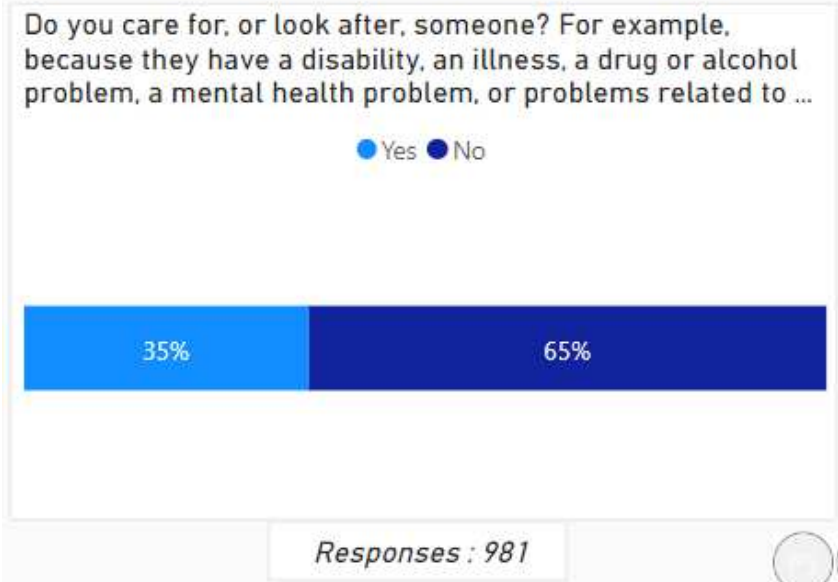
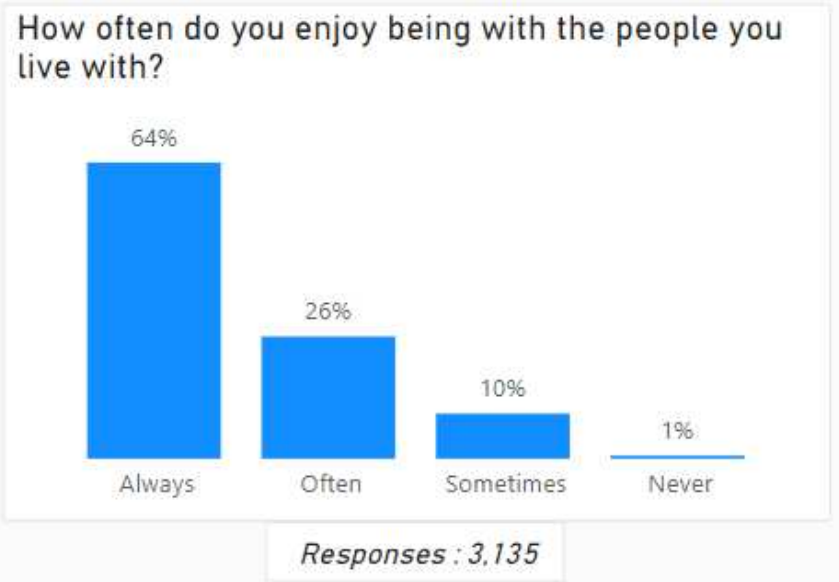
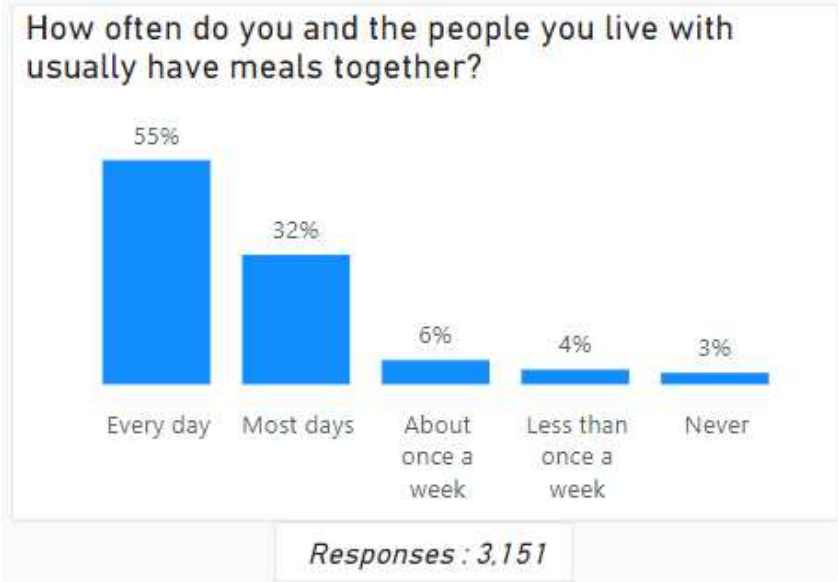


Secondary

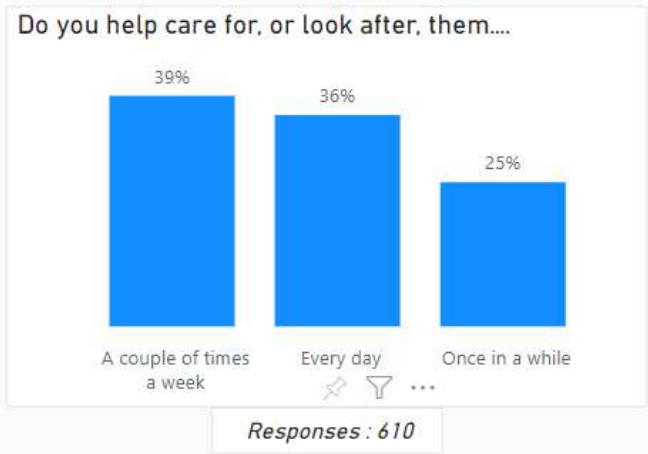
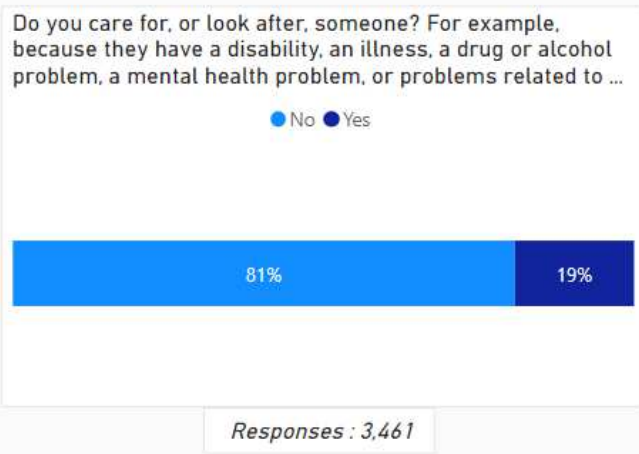
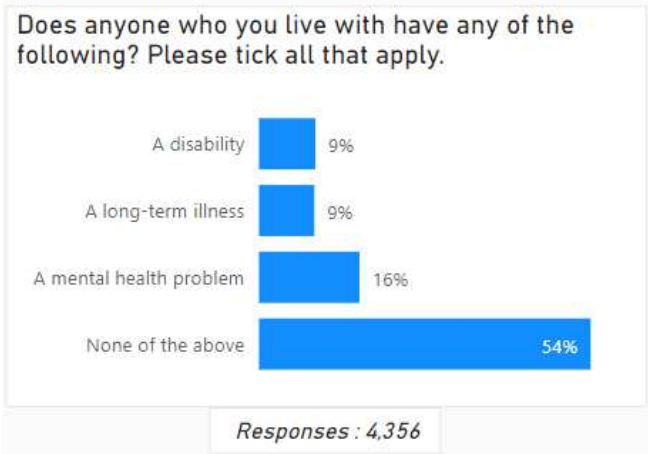
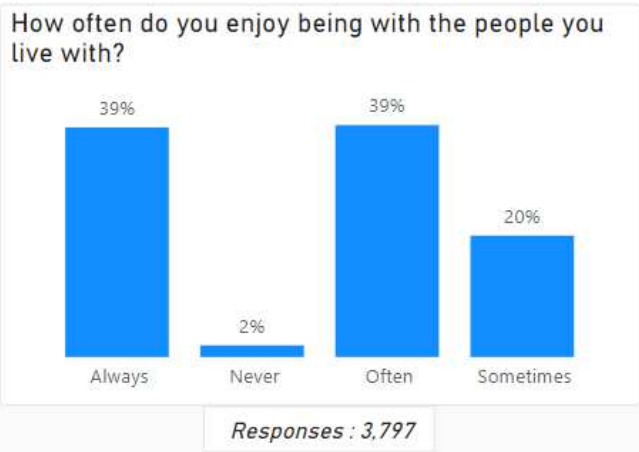
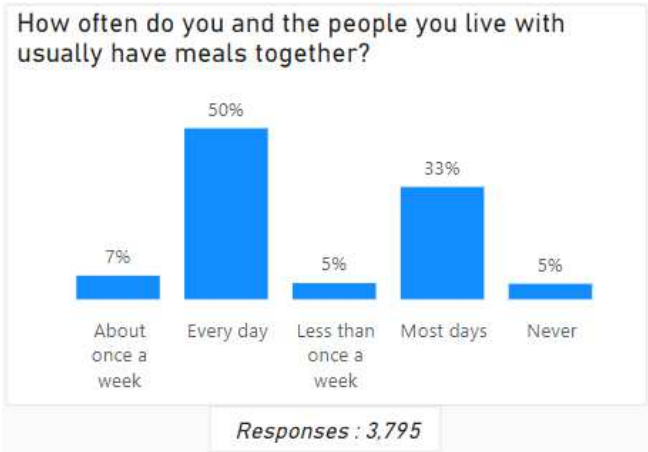


