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Date: 26 June 2020

Dear Sir/Madam

You are invited to the following meeting:

**Shetland Islands Council**  
**Thursday 2 July 2020 at 10 a.m.**

Please note that because of the current COVID-19 (Coronavirus) emergency, and as permitted by legislation, this meeting will not be open to members of the public.

This meeting will take place by remote means, by video and teleconference, for Councillors and advising officers only. Joining details will be sent separately to those attending.

Public reports are available on the Council's website. The actions and decisions taken at the meeting will be published on the Council's website as soon as possible thereafter.

Apologies for absence should be advised to [committee.services@shetland.gov.uk](mailto:committee.services@shetland.gov.uk) .

Yours faithfully

Executive Manager – Governance and Law

Convener: Malcolm Bell  
Depute Convener: Cecil Smith

<b>AGENDA</b>	
<b>In terms of Section 50A(3A) of the Local Government (Scotland) Act 1973, as introduced by Schedule 6, Paragraph 13 of the Coronavirus (Scotland) Act 2020, the public are excluded from this meeting on public health grounds.</b>	
(a)	Hold circular calling the meeting as read.
(b)	Apologies for absence, if any.
(c)	Declarations of Interest - Members are asked to consider whether they have an interest to declare in relation to any item on the agenda for this meeting. Any Member making a declaration of interest should indicate whether it is a financial or non-financial interest and include some information on the nature of the interest. Advice may be sought from Officers prior to the meeting taking place.
1.	COVID-19 - Update (a) Chief Executive <i>CE-01</i> (b) Petition
2.	Shetland Islands Council's Local Phasing Delivery Plan <i>CS-12</i>
3.	Islands Deal <i>DV-12</i>
4.	Shetland Islands Regional Marine Plan – Maintenance and Development 2020/21 <i>DV-08</i>
<b>The following items of business contain EXEMPT information</b>	
5.	Support for Inshore Fisheries Management – Shetland Islands Regulated Fishery (Scotland) Order 2020/21 <i>DV-09</i>
6.	Chief Social Work Officer and Children's Social Work Management Structure <i>CS-10</i>
<b>The following agenda items will commence at 2 p.m.</b> Any items above not completed before the adjournment, will be taken after item 12.	
7.	Infrastructure Directorate Performance Report 2019/20 <i>ISD-09</i>
8.	Development Directorate Performance Report – 2019/20 <i>DV-07</i>
9.	Children's Services Directorate Performance Report – Quarter 4, Period to 31 March 2020 <i>CS-11</i>

10.	Corporate and Executive Services – End of Year Performance Report 2019/2020 <i>CRP-12</i>	
11.	Corporate Risk Register <i>CRP-13</i>	
<b><u>The following item contains EXEMPT information.</u></b>		
12.	Confidential Corporate Risk Register <i>CRP-14</i>	

END





<b>Meeting(s):</b>	Shetland Islands Council	2 July 2020
<b>Report Title:</b>	COVID-19 update	
<b>Reference Number:</b>	CE-01-20-F	
<b>Author / Job Title:</b>	Maggie Sandison, Chief Executive	

## **1.0 Decisions / Action required:**

That the Shetland Islands Council:

- 1.1 **NOTE** the updates provided on the Council's COVID-19 response phase and planning for Recovery and Renewal; and
- 1.2 **APPROVE** the attached Recovery and Renewal Framework as the way in which the Council will structure its recovery and renewal work going forward.

## **2.0 High Level Summary:**

- 2.1 This report provides an update to Members on COVID response work, as well as setting out the strategic thinking that underpins the Recovery and Renewal Framework. The purpose of the Framework is to ensure a co-ordinated approach is taken to our work, to maximise the impact that our collective resources can have on the future of Shetland.

## **3.0 Corporate Priorities and Joint Working:**

- 3.1 The terms of this report support the shared vision and priorities of Shetland's Partnership Plan. The current arrangements also underpin the Council's participation in the resilience response as a key partner in the Shetland Emergency Planning Forum.

## **4.0 Key Issues:**

- 4.1 The COVID-19 pandemic has required a multi-agency response from the Shetland Emergency Planning Forum. The Council's focus throughout the response phase has been to reduce the spread of the virus and support NHS Shetland's ability to respond, safeguard the most vulnerable through the Care for People Plan, and manage the economic and social harms caused by the virus itself and the actions taken by UK and Scottish Government to suppress the virus transmission. Appendix 2 shows some key highlights from Council activity during the response phase.
- 4.2 After emergency services have left the scene of a major emergency incident, the local authority takes on the lead role in the rehabilitation and reconstruction of the community

by virtue of their role in safeguarding people in their area and their powers to promote community wellbeing.

- 4.3 This pandemic is unusual in that the Council and its partners need to maintain their capacity to respond to contain transmission, manage future outbreaks and future waves of the virus. The recovery phase is therefore concurrent with the response phase. The Scottish Government's '*COVID-19: A Framework for Decision-Making*' and '*Scotland's Route map through and out of the crisis*' describe the factors that must be considered by Government in gradually easing restrictions and lifting the lockdown measures. These documents also recognise that new ways of living and working – effectively a “new normal” – may have to be in place for some time to come. Given the severity of the economic and social harms of lockdown, it is therefore imperative that a co-ordinated strategic approach is taken to managing Shetland's recovery from the incident. The global scale of the impacts of the virus and the response means that this is not simply about returning to how things were before February 2020, but is instead an opportunity to address weaknesses that existed in our economic and social system prior to the pandemic, including tackling inequalities, inclusive growth and delivering a low carbon future. The Council's Framework, attached as Appendix 1, aims to provide a structure to the recovery and renewal activities, which will be continually reviewed and updated as events develop.
- 4.4 The Scottish Government's Guidance '*Preparing Scotland: Recovering from Emergencies in Scotland*' states that “Local authorities should lead recovery. They are skilled and experienced in multi-agency working and aligning the aims of disparate organisations to achieve common objectives”. It is essential that recovery and renewal activity builds on, rather than replaces, our existing strategic partnerships and strategies.
- 4.5 The Framework proposes that Shetland's Partnership Plan should be the foundation of our recovery and renewal activity. The Plan's vision – “Shetland is a place where everyone is able to thrive; living well in strong, resilient communities; and where people and communities are able to plan and deliver solutions to future challenges” remains the shared vision of the Partnership, although the place we are starting from has changed.
- 4.6 The first work strand in the Framework involves undertaking a Community Impact Assessment as detailed in the Emergency Planning guidance on recovery. It is necessary to understand the physical, psychological, economic and community impacts of the virus and the response. The Council and its partners must be in a position to provide statutory services and work together to address any gaps in service provision, which are necessary to prevent and mitigate harm, strengthen our community and improve the wellbeing of our people. It is recognised that the impact assessment will need to be a process that continues for a long period as the health, economic and social harms will be felt for 15-20 years. There will be a need to regularly revisit and reassess the impacts and imagine medium- and long-term scenarios for how the impacts will need to be mitigated.
- 4.7 Although it is acknowledged that the current environment is uncertain and rapidly changing, Community Impact Assessment on this scale will require a constant conversation with all parts of our community about the impacts and how we develop creative solutions to mitigate harm and to imagine the future.

4.8 In the first week of the Emergency Plan being invoked, the Council set up a Business Resilience Forum and a Community Resilience Forum to help assess the immediate impacts on the economy, individuals and the community. These structures will be maintained to support the recovery and renewal phase and maintain the feedback loop on Community Impact Assessment to inform activity and decision making.

4.9 It is recognised this early into the global pandemic response that some of the impacts may pass and some may stay, but all need to be considered in planning for Shetland's future:

- Reduced international/national/local travel.
- Reduced demand for oil and gas resulting in a demand for decommissioning capacity.
- Transition from oil and gas into renewables and hydrogen.
- Reset of consumer expectations and needs - e-retail.
- Remote working and e-business may open opportunities for new businesses or relocation of businesses/individuals to Shetland
- Changed export food and drinks markets due to shift from service sector to retail sector.
- Speed and strength of tourism/service sector recovery after lockdown.
- Physical distancing impacting on businesses' viability and survival.

Planning for the future also requires consideration of other changes in the economy such as the UK's withdrawal from the EU and climate change.

4.10 Work Strand 2 ensures that the Council learns from the response phase. The Council adapted quickly to the pandemic and lockdown, changing services and ways of working. It is necessary to reflect on what has worked, what we have learned as an organisation, community planning partnership and community and how that can be applied to responding to future waves of the virus, to the Council's restart activity and how services may operate in the future.