Family / Caring

Primary



Secondary



Family Relationships

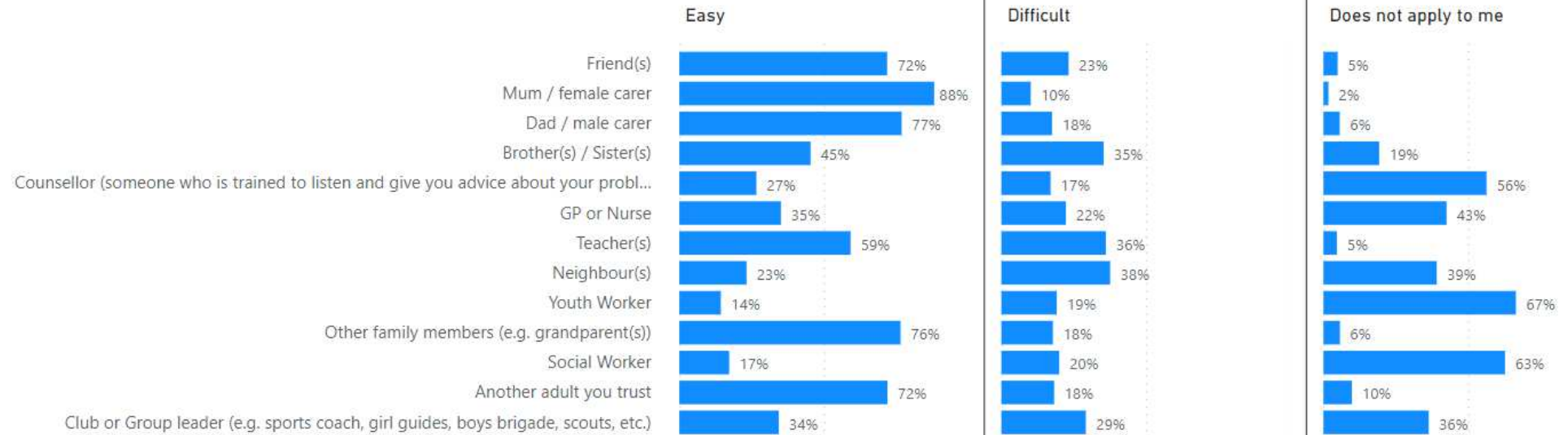
Primary

Do you have an adult in your life who you can trust and talk to about any personal problems?

Responses : 3,077

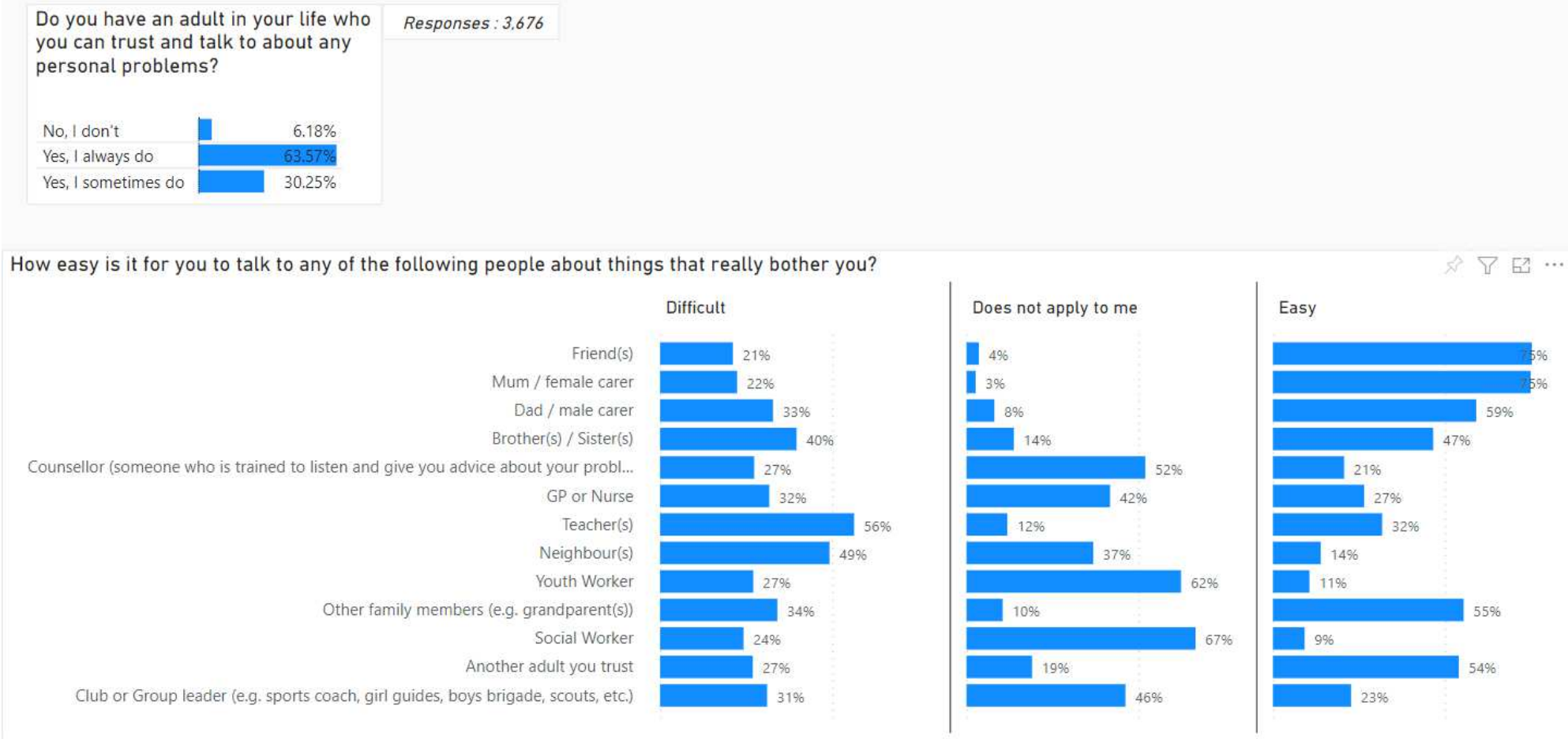


How easy is it for you to talk to any of the following people about things that really bother you?



Responses : 3,137

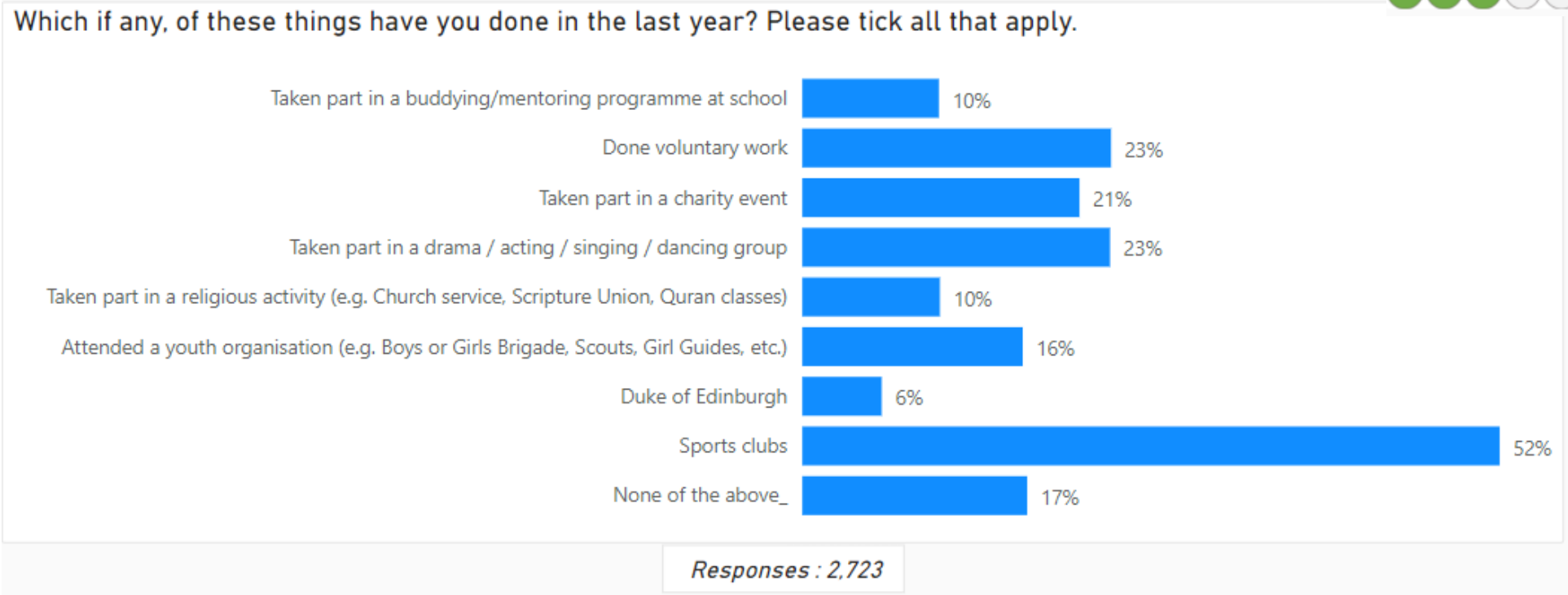
Secondary



Positive Activities

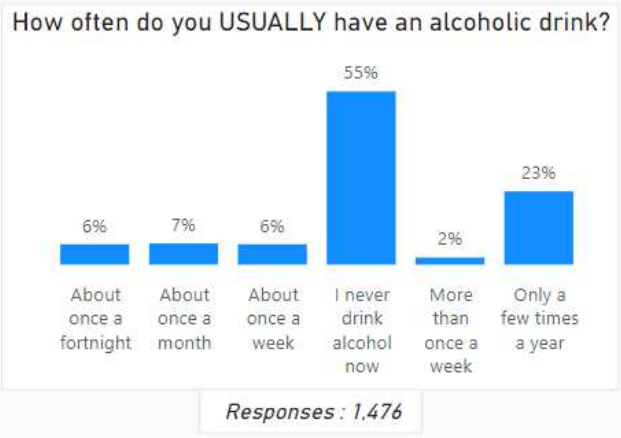
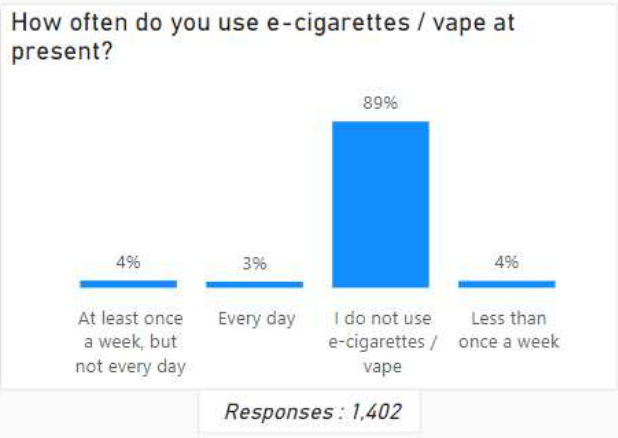
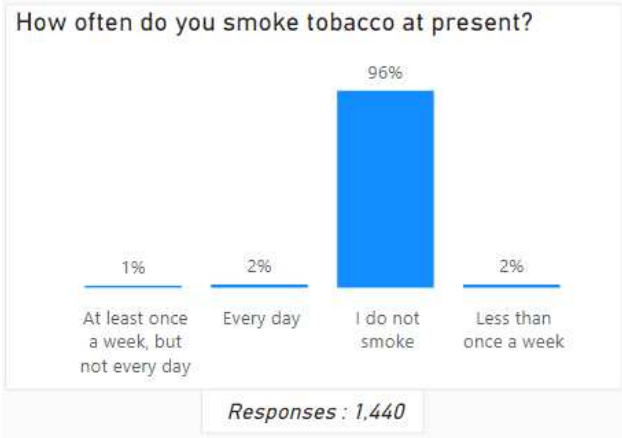
Secondary

S1 S2 S3 S4 S5 S6

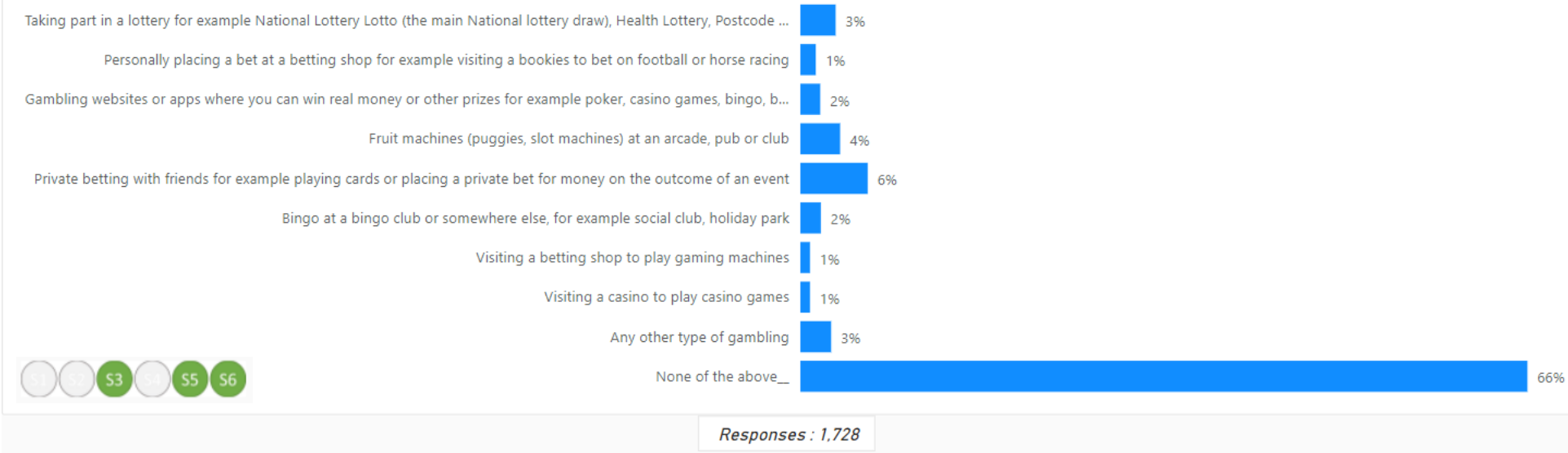


Smoking/ Alcohol / Gambling (see also S4 Substance Use Survey at end)

Secondary



Have you spent any of YOUR money on any of the following in the last month? We want to know about games you played yourself. Please select all of the activities you have taken part in.



Sexual Health

Secondary



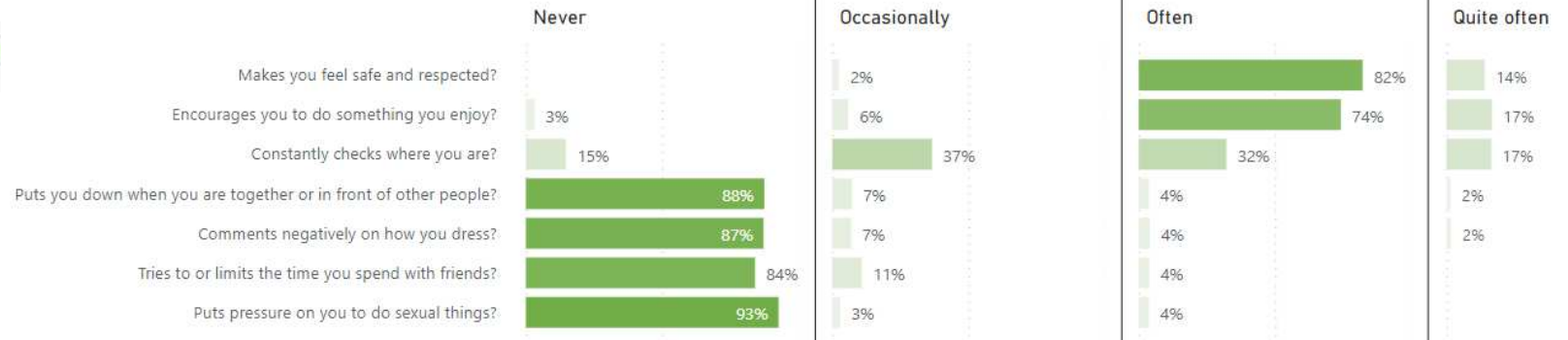
Do you currently have a boyfriend/girlfriend?

☐ No ☒ Yes



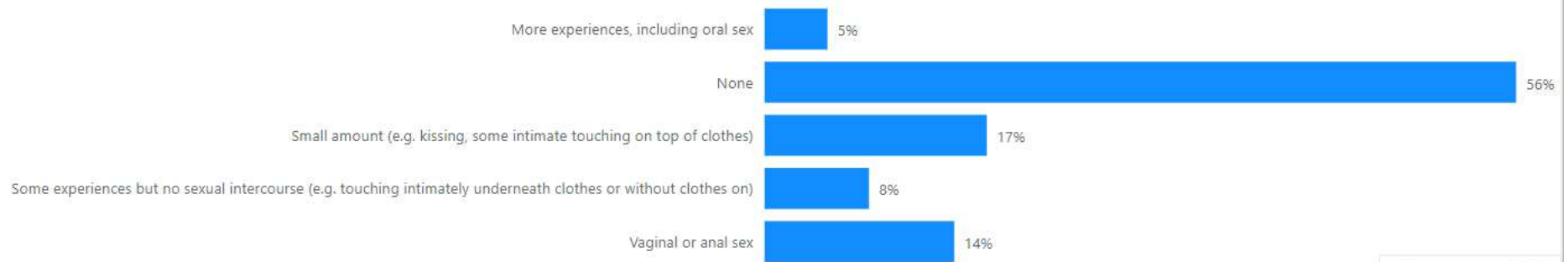
Responses : 1,390

Does your current boyfriend/girlfriend do any of the following things?



Responses : 325

People have varying degrees of sexual experience. How much, if any, sexual experience have you had?



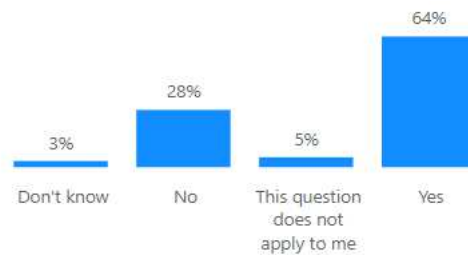
Responses : 1,186

The most recent time you had vaginal or anal sex (penetrative sex), did you or the other person use a condom?



Responses : 163

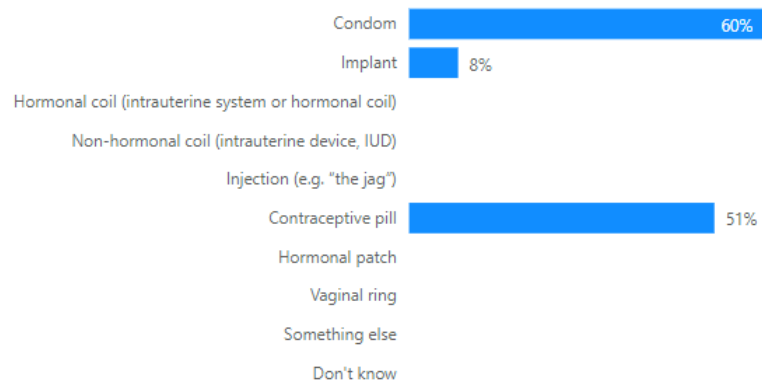
The most recent time you had penetrative vaginal sex, did you or the other person use anything to prevent pregnancy?



Responses : 164

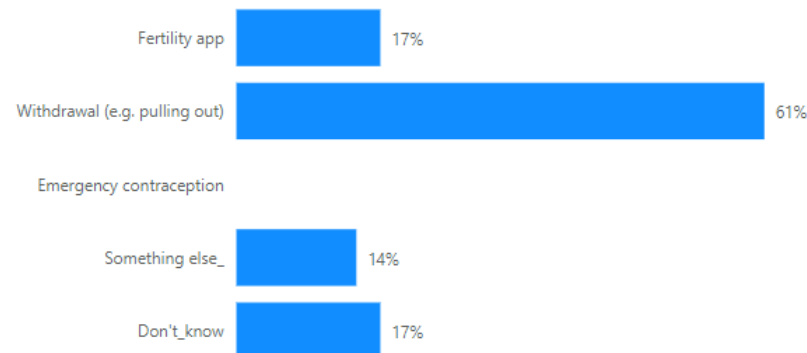
Cont.