4.11 Shetland has not experienced this pandemic and the response alone and Work Strands 3 and 4 have been designed to ensure that Shetland's experience and voice is heard at every opportunity by UK and Scottish Government as they develop their policy responses to recovery and renewal. Also, that the Council uses research, best practice and others' experiences in its own recovery and renewal response for Shetland.

4.12 Work Strand 5 recognises that the Council must rebuild its services at each phase of the Scottish Government's route map out of lockdown, but rather than returning to normal we should 'build back better' and build greater resilience for future waves of the virus or local outbreaks. There is a clear recognition that going back to normal would miss the opportunity for improvement and transformation, such as building in better connectivity, zero carbon infrastructure, sustaining stronger, more resilient communities, and changing behaviours that create more resilience for future pandemics, disasters or shocks. This should include building back an economy that better provides for the protection of public services, tackles inequality, secures well-paid jobs, is shockproof to future waves of the virus and financial crises, and is prepared for a zero carbon world. It cannot be ignored, however, that unless there is a radical change, current Government strategies for funding the public sector will mean further and more severe funding cuts to local authorities to pay back the public borrowing that has supported the NHS response and private sector assistance packages.

- 4.13 Moving into the renew phase starts with Work Strand 6, which reinforces the commitment to achieving the outcomes in Shetland's Partnership Plan while recognising we are starting from a more challenging position than when the Plan was first approved. In particular, the seismic shock to Shetland's economy over the last 16 weeks will make creating new private sector jobs (to increase the working age population in order to balance the demographic profile of Shetland) particularly difficult but even more critical than before. The Council has prioritised the Business Support Schemes in the response phases and delivered £7.7M of grant assistance (as of 22 June) to businesses through the lockdown.
- 4.14 It is also essential that we build sustainability into all of the Council's activities now and in the future. The 2020/21 Budget Strategy considered four sustainability lenses – community, financial, workforce and environmental. These remain relevant and critical in a post-COVID world. These need to be factored into our planning for public service resumption, the economic and third sector recovery, the need to continue to deliver our support for the most vulnerable, the shielded and isolated, and deal with the inevitable surge demand as the impacts are felt in the medium to long term with changing needs and more and greater vulnerabilities.
- 4.15 People are at the heart of our community so they must also be at the heart of our renewal. The physical, mental and social wellbeing of individuals and the community has been detrimentally impacted by lockdown. The pandemic and the response to manage transmission has widened inequalities and created further disadvantage, poverty and hardship. A Local Employability Partnership has been developed to co-ordinate resources in the recovery/renewal phases around employability support, skills development and to understand what gaps there may be in current service provision to respond to the needs of individuals and families in our changing economy.
- 4.16 While many of the impacts of the pandemic have been negative, there has been great community strength and resilience demonstrated to meet individual and community needs without turning to statutory services. In a world with greater demand for support and less public sector funding, the capacity for communities and individuals to use their assets for problem solving and meeting their wellbeing requirements rather than seek solutions from the public sector will be essential. The long-term impacts on public sector funding will create a drive for public sector reform to resize and reshape the public sector to deal with an increased demand for services with fewer resources.
- 4.17 The Council has seen much flexibility and resourcefulness from its workforce through this period of dramatic change. The expectation that we will live with great change and disruption into the future, without returning to normal, calls for greater resilience from staff and will require an organisational culture that supports innovation, creativity and promotes wellbeing. There are opportunities to tackle pre-crisis weaknesses in ways of working to ensure that in future waves of the virus the organisation has built on the learning identified in Work Strand 2 so we start from a more agile and responsive position. This will include consideration of maintaining some mix of home/virtual working rather than assuming a return to previous ways. The Strategic Workforce Plan will build on the strengths demonstrated throughout this crisis and plans for reskilling and reshaping the workforce to better respond to the service demands and financial challenges the Council will face in the medium and longer term.

4.18 Work Strand 7 recognises that the economic and societal shifts will require the Council to change. Some change has been driven by the positive experiences during the response phase. Some change will be required as there is a better understanding of future outbreaks or waves of the virus, changing needs in the community and the establishment of new ways of working.

4.19 Work Strand 8 recognises the policy and financial levers that already exist or can be secured to promote Shetland’s recovery and renewal. The Council has sought and secured change to the Government’s Business Support Schemes to maximise their impact in Shetland to support renewal. Securing other policy and funding interventions such as addressing connectivity issues, which do not appear to be being resolved through R100, and securing revenue and capital funding for ferries.

4.20 Shetland is fortunate to have potential for a number of economic stimulus projects in the short to medium term, which will be critical to Shetland’s recovery and renewal. These include:

- HVDC Interconnector and on/off shore wind opportunities – connecting to the Energy Hub project and the developing hydrogen and carbon capture technologies
- Shetland Space Centre
- Decommissioning – Ninian North and potential for ultra-deep water decommissioning development
- Scalloway and Lerwick Fishmarkets
- North Isles Fibre
- R100 Programme
- Fair Isle Bird Observatory
- Strategic Housing Investment Programme including Staney Hill, Scalloway, Sandveien refurbishment
- Islands Deal Projects – Knab regeneration, Campus development, Shellvolution
- Ladies Drive
- Fair Isle Ferry replacement
- Strategic Road Investment Programme

4.21 There is a need to ensure these projects deliver direct benefits to individuals, the community and the economy by providing employment, tackling inequalities and building a resilient and vibrant community where people want to live, work, study and invest. The Recovery and Renewal Framework aims to demonstrate the activities that the Council will facilitate and co-ordinate with its partners and the community to secure the Shetland Partnership vision. The Framework creates a structure, pulling together existing plans to maximise the impact that our collective resources can have on the future of Shetland.

**5.0 Exempt and/or confidential information:**

5.1 None.

**6.0 Implications**

**6.1 Service Users, Patients and Communities:**

The Recovery and Renewal Framework is built on Shetland’s Partnership Plan vision of making Shetland a place where “everyone is able to thrive; living well in strong, resilient communities; and where people and communities are able to help

	plan and deliver solutions to future challenges”. Delivery of that vision and the Framework will require ongoing engagement with all parts of our community.
<b>6.2 Human Resources and Organisational Development:</b>	There are no direct implications arising from this report. Human Resources/Organisational Development projects mentioned in the Framework will be reported separately to Council for decisions, as appropriate. The Council has maintained regular and positive engagement with Trade Unions during the pandemic response.
<b>6.3 Equality, Diversity and Human Rights:</b>	Although there are no direct implications arising from this report, an equality impact assessment of the COVID response and future services models is being undertaken. The Recovery and Renewal Framework also aligns with the Partnership Plan’s strategic objective of making Shetland a place where “everyone is able to thrive”.
<b>6.4 Legal:</b>	There are no direct legal implications arising from this report. However, there are a number of projects and key actions within the Framework that have legal implications. Legal advice will be sought as matters progress to ensure that Shetland Islands Council complies with all statutory requirements.
<b>6.5 Finance:</b>	The Council continues to monitor the budgetary impacts of COVID-19. This has shown that the Council has, to date, incurred £2.4M additional costs associated with the pandemic response. These have been partly offset by £981k in reduced costs, such as reduced energy costs, fuel usage etc. The Council is currently working on estimates of how much it will cost for services to resume activity safely, in line with the Scottish Government’s route map.
<b>6.6 Assets and Property:</b>	There are no direct implications arising from this report, but clearly how we make use of our estate is a key part of our recovery and renewal framework. An Accommodation Working Group has been established, linking to Work Strand 5.
<b>6.7 ICT and new technologies:</b>	There are no direct implications arising from this report, but digital solutions and improved connectivity will be key to recovery and renewal.
<b>6.8 Environmental:</b>	The Framework seeks to align with the Council’s existing programme of work on climate change.
<b>6.9 Risk Management:</b>	COVID-19 presents a significant risk to the Council and the wider Shetland community and features in the Council’s Corporate Risk Register.
<b>6.10 Policy and Delegated Authority:</b>	A decision is sought from Shetland Islands Council, as the principal decision-making body on the Council’s Policy Framework, as set out in Part A of the Council’s Constitution.

<b>6.11 Previously considered by:</b>	Shetland Islands Council	22 April 2020
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**Contact Details:**

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**Appendices:**

Appendix 1 - Recovery and Renewal Framework

Appendix 2 - Shetland Islands Council COVID-19 response activity



# Shetland Islands Council

## COVID-19

### Recovery & Renewal Framework

**Senior Responsible Officer** - Maggie Sandison, Chief Executive  
**Strategic Direction and monitoring** - Corporate Management team  
**Operational input** - Tactical Team  
**Political Oversight** - Committee Chairs

#### **Mission Statement:**

To ensure a co-ordinated approach is taken to our COVID-19 Recovery and Renewal phases, maximising impact from our available resources and ensuring everyone is aware of how their contributions help us to achieve our shared goals for Shetland.



# Creating a shared Framework

We will continue to engage with a range of stakeholders on Recovery and Renewal as we go forward.

This draft Framework has been/will be presented to:

- ▶ SIC Corporate Management Team - 20 May
- ▶ Political Leadership - 22 May
- ▶ All Councillors - 28 May
- ▶ Trade Unions - 1 June
- ▶ Tactical Team - 2 June
- ▶ SIC - 2 July
- ▶ Shetland Partnership Leadership & Management Team - July
- ▶ SIC Management Network - 20 July

# Values - taking personal responsibility, working well together, delivering excellent service



Contributing to national and local efforts to contain transmission.

Working with all sectors of our community to manage the impact on Shetland, particularly the most vulnerable.

Local Emergency Response governance structure assisting co-ordination and focus

1. Community Impact Assessment

2. Learn from our Council response phase to help us plan for recovery/renewal.

3. Understand UK and Scottish Government policy in a local setting, seeking to ensure Shetland's needs are taken into account in recovery/renewal planning.

4. Learn from others' experiences and policy research

5. Plan for and deliver service recovery and renewal

6. Help to rebuild Shetland, with renewed focus on our shared Community Planning objectives, in particular: inequality, inclusive growth, low carbon future, sustainable communities, community participation, new skills and community wealth building.

7. Plan for and deliver a new Council Change/Renewal Programme

8. Use all available levers to stimulate Renewal

# Recover - Learning and resetting

## Work Strand 1. Community Impact Assessment

- ▶ Shetland Partnership Plan indicators of change baseline data
  - ▶ What does the data tell us- what has changed in Community Plan outcomes and other datasets? COVID 19 Core dataset.
  - ▶ Capture reforms, shifts and new practice
  - ▶ People
    - ▶ Physical Impacts (including individuals' health, housing and financial needs)
    - ▶ Psychological impacts (personal and community)
    - ▶ Community displacement
    - ▶ Community cohesion
    - ▶ Workforce
  - ▶ Economy
    - ▶ Economic and business impacts
    - ▶ Employment
    - ▶ Input/output study vs now
  - ▶ Infrastructure
    - ▶ Disruption to daily life (eg educational establishments, welfare services, transport systems)
    - ▶ Disruption to Utilities/ essential services
- ▶ Short/medium term scenarios - develop understanding of what will influence those scenarios

# Recover - Learning and resetting

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## Work Strand 2. Learn from our Council Response phase to help us plan for recovery and renewal.

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- ▶ Feedback from Directorates on Budget 2020-21 projects and steps to renewal
- ▶ Feedback from all services on new ways of working, with collaboration for social change the stimulus
- ▶ Engagement with communities to better understand lived experience
- ▶ Business Resilience Forum
- ▶ Community Resilience Forum
- ▶ Staff 'pulse' survey
- ▶ Trade Union feedback
- ▶ Staff Absence Tracker
- ▶ Mutual Mentoring Project

# Recover - Learning and resetting

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**Work Strand 3. Understand UK and Scottish Government policy in an islands context, seeking to ensure Shetland's needs are taken into account in national recovery/renewal planning**

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- ▶ Scottish Government - Framework for decision-making and Route Map
- ▶ UK Government Recovery Strategy
- ▶ NofS Regional Resilience Partnership
- ▶ COSLA
- ▶ Sc Parliament COVID-19 Committee and other Committee work
- ▶ Islands Strategic Group
- ▶ MP and MSPs for Shetland
- ▶ Chief Officers Group meetings
- ▶ ADES / Regional Education / Personnel Directors / SLAED

# Recover - Learning and resetting

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## Work Strand 4. Learn from others' experiences and policy research

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- ▶ Understanding of other Scottish Council areas' experiences, particularly Councils with Islands' plans for recovery/renewal.
- ▶ Experiences of International Island communities in responding to COVID and preparing for a new future.
- ▶ Policy papers/analysis of COVID-19 response, recovery and renewal:
  - UKG / Sc Govt
  - World Health Organisation
  - Fraser of Allander Institute
  - Improvement Service
  - SPICE
  - Centre for Progressive Policy
  - Economic Development Association of Scotland
  - Scottish Policy and Research Exchange
  - Scotland's Centre for Regional Inclusive Growth
  - Scottish Futures Trust
  - UHI Islands Studies, Islands Response to COVID research

# Recover - Adjusting

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## Work Strand 5. Plan for and deliver service recovery and renewal

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- ▶ **Directorate Recovery & Renewal Planning** - linking with Risk Registers and Business Continuity Plans to capture learning, highlight requirements for investment, Health & Safety issues, adjustments to buildings etc, to help us 'build back better'.
- ▶ Approach needs to be flexible and agile enough to respond to scenarios that we may not yet have thought about - developing Govt policy position and guidance on distancing, how services fit into the Scottish Govt '*Route map through and out of the crisis*', Scottish Government Guidance to specific sectors, 'Test and Protect', possible future waves of infection, lockdowns etc.

# Recover - Adjusting

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## Work Strand 5. Plan for and deliver service recovery and renewal

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Normal Recovery milestones include some of the following:

- demands on public services (including health) returned to normal levels - **actually** we want to reduce demands and improve individual and community resilience - in the “new normal”
- utilities are fully functional - **actually** we want improved IT/broadband and zero carbon infrastructure in our “new normal”
- schools are fully functional - **actually** we may need a different estate- bigger classrooms/maintain remote capability to manage social distancing/more flexible estate/ability to step up/down
- transport infrastructure is running normally - **actually** may need reduced infrastructure due to changing behaviours and remote working

# Renew

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Work Strand 6. Help to rebuild Shetland with renewed effort and focus on our shared Community Planning objectives, in particular: inequality, inclusive growth, low carbon future, sustainable communities, community participation, new skills and community wealth building.

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## Shetland Partnership Plan

*‘Shetland is a place where everyone is able to thrive; living well in strong, resilient communities; and where people and communities are able to help plan and deliver solutions to future challenges’*

This remains our shared vision for the public sector in Shetland.

# Renew

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**Work Strand 6. Help to rebuild Shetland with renewed effort and focus on our shared Community Planning objectives, in particular: inequality, inclusive growth, low carbon future, sustainable communities, community participation, new skills and community wealth building.**

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## **Shetland Islands Council Recovery & Renewal**

Focus on contributing to the Shetland Partnership Plan in a post-COVID reality.

Structured around our 4 lenses of sustainability:

- **Community sustainability**
- **Financial sustainability - (linked to Medium-term Financial Plan)**
- **Workforce sustainability - (linked to Strategic Workforce Plan)**
- **Environmental sustainability - (linked to Climate Change SOP)**

# Renew

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## Community sustainability - 1

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### ▶ Public services resumption

- Staff continue to work from home, where possible
- Maintain high focus on symptoms - ongoing absence rates across services
- Reduced face-to-face interactions
- Technology to support distant/remote working/self-service/digital by default
- Distancing in premises
- PPE for frontline workforce
- Cleaning and disinfection
- Don't assume all services resume at same time
- Don't assume all resume to same level and different ways to function will be required - the “new normal”
- Shielding activity for extremely vulnerable and vulnerable groups will continue for some time so response and recovery phase will be occurring for services at the same time.
- Adopting higher levels of resilience for reopened infrastructure, workplaces and services
  - Readiness for possible future lockdowns/restrictions
  - Ability to switch mode quickly

# Renew

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## Community sustainability - 2

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### ▶ Economic/business and Third Sector recovery

- Business Support Scheme
- Community Support Scheme
- Work closely with Community Anchor Organisations
- Rationalisation/reduction/reprioritisation/repurposing/new delivery models/closure
- Build resilience for future lockdown/restrictions
- Reduced international/national/local travel
- Reduced demand for oil and gas resulting in a demand for decommissioning capacity
- Transition from oil and gas into renewables and hydrogen
- Reset of consumer expectations and needs - e-retail
- Remote working and e-business may open opportunities for new businesses or relocation of businesses/individuals to Shetland
- Changed export food and drinks markets due to shift from service sector to retail sector
- Speed and strength of tourism/service sector recovery after lockdown
- Physical distancing impacting on businesses' viability and survival

# Renew

## Community sustainability - 3

### ▶ **Continuing support for the vulnerable**

- Care for People - support the most vulnerable, isolating and those shielding
- Tackling poverty and financial disadvantage
- COVID-19 has widened inequalities - how do we reverse that? What levers do we have?