The most recent time you had penetrative vaginal sex, which of these forms of contraception did you or the other person use to prevent pregnancy?



Responses : 109

The most recent time you had penetrative vaginal sex, did you or the other person use any of the following to try to prevent pregnancy?



Responses : 36

Have you had vaginal or anal sex (penetrative sex) more than once?



Responses : 165

The first time you had penetrative sex, did you or the other person use a condom?



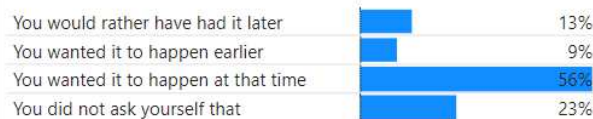
Responses : 145

How old were you when you had sex for the first time?



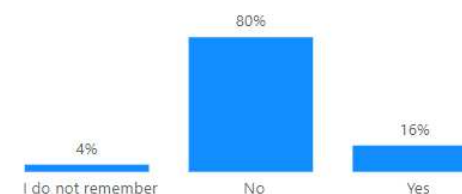
Responses : 196

When you first had sex, would you personally say:



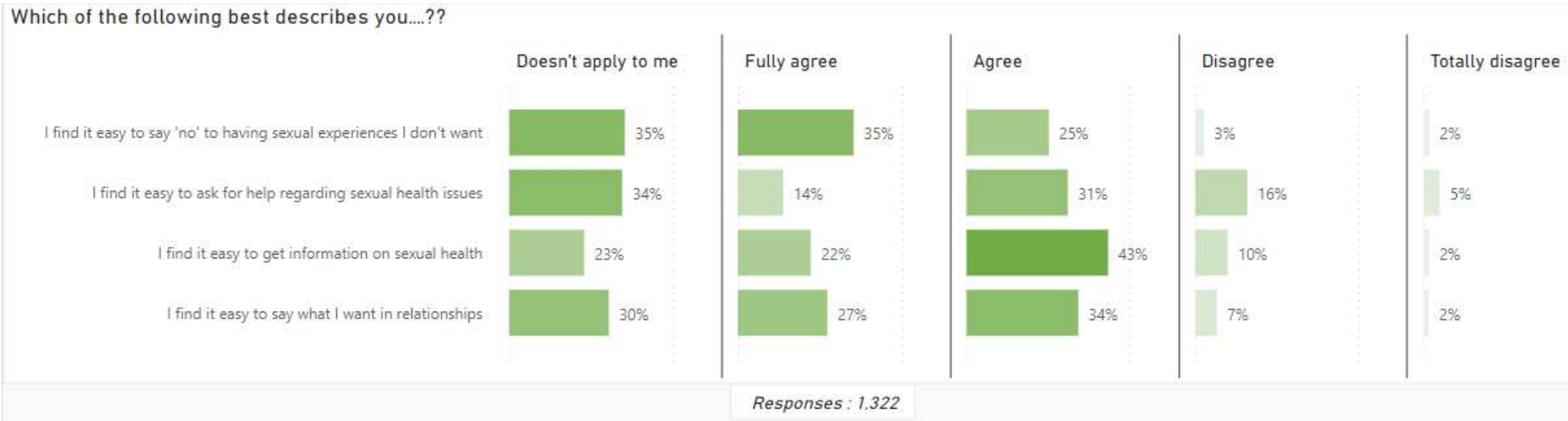
Responses : 192

Did you drink alcohol or use drugs before you had sex for the first time ?



Responses : 211

Cont..