### ▶ **Supporting individual and community wellbeing**

- Physical, mental and social
- Building on and maintaining volunteering capacity and community resilience
- Building on kindness and compassion shown in crisis
- Community Engagement and Communication - how do we build participation into all strands

# Renew

## Financial sustainability

- ▶ Demand for services and direct financial support increasing
- ▶ Prioritisation of resources to support where they are needed most/greatest impact on renewal

### **Budget Strategy 2020:**

- **Investment** - actions designed to reduce the need for Council Services/ Reduce the cost of Services
- **Efficiency** - actions designed to reduce the cost of Council Service without changing service level to the public
- **Commercialisation** - actions to increase income to the Council
- **Retrenchment** - actions to reduce the Council's role in terms of the services it provides and to whom
- ▶ Impact of Public Sector borrowing on future resources
- ▶ Impact of COVID-19 on investments and ability to fund services now and in future
- ▶ Impact of COVID-19 on fuel price and future of SVT
- ▶ Strategic investments to help restart the economy
  - Asset Investment Plan
  - North Isles Fibre
  - Islands Deal
  - Green Deal/Climate Change Funds
  - Crown Estate income
  - Potential for SG/UK Government infrastructure investments

# Renew

## Workforce sustainability

- ▶ Staffing resilience and support
- ▶ Address pre-crisis structural weaknesses identified in crisis
  - Data analysis section
  - Out of hours provision - don't return to 9 to 5, 5 days a week model
  - Tackle Directorate/service boundaries around redeployment and flexible staff deployment
  - Flexible roles - single support/outreach worker job description
  - IT systems and remote working capacity - Office 365/VPN
  - Reskill/redeploy/retrain to areas of growth in demand
  - Managing virtual teams
  - Work-life balance/unpaid Carer roles for staff
- ▶ Paperless/self-service - HR/Finance systems

# Renew

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## Environmental sustainability

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- ▶ Zero Carbon economic renewal and achieving Just Transition
- ▶ Role of built and natural environment in sustaining health and wellbeing
- ▶ Shetland's renewable resources to support economic recovery
- ▶ Reduce on/off-island travel
- ▶ Teleworking/virtual meetings
- ▶ Digital Services
- ▶ Infrastructure
- ▶ Accommodation rationalisation
- ▶ Broadband/Digital Comms Infrastructure
- ▶ Transport - services considered / active travel promoted

# Renew

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## Work Strand 7. Plan for and deliver a new Council Change/Renewal Programme

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- ▶ Underpinned by Council's Values & Behaviours Framework
- ▶ Building on positive service changes experienced through our Response phase
- ▶ Adjusting to new ways of working
- ▶ Achieving organisational renewal and lasting transformation
- ▶ Aligning with Best Value Guidance

# Renew

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## Work Strand 8. Use all available levers to stimulate Renewal

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### ▶ Policy

- National Islands Plan implementation
- Island Communities Impact Assessment
- Programme for Government
- 2021 Scottish Parliament election

### ▶ Investment - Government funding

- Full and fair funding for Shetland's Internal ferry service
- COVID-19 support to businesses and communities

# Monitoring

## **Shetland Partnership Leadership & Management Team**

- COVID 19 Core dataset

## **Shetland Islands Council**

- Directorate performance reports to Committees/SIC

## **CMT**

- Recovery Plan delivery - verbal updates and briefing reports from Directors (Twice a week)
- Staff Absence Tracker (Weekly)
- 'Learning reports' (Monthly)

## **Political Leadership**

- Verbal reports from Chief Executive and Directors, as appropriate (Twice a week)

# Communicating

**Communications Strategy** implementation, will be delivered through a COVID-19 lens. Key points:

***‘Shetland Islands Council is committed to good communication - with our staff, our councillors and the wider public - making sure everyone has the information they need, delivered in the right way, and at the right time’***

- ▶ Managers and supervisors communicate regularly and effectively with all their staff - both in routine/regular communication and in periods of change. Information is readily available and staff are able to find things easily.
- ▶ All staff, regardless of their location or the hours they work, feel that the Council is communicating clearly with them, in the right way, and at the right time.
- ▶ We are communicating with our community in ways that are accessible to them.
- ▶ We are seeking both positive and negative feedback and using it to influence our learning, improvement and change.
- ▶ Council staff and services communicate regularly, understand each other and work together on shared priorities.

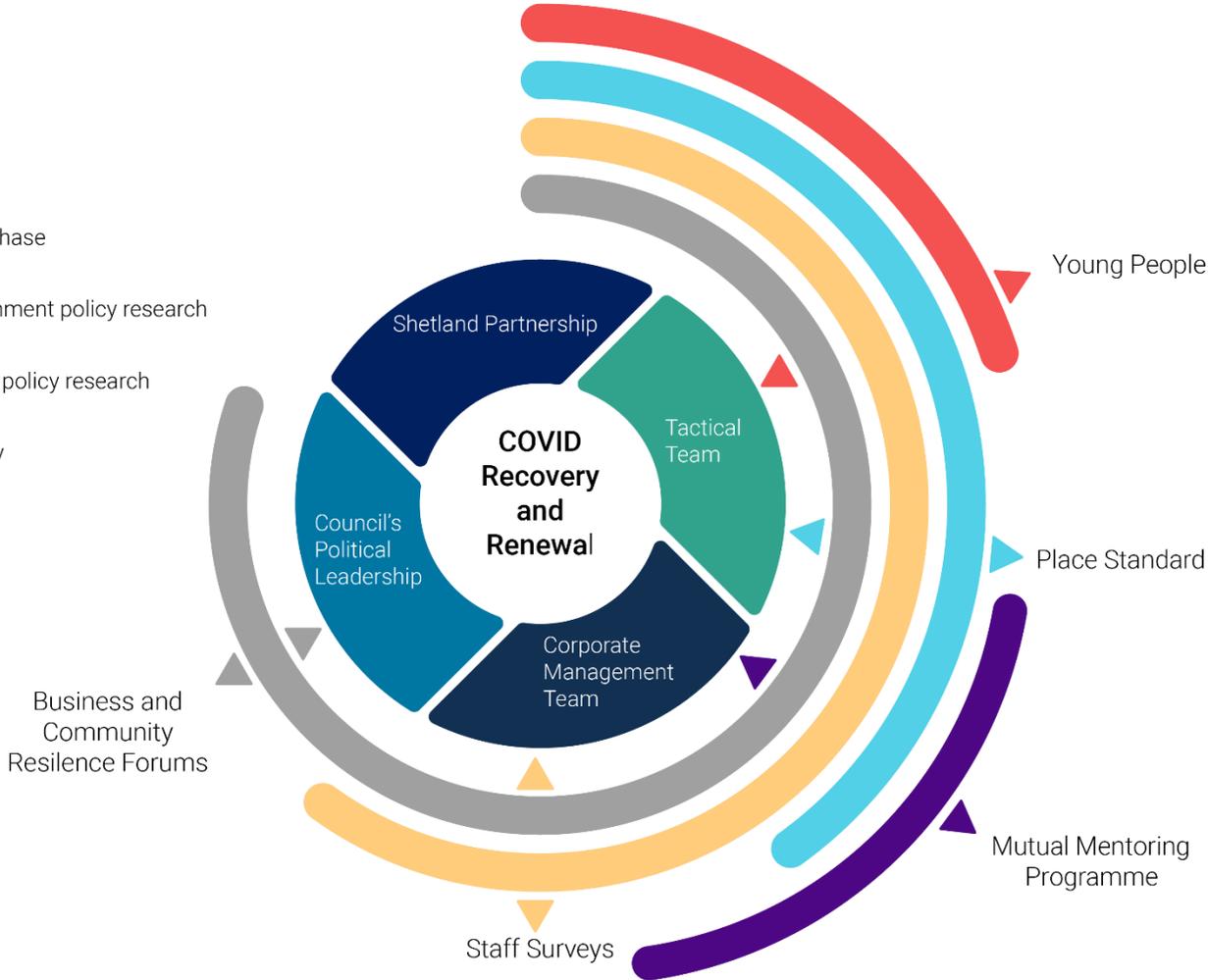
# Governance / stakeholder engagement

## RECOVER

- Work Strand 1**  
Community Impact Assessment
- Work Strand 2**  
Learn from our Council Response phase
- Work Strand 3**  
Understand UK and Scottish Government policy research
- Work Strand 4**  
Learn from others' experiences and policy research
- Work Strand 5**  
Plan for and deliver service recovery

## RENEW

- Work Strand 6**  
Help to rebuild Shetland with renewed focus on shared community planning objectives
- Work Strand 7**  
Plan for and deliver a new Council Change/ Renewal Programme
- Work Strand 8**  
Use all available levers to stimulate renewal

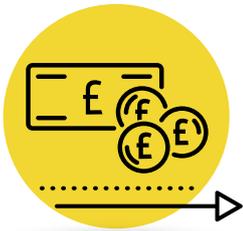


# Officer and Political leads

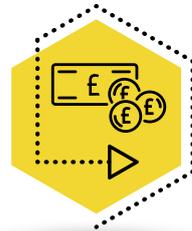
Work Strand	Lead Officer(s)	Lead Members
1 - Community Impact Assessment	Director - Development and Executive Manager - Community Planning & Development	Political Leader
2 - Learn from our Council Response Phase	Corporate Management Team	Deputy Leader
3 - Understand UK/Scottish Govt policy in a local setting	Chief Executive	Chairs
4 - Learn from others' experiences and policy research	Executive Services Manager	Chair - Education & Families Committee
5 - Plan for and deliver service recovery and renewal	All Directors and Tactical Team	Chairs
6 - Help to rebuild Shetland with renewed focus on our community planning objectives	Director - Development Svcs, Director - Children's Svcs, Director - Infrastructure Svcs, Executive Manager - Finance and Executive Manager - Human Resources	Chairs
7 - Plan for and delivery a new Council Change/Renewal programme	Director - Corporate Svcs and Exec Manager - Change Programme	Convener
8 - Use all levers to stimulate Renewal	Executive Services Manager	Political Leader



Key highlights from Council activity during the COVID-19 response phase



Coronavirus Business Support Fund  
**£7.475m** awarded to  
**680** successful applicants  
**767** applications received



Newly Self Employed Hardship Fund  
**£44,000** awarded to  
**22** successful applicants  
**31** applications received



**358**  
 Business Gateway enquiries  
 excluding grant applications  
 - typically 200 per annum -  
 Mid-March to 17 June



**134** children  
 from **87** key worker families  
 supported in childcare settings  
 w/b 15 June



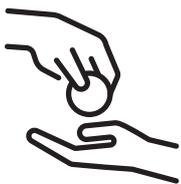
**101**  
 shielding individuals  
 registered for food parcels  
 and/or  
 supermarket delivery slots



Shetland Coronavirus Support Hub  
**296** calls to the Hub  
 - as at 19 June



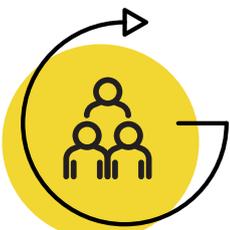
Shetland Library eBooks  
 - Lending **trebled** from  
 same period last year  
 - Registrations **doubled**



**457** payments  
 to pupils eligible for free  
 school meals/clothing grants  
 w/b 22 June



**2565**  
 hours per week social care  
 delivered to meet needs  
 of adults with learning  
 disability and autism



**17** people  
 shielding and non-shielding  
 referred or signposted to  
 Citizen's Advice Bureau



**381** calls  
 out to shielding individuals



**71**  
 press releases issued since  
 start of March, providing  
 updates on services to  
 the local community



**1193** users  
**3136** sessions  
 Average daily usage of  
 GLOW since mid-March





<b>Meeting(s):</b>	<b>Shetland Islands Council</b>	<b>2 July 2020</b>
<b>Report Title:</b>	<b>Shetland Islands Council's Local Phasing Delivery Plan</b>	
<b>Reference Number:</b>	<b>CS-12-20-F</b>	
<b>Author / Job Title:</b>	<b>Director of Children's Services</b>	

<b>1.0</b>	<b>Decisions / Action required:</b>
1.1	That Shetland Islands Council <b>APPROVE</b> the Children's Services' Local Phasing Delivery Plan for publication.
1.2	That Shetland Islands Council <b>APPROVE</b> revised school calendar dates for 2020-2021.
<b>2.0</b>	<b>High Level Summary:</b>
2.1	On 21 May 2020 the Depute First Minister announced that schools across Scotland would reopen for pupils on 11 August 2020. A strategic framework was published which provides direction for the whole of Scotland to enable consistency and equality in a national approach for children and young people that is underpinned by local planning and delivery.
2.2	In this announcement the requirement for local authorities to produce a Local Phasing Delivery Plan was set out. Shetland Islands Council's Local Phasing Delivery Plan is enclosed as appendix 1. We are very grateful to our schools for providing evidence in the form of photos of our young people learning from home. All photos within the plan have the necessary permissions for being shared.
2.3	The purpose of the Local Phasing Delivery Plan is to maximise capacity for pupils to benefit from in school learning while ensuring a high quality nurturing and learning environment for children through innovative approaches included a model of blended learning.
2.4	The Shetland Islands Council's Local Phasing Delivery Plan focuses on: <ul style="list-style-type: none"> <li>• Current situation</li> <li>• Staff return to school</li> <li>• Social distancing and capacities</li> <li>• Critical childcare and hubs</li> <li>• Vulnerable young people and those with additional support needs</li> <li>• Learners return to school</li> <li>• Early learning and childcare</li> <li>• Blended learning model</li> <li>• Health and wellbeing</li> <li>• Strategic and improvement planning</li> </ul>

2.5 The proposed amendments to the school calendar dates are as follows:

- Schools and Early Learning and Childcare settings closing for the summer holidays as planned on Friday 03 July 2020 in line with the SNCT advice to make adjustments in the following session.
- The In-Service that was due to take place on Monday 17 August 2020 to take place on Monday 10 August 2020.
- The In-Service day that was due to take place on Tuesday 18 August 2020 to now take place on Thursday 18 February 2021 prior to the occasional holiday days on Friday 19 February and Monday 22 February 2021.
- Pupils to return to school and commence the blended learning model on Tuesday 11 August 2020.
- The end of academic session 2020-21 will to be Friday 25 June 2021, rather than Friday 2 July 2021, thus recouping of the final week of this year's summer holiday.

### **3.0 Corporate Priorities and Joint Working:**

3.1 Shetland Islands Council's Corporate Plan 2016-2020 makes support for young people a priority for the work of the Council. The two areas most relevant to the Local Phasing Delivery Plan are:

- Children and young people, particularly those from vulnerable backgrounds and in care, will be getting the learning and development opportunities that allow them to fulfil their potential.
- Young people will feel that their voices are being heard by the Council, having regular opportunities to have a say on the issues that affect them.

3.2 Shetland Islands Council's Local Phasing Delivery Plan has been produced with input and support from services across the Council. The work of the plan demonstrates Shetland Islands Council's values of Excellent Service, Taking Personal Responsibility and Working Well Together.

3.3 Shetland Islands Council's Corporate Parent Improvement Plan states that children, young people and care leaver services are developed in response to identified needs. This outcome will be achieved by all partners developing ways of identifying and reporting key themes which impact on looked after children, young people and care leavers such as homelessness, educational achievement, social exclusion and poverty relevant to the services they provide.

3.4 Shetland's Partnership Plan describes a vision where Shetland is a place where everyone is able to thrive; living well in strong, resilient communities; and where people and communities are able to help plan and deliver future solutions.

3.5 This vision aligns with the context of national and local policy in Education by supporting all children and young people to fulfil their potential, cultivating strong relationships between school and community and facilitating collaboration between schools, partners, staff, parents and pupils in influencing the life and work of the school.

3.6 The Integrated Children's Service Plan 2017-2020 has been developed around three key themes: improving emotional wellbeing and resilience, strengthening families and tackling inequalities, and is reflected in the Local Phasing Delivery Plan.

#### **4.0 Key Issues:**

4.1 The Depute First Minister stated that the Local Phasing Delivery Plans should make consideration of:

- The needs of pupils with additional support needs and vulnerable children.
- The emotional, physical and mental health and wellbeing of learners.
- The speed and ease with which phasing could be reversed if the situation deteriorates and health requirements suggest it is necessary.
- Increased in-school learning time for all, working towards the resumption of full-time in school provision when possible.
- Provision of critical childcare for key workers (including wraparound and out of school care).
- Provision of support in transition, for example from ELC into P1 and P7 into S1
- Provision for family groups.
- How the blend of in-school and in-home learning will work across the local authority and in each establishment. This will include a calculation of how many children can be safely accommodated in school at any one time, based on the physical distancing and enhanced hygiene procedures set out in the strategic framework.