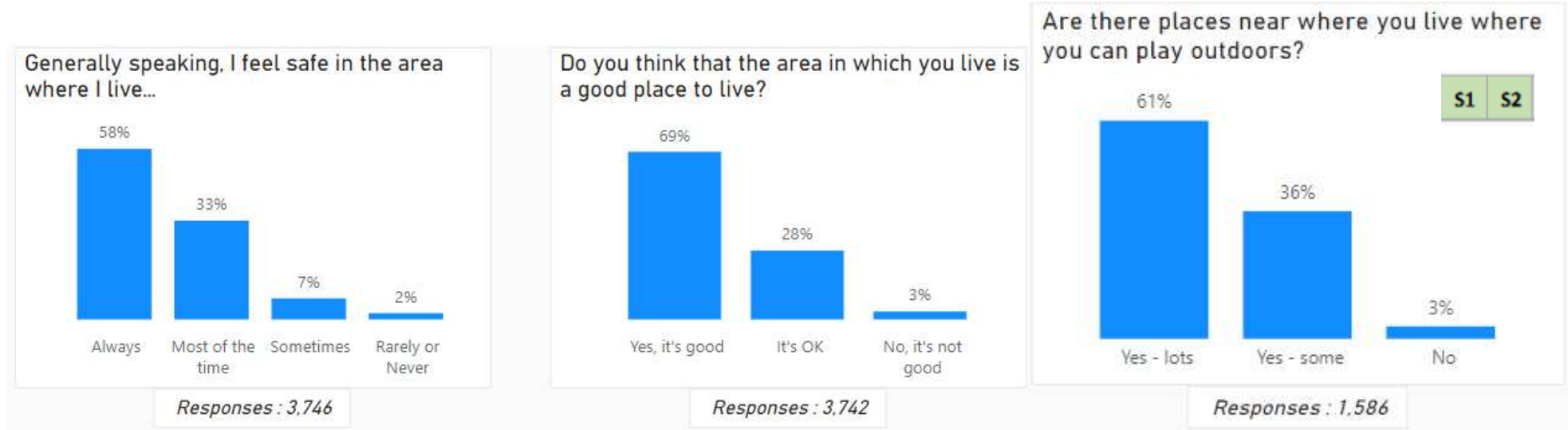


Area factors -where you live

Primary



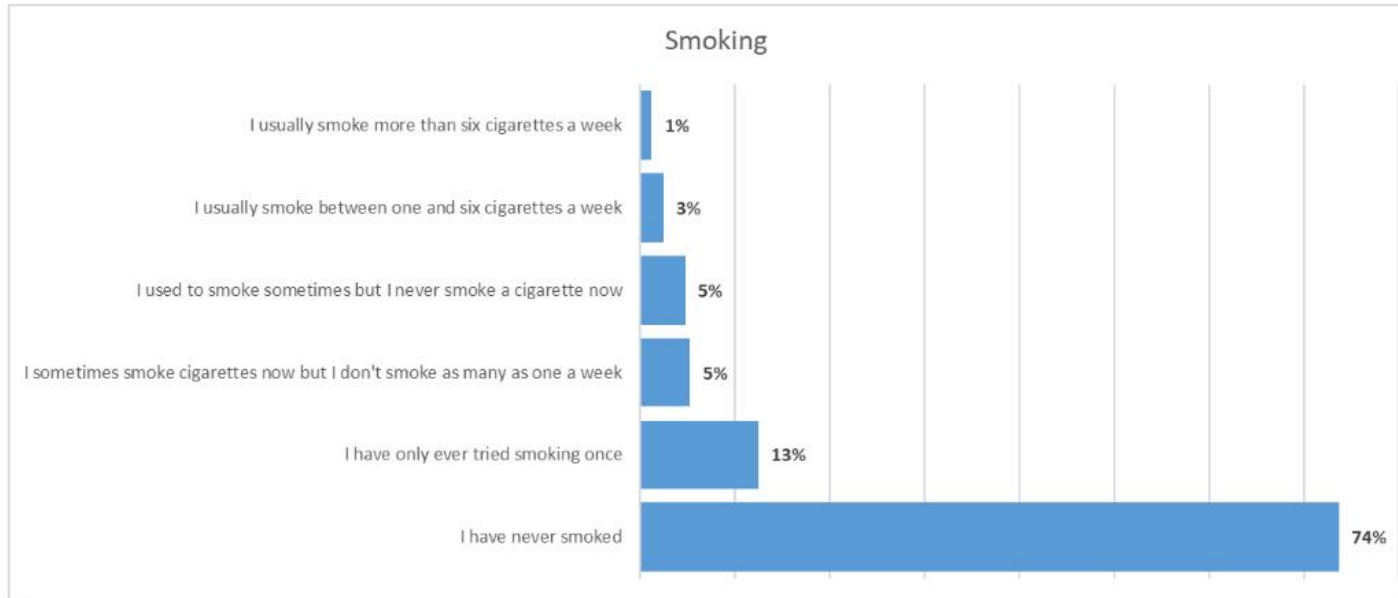
Secondary



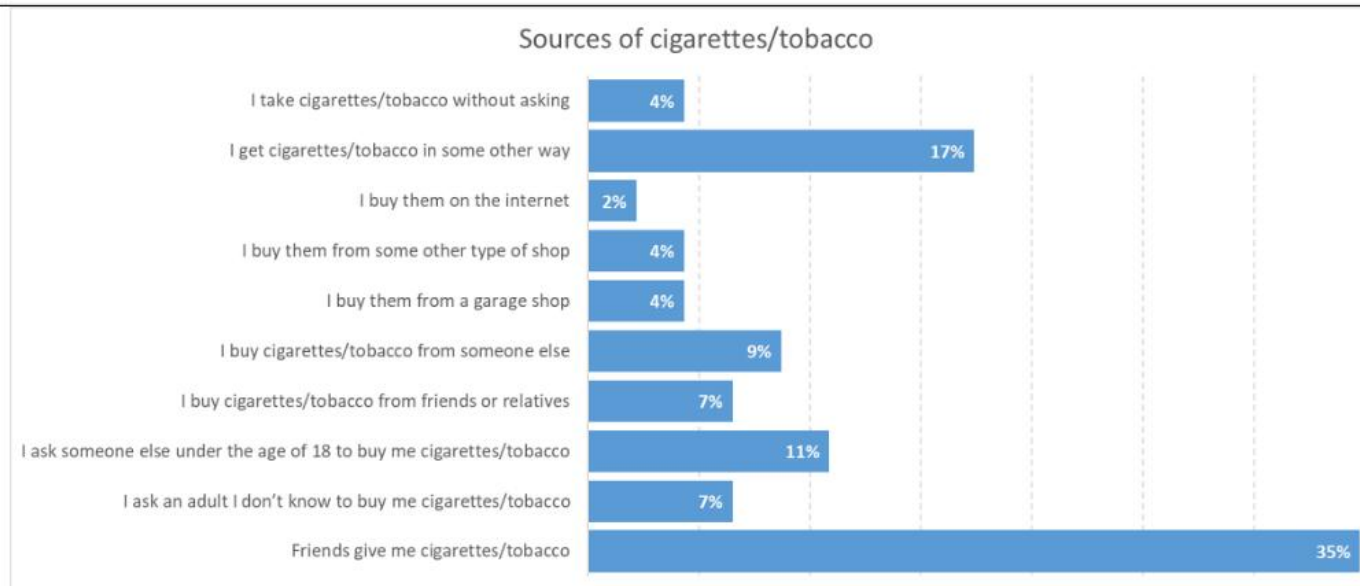
S4 Substance Use Survey

Smoking / Vaping

**S4 Total
Responses**



400

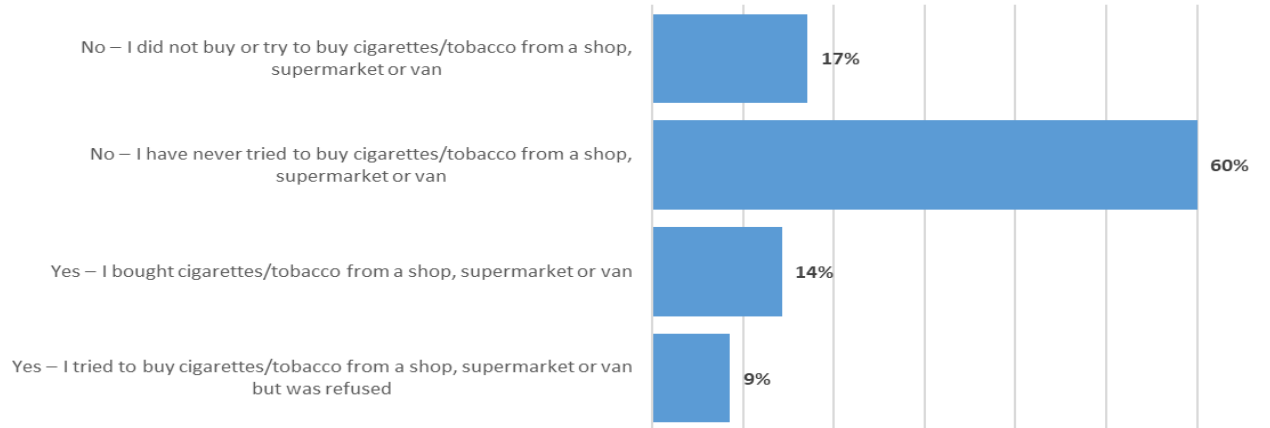


417
(46 total
'Yes'
responses)

Smoking / Vaping

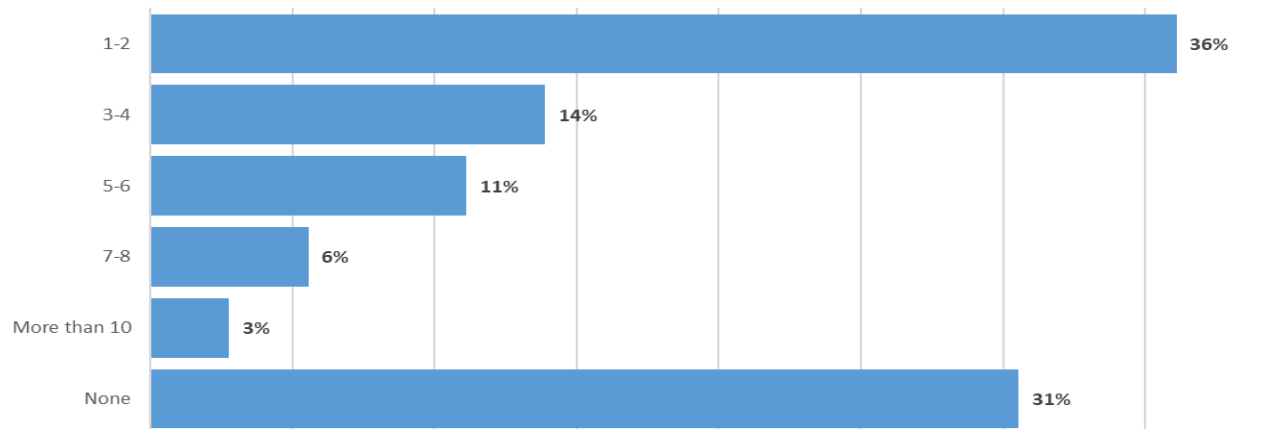
**S4 Total
Responses**

In the last 4 weeks, have you bought or tried to buy cigarettes/tobacco from any kind of shop, supermarket or van?



35

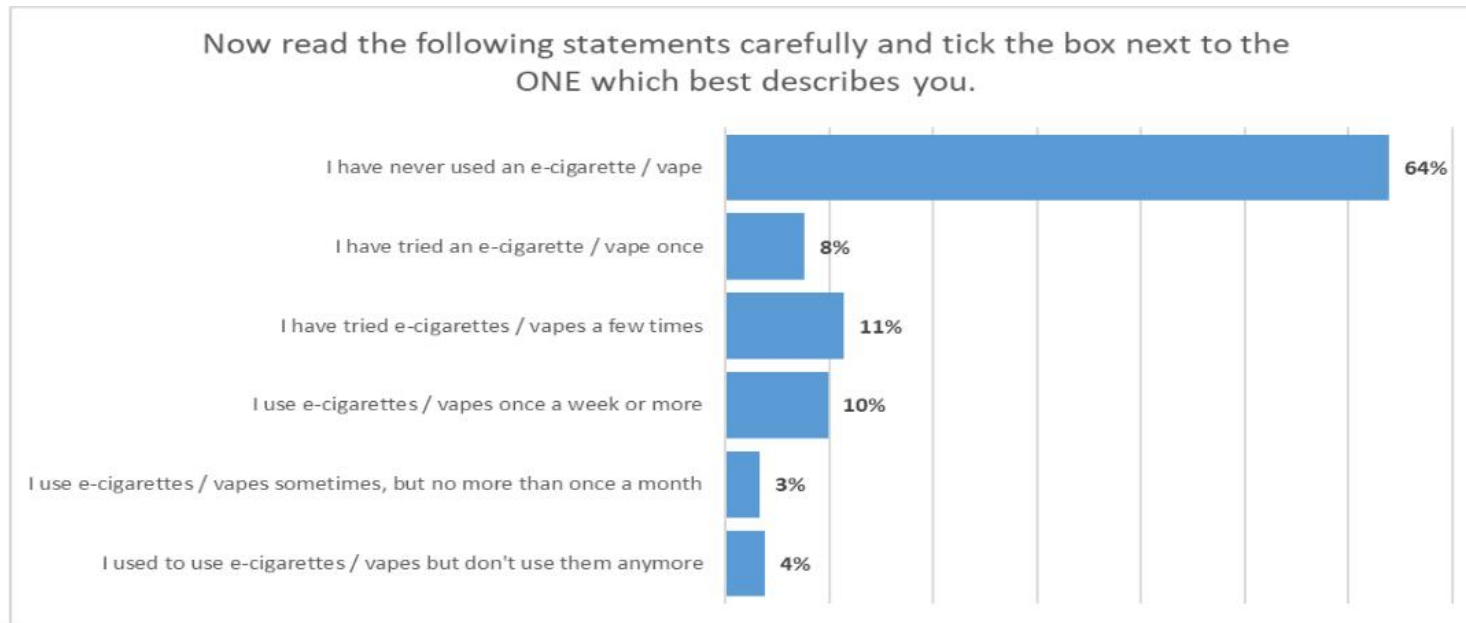
How many cigarettes (if any) did you smoke on average each day in the last 7 days?