4.2 For most of our children and young people, Shetland provides a safe and nurturing environment within which they can grow and flourish. Shetland has high standards of service but, for some, there remain social and economic issues which might prevent our children and young people from getting the best start in life and from reaching their full potential.

4.3 The aim of Shetland Islands Council's Local Phasing Delivery Plan is to provide information for staff returning to school in June to plan and prepare for the new model of blended learning to be implemented from August 2020.

4.4 Current plans are that there will be bespoke blended model rotas, including the option of the school roll being split into two groups with each group having two days in school per week and three days of remote learning; or, one week in school and one week of remote learning. In larger settings, this may mean that the school roll is divided three ways and the rota organised accordingly. In smaller settings, this may mean that all pupils can return to education full time.

4.5 Shetland Islands Council's Local Phasing Delivery Plan has been submitted to Her Majesty's Inspectorate of Education on Wednesday 24 June 2020 for scrutiny.

4.6 All Teachers and Associated Professionals due to start temporary or established contracts on Monday 17 August will be contacted by line managers to ascertain if they are able to commence in post on the 10 August and new contracts will be issued by Human Resources. There will be no detriment if this is not possible but they will be expected to inform their line managers as soon as possible if the earlier start date is not possible. Further information will follow for non-teaching staff.

4.7 Teachers and non-teaching staff who have temporary contracts to the 16 August 2020 will be honoured to this date.

#### **5.0 Exempt and/or confidential information:**

5.1	None
<b>6.0 Implications:</b>	
<b>6.1 Service Users, Patients and Communities:</b>	<p>Successful implementation of the Local Phasing Delivery Plan will ensure pupils get back to school safely leading to improved outcomes for them and their families.</p> <p>There will be a positive impact on children, young people and families, particularly those experiencing poverty.</p>
<b>6.2 Human Resources and Organisational Development:</b>	<p>Weekly meetings between Council Staff and members of the Local Negotiating Committee of Teachers have been held to consult on changes needed throughout the pandemic.</p> <p>Consultation and involvement of staff and trade union representatives was encouraged during the development of the risk assessments.</p> <p>Guidance and information has been produced by Human Resources for managers and staff throughout the pandemic as well as a wide range of employee health and wellbeing support which is available to all council staff.</p> <p>National guidance will be followed on staff and pupils who are shielding.</p> <p>The revised school calendar dates were agreed and recommended by LNCT and EJCC.</p>
<b>6.3 Equality, Diversity and Human Rights:</b>	<p>It is important that schools maximise their capacity for pupils to benefit from in school learning which may mean that some will have more time learning from home than others. This blended model of learning will always aspire to provide equality of opportunity for our children and young people.</p> <p>Schools have been guided to look at the needs of individuals and identify any barriers to their achievement.</p>
<b>6.4 Legal:</b>	<p>The Council as Education Authority remain committed to ensuring that all statutory requirements are met in relation to the delivery of education. Legal advice will be sought at every stage to ensure full compliance with all existing and new statutory requirements, in particular in relation to any new legislation passed which affects the delivery of education.</p>
<b>6.5 Finance:</b>	<p>It is not possible to fully quantify the additional costs associated with this Plan, however a high level estimate of £7.85m for education (including additional school transport) and £0.61m for early learning and childcare has been included in the recent COSLA COVID-19 cost pressures return. As yet, there is no commitment from the Scottish Government to meet these additional costs, so any costs incurred will require to be met by the Council, at its own risk.</p>

<b>6.6 Assets and Property:</b>	There is the need for some additional accommodation for some of our schools as they prepare to maximise the number of pupils within the national guidance currently of 2 metres.	
<b>6.7 ICT and new technologies:</b>	The importance of digital connectivity and devices cannot be under estimated in a model of blended learning. Schools have provided over 500 devices to pupils to support learning from home since March 2020.	
<b>6.8 Environmental:</b>	There are no specific environmental implications to highlight.	
<b>6.9 Risk Management:</b>	Return to Work/School Checklist and Risk Assessment is included as appendix 1 to the Local Phasing Delivery Plan. All schools have completed a risk assessment prior to staff returning. Each school will carry out an induction with staff as they return, a template for this has been prepared and is included as appendix 3 to the Local Phasing Delivery Plan.	
<b>6.10 Policy and Delegated Authority:</b>	In accordance with Section 2.3.1 of the Council's Scheme of Administration and Delegations, matters relating to children and families, child protection and young people, come under the remit of the Education and Families Committee.  However, due to impact of COVID-19 on the meeting schedule, it is to be submitted directly to Council for a decision.	
<b>6.11 Previously considered by:</b>	Local Negotiating Committee for Teachers Employees Joint Consultative Committee	15 June 2020  22 June 2020

**Contact Details:**

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**Appendices:**

Appendix 1: Shetland Islands Council's Local Phasing Delivery Plan

**Report Finalised:** 24 June 2020

**Background Documents:**

Coronavirus (COVID-19): strategic framework for reopening schools, early learning and childcare provision:

<https://www.gov.scot/publications/excellent-equity-during-covid-19-pandemic-strategic-framework-reopening-schools-early-learning-childcare-provision-scotland/>

END



# Shetland Islands Council Children's Services Local Phasing Delivery Plan



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DRAFT

# INTRODUCTION

I would like to thank all Children’s Services staff for their ongoing commitment to deliver excellent services and develop new ways of delivering services to our young folk in a very short timescale. I am so grateful to my staff for the agility and flexibility they have demonstrated in the very difficult context of lockdown to ensure that learning and services have continued for our young folk.

I know my staff will listen to our young folk as we move through the next phases and ensure that the services we continue to deliver are appropriate and delivered in a manner, which keeps both children and young people and staff safe. I am very confident that with such dedicated and committed staff working together to provide excellent services and taking personal responsibility that the bairns of Shetland are in very good hands.

On Friday 13 March 2020 Shetland Islands Council, Children’s Services department made the decision to close all schools and early learning and childcare settings across Shetland with the exception of Fair Isle, Fetlar and Foula Primary Schools from Monday 16 March 2020. Homework packs were prepared by schools and sent home with pupils on Friday 13 March 2020 for the following week. The First Minister then announced on Friday 20 March 2020 that all schools across Scotland would close from Monday 23 March 2020.



*Helen Budge*

Helen Budge  
Director of Children’s Services, Shetland Islands Council



## CURRENT SITUATION

### FREE SCHOOL MEAL PAYMENTS

From the week commencing Monday 16 March 2020 payments of £12.50 per week per child were arranged to be paid directly into bank accounts of families eligible for free school meals. Payments were extended over the Easter holidays to continue to support families. The payments were also extended to those in receipt of clothing grants.

We have seen an increase in the number of families eligible for free school meals from 322 before school closures, to 455 payments being made to families week commencing 15 June 2020.

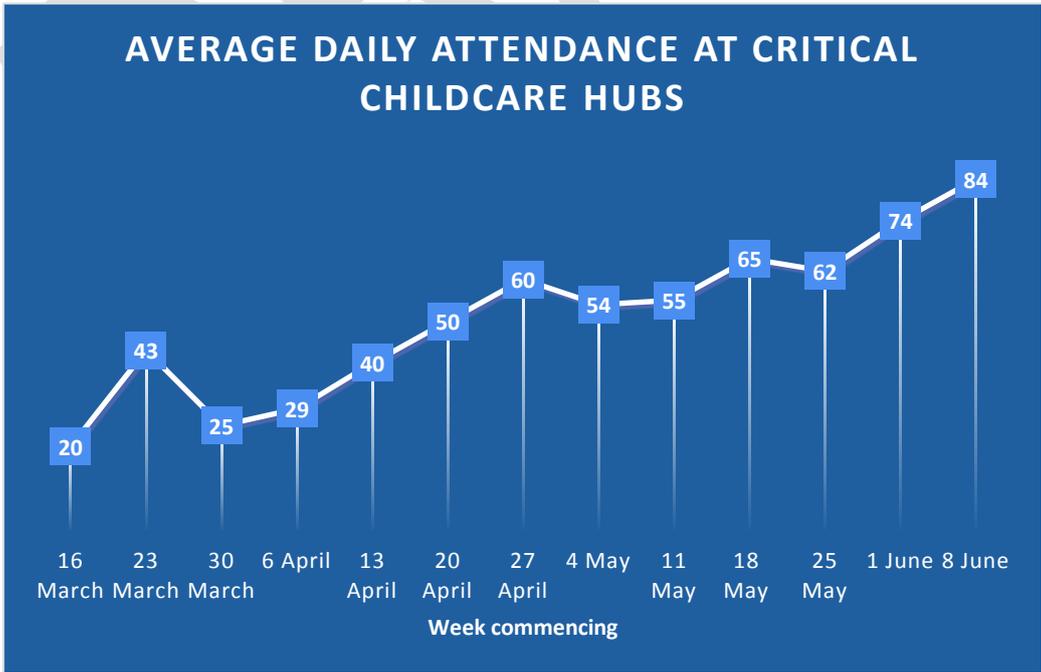
We plan to continue to provide these payments to families over the summer holidays.

### CRITICAL CHILDCARE

Critical childcare hubs were set up to provide childcare for the children of key workers to ensure that their parents can continue to work, providing critical services for our community. Our Early Learning and Childcare team led on this by developing an application system where parents can apply for provision on a weekly basis and we have a key worker flowchart to support allocation. We are working with private providers and childminders to ensure critical childcare is available for essential workers at various settings across Shetland. In rural areas, we may be able to provide some bespoke childcare, based on demand. We are currently providing critical childcare in 14 settings across Shetland.

Lunches have been provided for all children and young people attending hubs, prepared in the Scalloway Primary School canteen and delivered to hubs.

A staff induction document has been provided for all staff working in critical childcare.



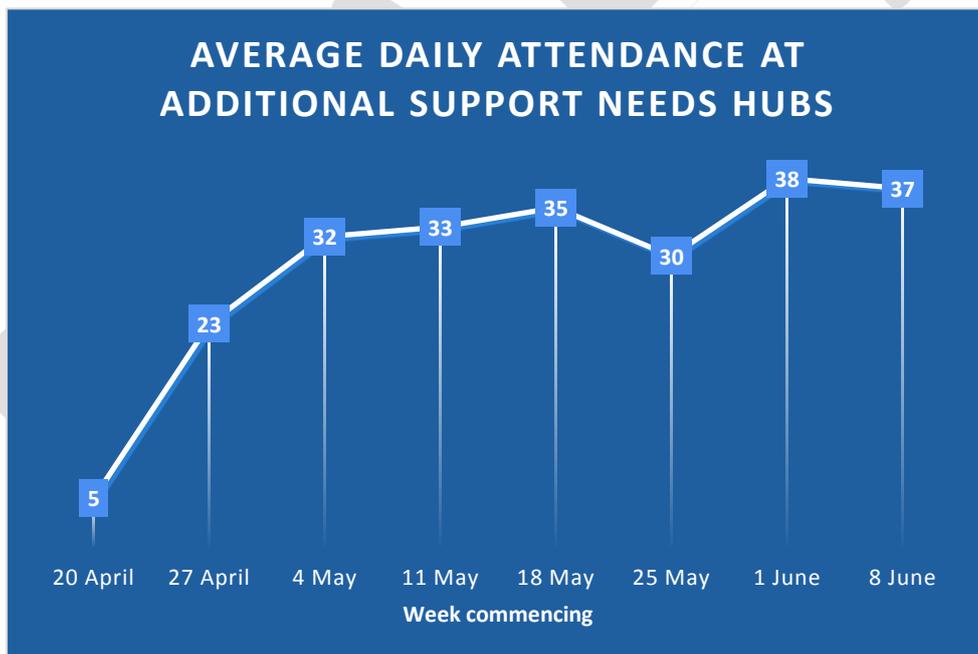
**HUBS FOR VULNERABLE YOUNG PEOPLE AND THOSE WITH ADDITIONAL SUPPORT NEEDS**

Since schools closed, school staff have been making twice weekly contact with vulnerable children and their families. Many of our vulnerable children and those with complex needs have been attending additional support needs hubs or joining critical childcare hubs during the lockdown period with the support of school staff. Childcare hubs for vulnerable children and young people and those with additional support needs were set up to support children and young people and give respite to families who need it. We are currently providing hub provision in 13 settings across Shetland.

Lunches have been provided for all children and young people attending hubs, prepared in Brae High School and Scalloway Primary School canteens and delivered to hubs.

Letters were provided to families and support workers to show to Police if they were questioned while out supporting a child with additional support needs to confirm that it is necessary for them to be out with the home for one of the following reasons:

- Travel to and from residential support;
- Travel to and from a learning hub;
- Travelling in the car as a supportive coping mechanism;
- Undertaking daily exercise as recommended by the Scottish Government.



**REMOTE LEARNING**

Our remote learning principles are:

- Approaches to remote learning will protect and promote the health and wellbeing of learners, teachers, parents and the wider school community.
- Remote learning will support the delivery of education continuity in Shetland.
- Remote learning is not expected to replicate normal education delivery.
- School managers and teachers should work collegiately at school level on approaches to remote learning.

- Remote learning recognises the need for flexibility to suit the needs and circumstances of all learners and their families.
- Teachers will be supported to deliver remote learning with advice, guidance, technical support and signposting to professional learning.
- All learners will be supported to access some aspect of remote learning provision or an alternative.

In Shetland aspects of remote learning have been part of the system for some time and remote teaching through live lessons has been successfully delivered in music instrumental, history and modern foreign languages. Remote learning does not always require technology and Head Teachers have considered a range of approaches that promotes learning at home. This has included the creation and sharing of paper based materials to support learning however, limited access to printers and other resources mean that a digital approach should remain the primary mechanism for delivering remote learning. It is always worth noting that play, dance and outdoor learning (subject to government advice on social distancing) are valuable, creative learning activities and important contributors to the overall package.



Learning at home, offline is a core aspect of remote learning and involves pupils accessing learning activities without the need for an ongoing online connection. Learning activities can be communicated via email, Microsoft Teams and Glow Blogs, and, in some circumstances, paper learning materials. Online activities can be downloaded at home and completed at a time most suitable to the learner and their families. Work in Glow can be synced offline to allow access to the materials even if a learner is not online. Glow then updates the documents when a connection is established.

Learning at home, online is also a core aspect of remote learning and involves pupils accessing links to Class Blogs, Educational websites, videos, online webinars and tutorials, pre-recorded lessons and 'how-to's' that will require an element of ongoing online connection to access content and complete work

Remote Teaching (Live Lessons) is an extended aspect of remote learning which involves teachers delivering live lessons via a Web browser application for pupils to link into at an agreed time and day. Lessons can be followed up with drop in virtual sessions or via the chat function in Microsoft Teams on the Glow platform. This a well-established, tried and tested approach for a small number of teachers, instructors and pupils and it may be that some teachers feel confident to progress to this level of remote teaching over time. It is not an expectation that teachers are remote teaching at this time.

The Lockdown Lowdown Report which was undertaken by The Scottish Youth Parliament and YouthLink Scotland had a tremendous response from Shetland with over 200 responses. The report gives a very clear indication of the views of young people on education, employment, finances, physical and mental wellbeing, family and friends and the future. <https://www.youthlinkscotland.org/media/4486/lockdown-lowdown-final-report.pdf>

We sent a survey to our Secondary 4, 5 and 6 pupils at the end of April 2020 and this provided valuable insight in to the experiences, worries and aspirations of young people at this time. 137 young people responded to the survey which asked questions about their engagement in learning activities, how they feel about their future and what is important to them when returning to, or moving on from, school. The results show a high degree of engagement with work issued by the schools so far with over 81% stating they agreed or agreed strongly that they had completed the work which had been asked of them so far.

Only 1% of pupils reported that they did not have a device or adequate broadband to access materials online, providing reassurance that the delivery of remote learning, using digital platforms, was accessible to almost all of the students

who responded. Children’s Services are already working with individual schools to identify children and young people who do not have access to a device and to provide one where possible.

56% of respondents stated they feel worried about their education at the moment and less than half are feeling in control or optimistic about the future. Pupils shared worries around their grades, moving to a new school, moving in to apprenticeships or on to university, as well as possible impacts on their learning in the next school year. A number of respondents reflected on the social challenges that the situation presents in terms of friendships, wellbeing and mental health of themselves and family members.

As well as the anxieties shared by respondents about the situation, an equal number of pupils were able to reflect on the positives of the change in learning including less focus and stress on the final exam as an indicator of their ability, developing new skills which will equip them for university, spending time with family and having the opportunity to prepare for the next school year before it has begun.