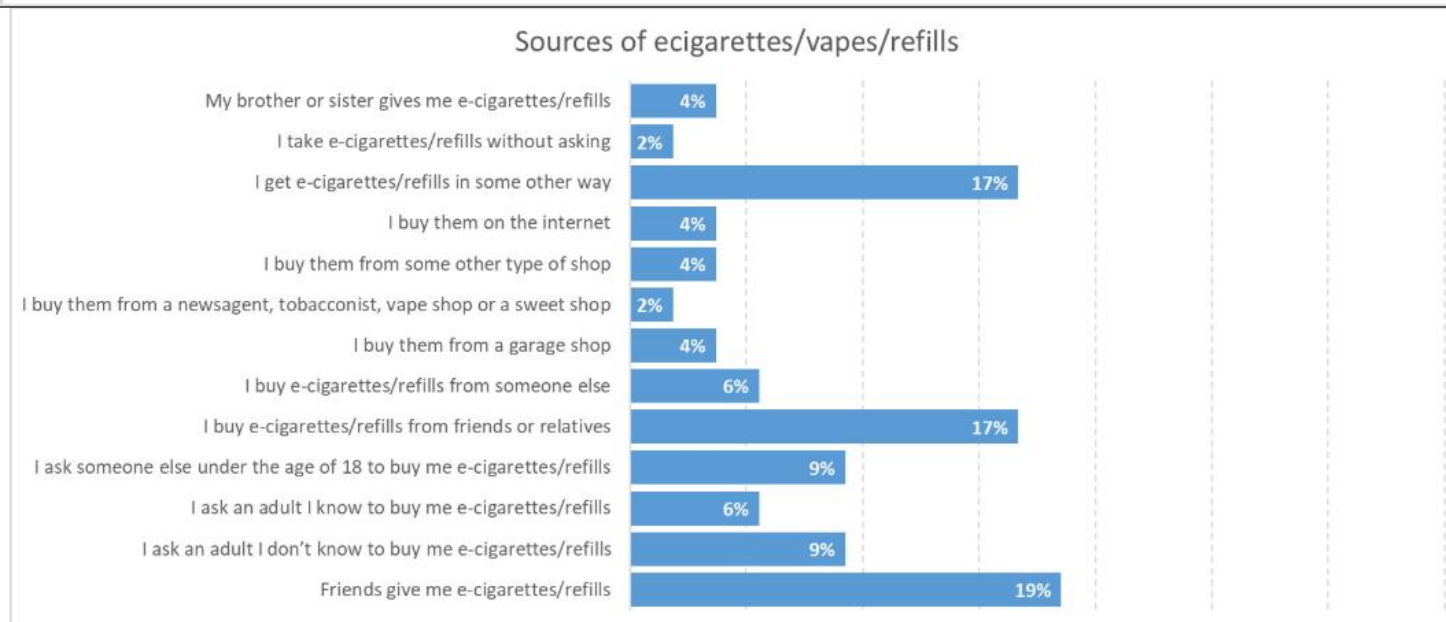
36

Smoking / Vaping

S4 Total
Responses



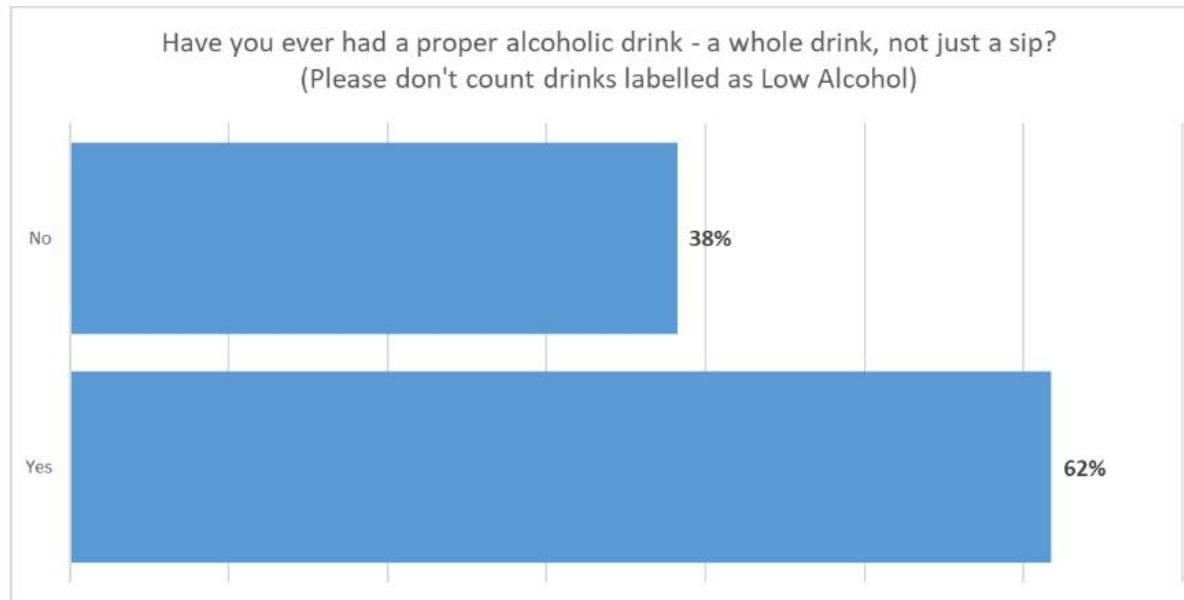
394



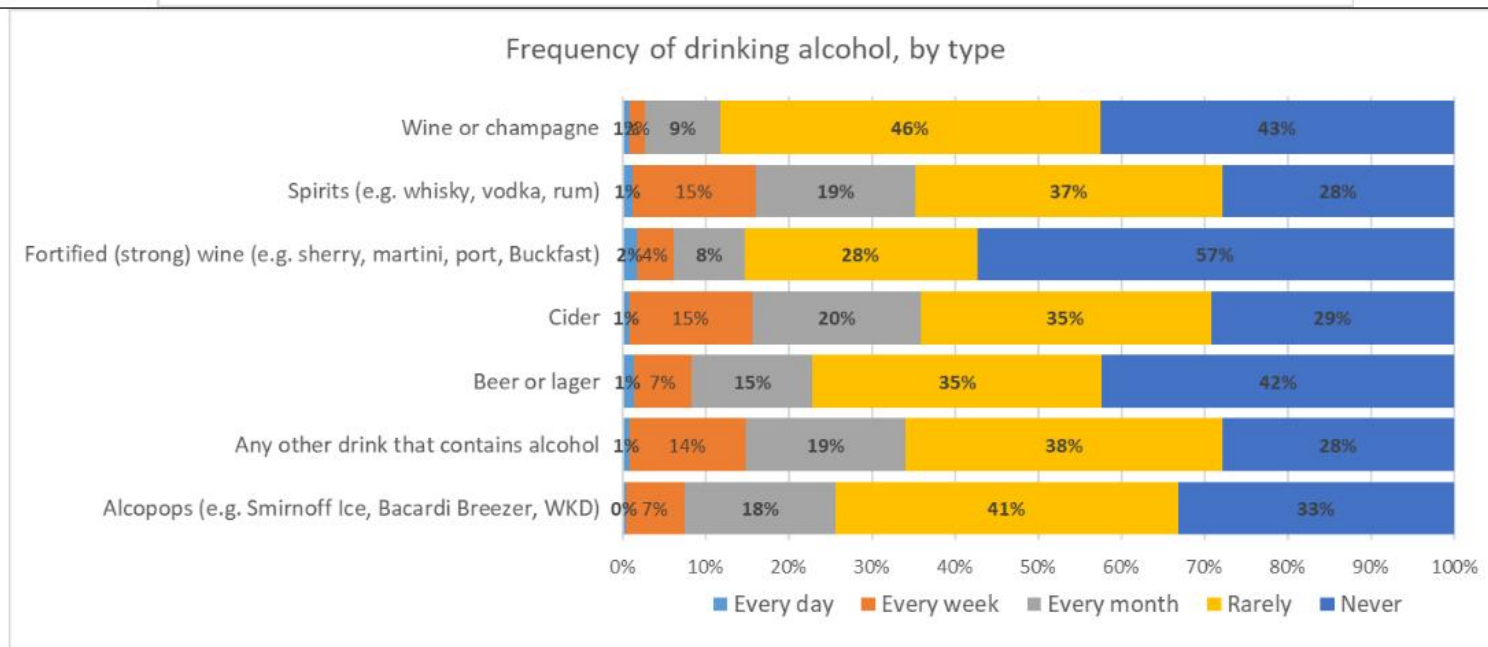
417
(54 total
'Yes'
responses)

Alcohol

S4 Total
Responses



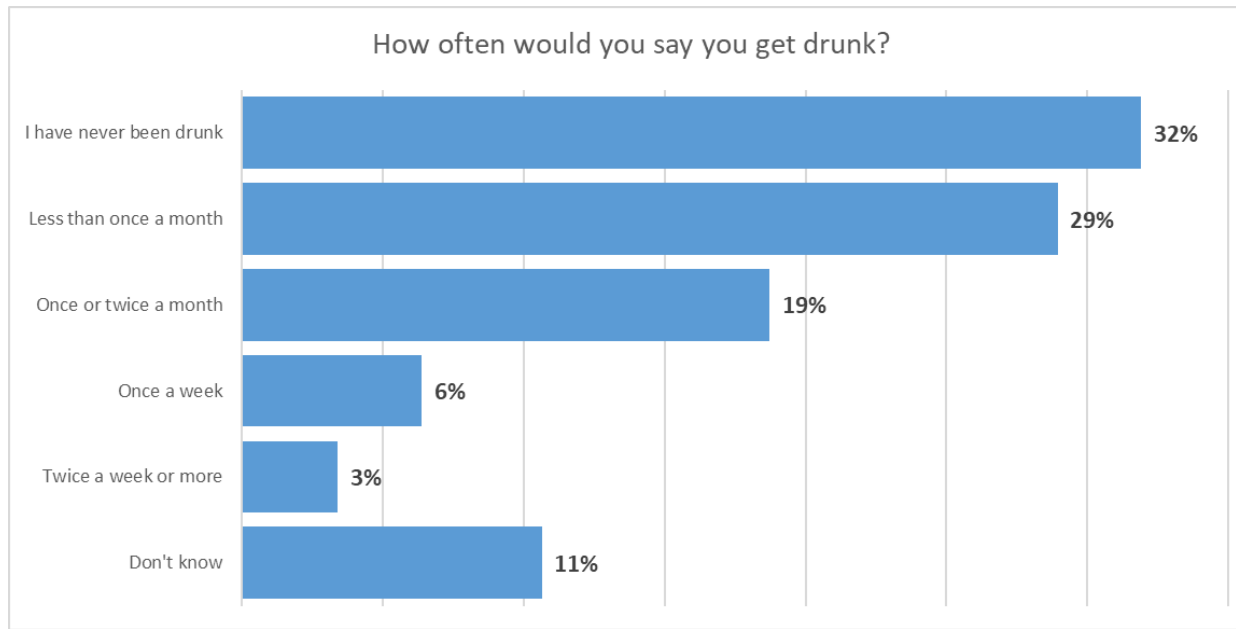
395



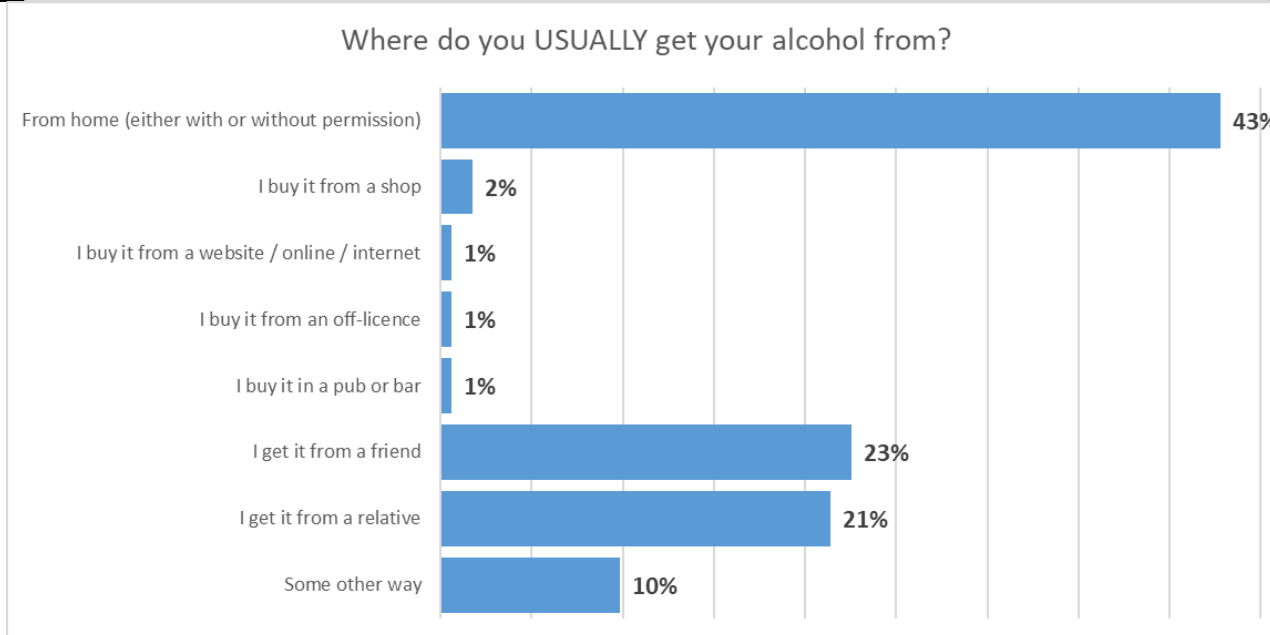
230

Alcohol

S4 Total
Responses



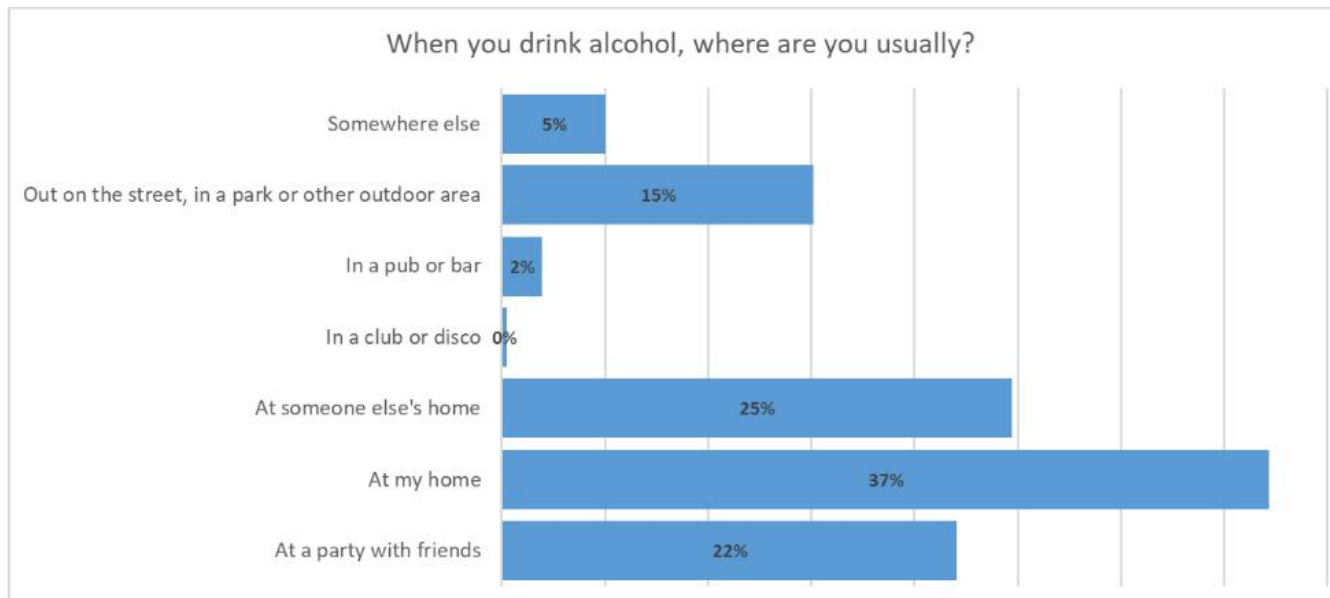
235



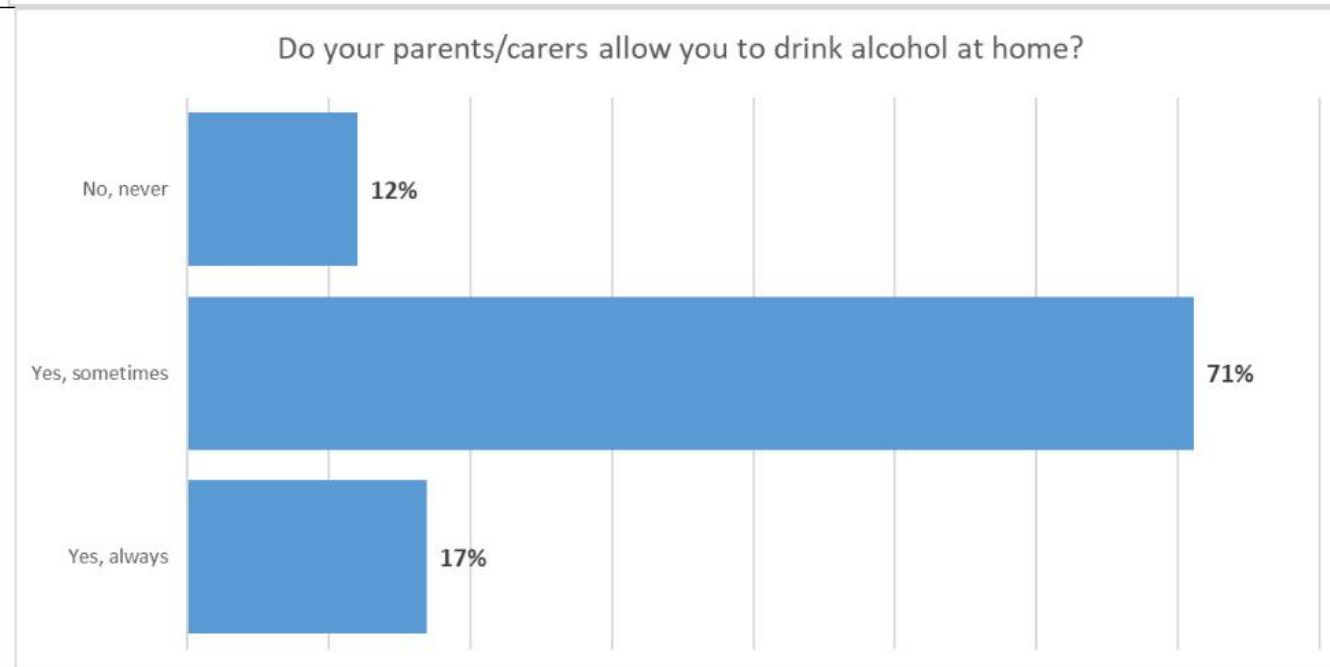
173

Alcohol

**S4 Total
Responses**



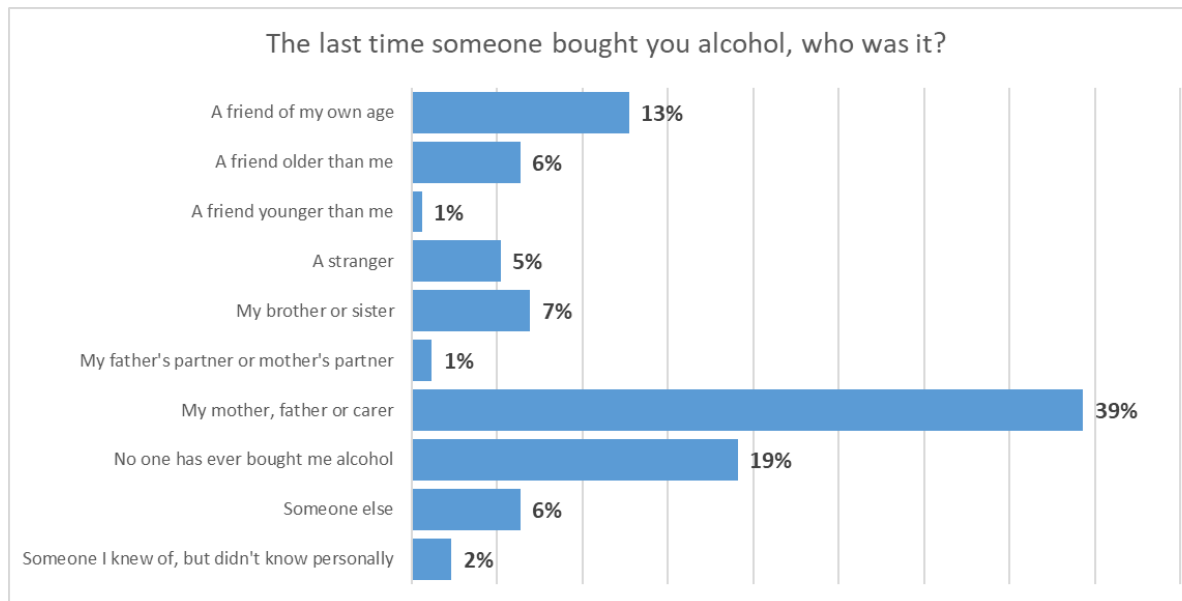
417
(443 total
'Yes'
responses)



225

Alcohol

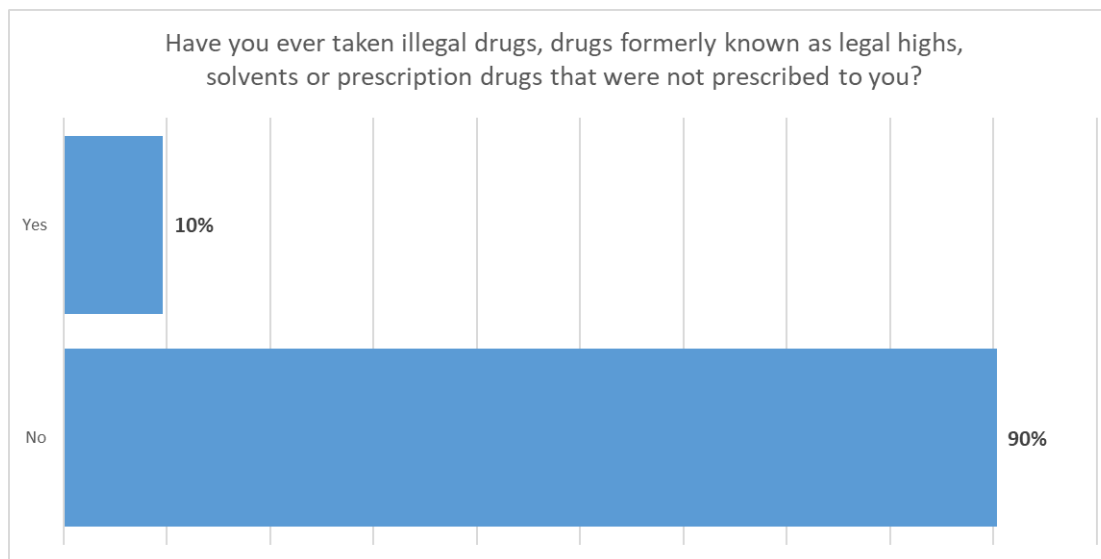
S4 Total
Responses



173

Drugs

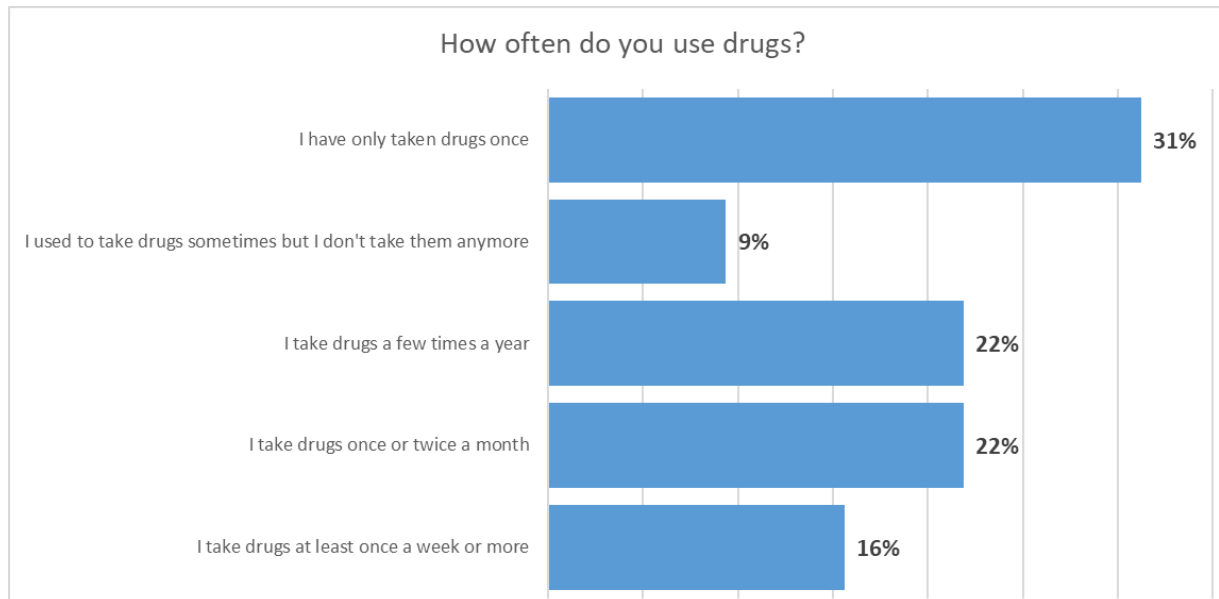
S4 Total
Responses



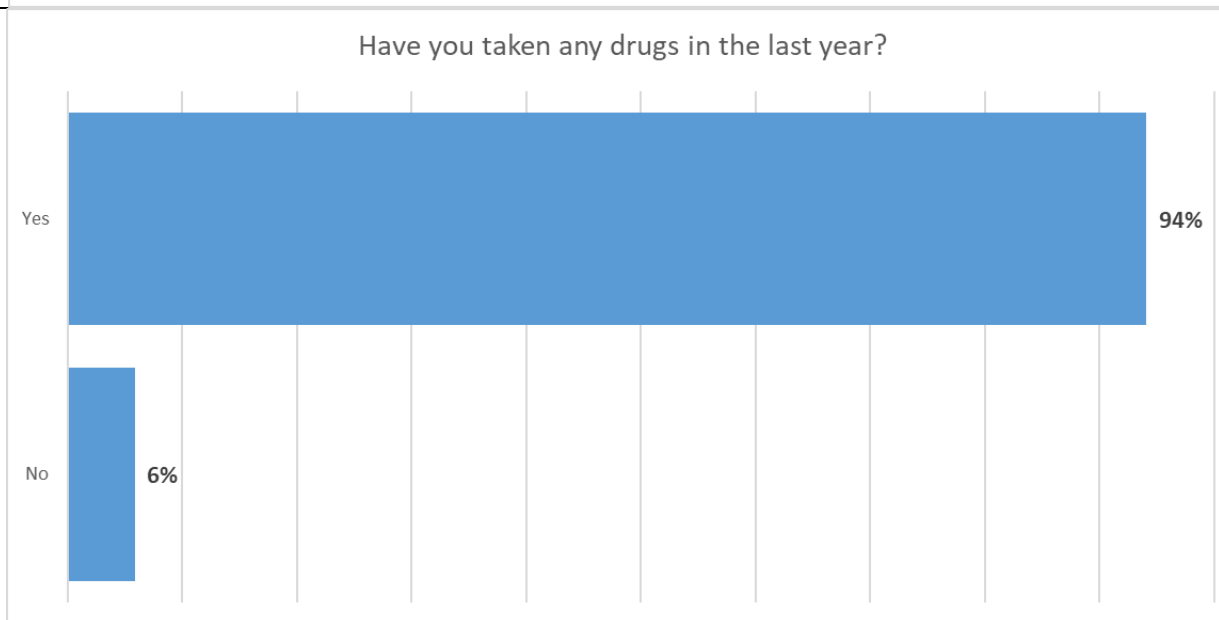
384

Drugs

S4 Total
Responses



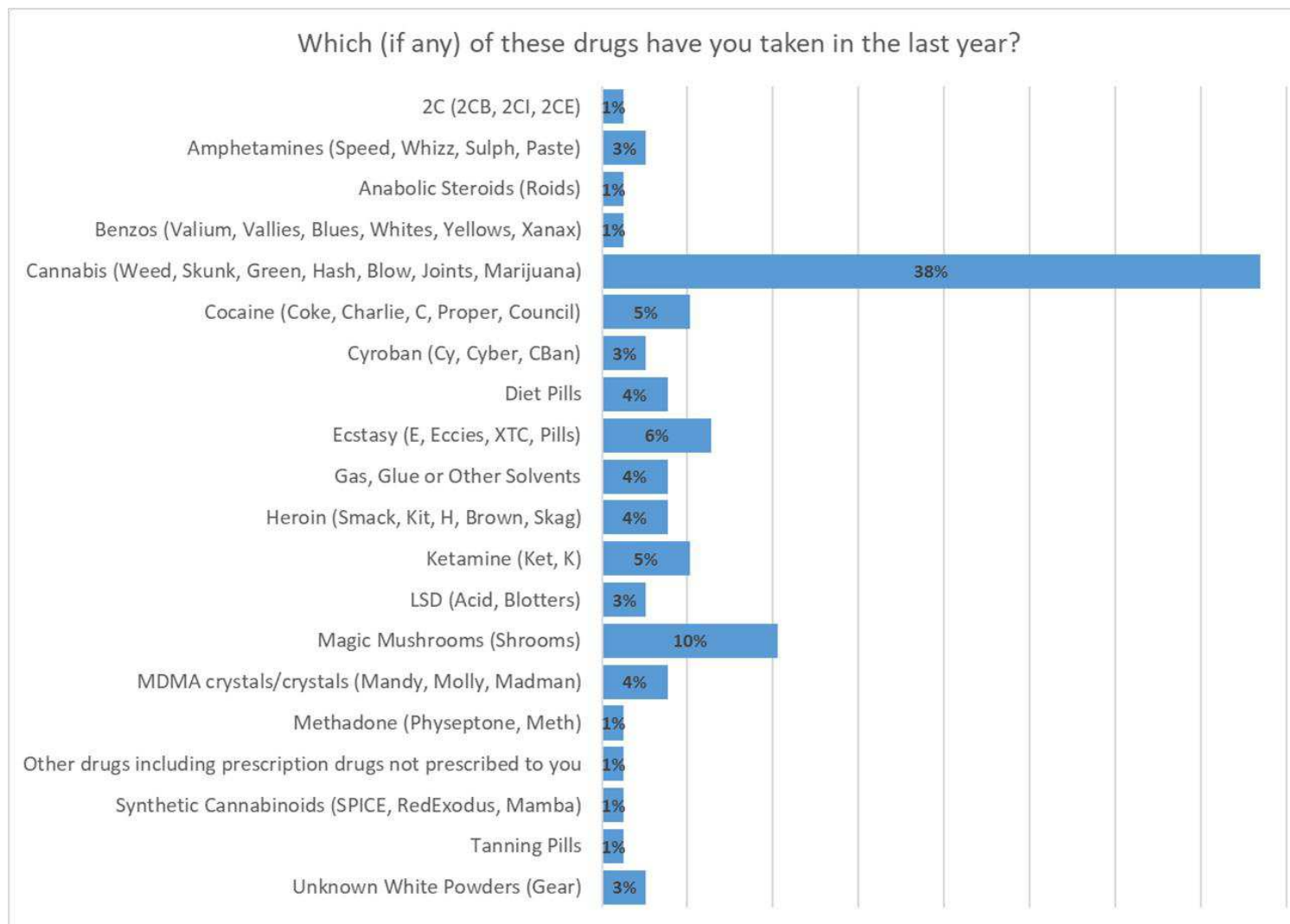
32



34

Drugs

S4 Total
Responses



417
(78 total
'Yes'
responses)

Note that Cyroban is not a known substance and is introduced to understand behaviour in responding.