A Digital School Hub website was created to provide guidance and support to parents/carers, staff and pupils during these unprecedented times. <https://blogs.glowscotland.org.uk/sh/digitalschoolhub/>

## PLANNING FOR RECOVERY

Children’s Services central team began planning for recovery and renewal of the services to children and prepared a recovery and renewal plan to support discussion and development with central officers, managers, Head Teachers and early learning and childcare setting managers. Children’s Services recovery and renewal plan explores how a return to services would look taking into account various issues, all of which will be covered in the content of this plan. Children’s Services were supported by various departments across Shetland Islands Council while planning for recovery and renewal.

## INFORMAL HEAD TEACHER TEAM MEETINGS

Informal weekly meetings were set up with school managers and central officers to allow time for staff to discuss problems and concerns in a supportive setting. Microsoft Teams were also set up as a platform for Head Teachers to post questions and collate evidence.



## STAFF RETURN TO SCHOOL

### NATIONAL POLICIES AND GUIDANCE

On Thursday 21 May, the Scottish Government published, 'Excellence and Equity during the COVID-19 Pandemic – A Strategic Framework for Reopening Schools, Early Learning and Childcare Provision in Scotland'. <https://www.gov.scot/publications/excellent-equity-during-covid-19-pandemic-strategic-framework-reopening-schools-early-learning-childcare-provision-scotland/pages/3/>

On 28 May, the First Minister confirmed that Scotland would be moving to Stage 1 of the route map out of lockdown and that school staff would be able to return to schools and Early Learning and Childcare settings in June. Further Scottish Government guidance was also published that day <https://www.gov.scot/publications/coronavirus-covid-19-re-opening-schools-guide/>

The Deputy First Minister stated that all pupils across Scotland will have a standardised date for return to school of 11 August 2020.

### RISK ASSESSMENTS AND BUILDING CHECKS

Prior to school staff returning in June, the following health and safety measures were put in place in each setting:

#### **A risk assessment for the school building**

A generic risk assessment for all Shetland Islands Council buildings, to support the process of reopening from the lockdown, has recently been developed by Shetland Islands Council's Health and Safety service. The development of the risk assessment was supported by weekly meetings between Council Staff and members of the Local Negotiating Committee of Teachers. Staff and trade union representatives were also involved in the preparation of the risk assessment. This risk assessment is included as appendix 1 to the phasing plan and has been shared with all school managers to supplement the previous generic school risk assessment distributed to support the SQA estimates process and the preparation of paper learning packs for some children and young people. Head Teachers have developed their own school's bespoke risk assessment which has been shared with central Children's Services officers, Shetland Islands Council's Health and Safety department, and all staff in their school. Person-focused risk assessments will need to be carried out for staff who are shielding, vulnerable or BAME.

#### **The appropriate maintenance and building checks, including water and fire alarm testing**

Some schools have a janitor on site and have been used during closure to support hubs therefore the majority of checks are up to date. However, for other settings, the checks have been carried out by Building Services. Staff in Building Services have liaised directly with Head Teachers on this.

#### **The appropriate levels of cleaning**

A pre-staff return cleaning schedule was prepared by the Catering and Cleaning Service to ensure that the appropriate levels of cleaning have taken place in all settings prior to staff returning and this started on Monday 1 June.

Head Teachers can request a copy of this cleaning schedule by contacting Neil Beattie, Team Leader, Catering and Cleaning.

We are currently undertaking a significant recruitment exercise to ensure schools have an appropriate level of cleaning throughout the day once pupils return.

### **THE INITIAL UNDERLYING PRINCIPLES TO SUPPORT SCHOOLS AND EARLY LEARNING AND CHILDCARE SETTINGS REOPENING:**

- a) The safety of all children and staff to be paramount.
- b) Importance of trauma informed practice and planning.
- c) Transitions during the school day to be carefully planned.
- d) Focus on the positives as far as possible as we return to school.
- e) Ongoing dialogue and communication within each school community.
- f) The importance of each school's vision and values and committing to them every school day.
- g) The significant increase we may have in numbers of children and young people with additional support needs as is presently defined in legislation and implications of this group of staff and pupils.

### **WHAT ARE WE LOOKING TO ACHIEVE?**

- a) Reflect, take forward and adapt, where possible, reflecting Shetland's unique context, the emerging United Kingdom, Scottish Government, Education Scotland, Care Inspectorate, ADES and Northern Alliance principles, planning and preparations for schools and Early Learning and Childcare settings reopening.
- b) Support our school communities return and ensure as smooth a transition to the resumption of school life as possible, particularly for our more vulnerable children and families, including those children with additional support needs, those on the child protection register, those who are care experienced, and those on the edge of care.
- c) Consider carefully support for children, young people and older people affected by poverty and deprivation, including those families who are in receipt of Free School Meals, and children and young people who have complex additional support needs.
- d) Consider the challenges faced by young people, older people and communities who have been particularly affected by COVID-19. This could be due to illness or bereavement, the impact of increased domestic abuse or substance abuse in the home, or the impact of social isolation or experiencing poverty for the first time.

### **STAFF SAFETY**

Head Teachers will be required to take action to:

- Reduce the interaction between groups of pupils.
- Reduce the amount of furniture in each room and resources that need to be handled; this will result in some resources being required for each pupil's own use.
- Ensure handwashing is frequent, using running water and soap or sanitiser.
- Ensure surfaces and equipment are regularly cleaned.
- Identify a ventilated room for anyone symptomatic to await collection.

- Ensure PPE is worn by supervising adults if pupils become symptomatic.

The majority of staff in educational settings will not require PPE beyond what they would normally need for their work, even if they are not always able to maintain a distance of 2 metres from others. PPE is only needed in a very small number of cases including:

- Children and young people whose care routinely already involves the use of PPE due to their intimate care needs should continue to receive their care in the same way.
- If a child, young person or other learner becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home, a face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, then gloves, an apron and a face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn.

Wearing a face covering or face mask in schools or other education settings is not recommended. Face coverings may be beneficial for short periods indoors where there is a risk of close social contact with people you do not usually meet and where social distancing and other measures cannot be maintained, for example on public transport or in some shops. This does not apply to schools or other education settings. Schools and other education or childcare settings should therefore not require staff, children and learners to wear face coverings. Changing habits, cleaning and hygiene are effective measures in controlling the spread of the virus. Face coverings (or any form of medical mask where instructed to be used for specific clinical reasons) should not be worn in any circumstance by those who may not be able to handle them as directed (for example, young children, or those with special educational needs or disabilities) as it may inadvertently increase the risk of transmission.

A face mask should only be worn for the specific reasons above, and they must not be worn generally and without a valid, risk assessed and evidence based reason. Additionally, the use of face masks and/or personal face coverings may give rise to infection control, health and safety, and communication hazards, and I would not recommend their use in childcare settings.

National guidance on PPE and other safety requirements will be followed at all times.

## SHIELDING

Head Teachers should now have contacted staff who are shielding and discussed potential working from home options if appropriate. Staff who have underlying health conditions but are not shielding will also require a risk assessment.

Shetland Islands Council's Human Resources have produced guidance to support vulnerable staff, including those who are shielding or living with a household member who is shielding which has been shared with all staff. Human Resources will support Head Teachers with conversations with staff and next steps. There is also a need for consideration of staff who are living in the same household as a person who is shielding.

## FLEXIBLE WORKING

All school staff will become key workers when they returned to school in June and will be able to apply for critical childcare provision, if there are no other options to support their childcare requirements. We expect line managers to be supportive with staff who have childcare issues.

In relation to remote working, it is appropriate for school staff to work from home, as part of their work pattern in June, with the agreement of their line manager, to support the ongoing remote learning provision this term. Quality Improvement Officers and Human Resources staff can support managers and staff in this area.

## COMMUNICATION

Communication with staff is clear, consistent and at appropriate levels. Head Teachers will ensure full staff awareness of procedures and requirements to follow them through a staff induction to the building. A template for a school staff induction paper is included as appendix 3.

Plans are in place should shutdown or self-isolation be required for a setting.

## PREPARING FOR LEARNER RETURN

Whilst remote 'online' and 'offline' learning will continue in June, children and young people, as well as parents and carers, may not receive the same level of virtual interaction and promptness of remote communication from teaching staff due to the time staff require to prepare for the blended learning model in August. School managers will be able to follow-up with bespoke communication to their own parent forums to provide further clarification and reassurance.

We appreciate that the June return has caused some anxiety for staff due to the COVID-19 pandemic and concerns about their own health, and the health of their families. Line managers have discussed concerns supportively with their staff. Staff can be directed to health and wellbeing resources and materials on the Shetland Digital School Hub, the COVID-19 section of Shetland Islands Council's intranet, as well as the Shetland Islands Council's Staff Welfare Service. Human Resources can also provide advice to school managers.

Clear expectations at school level for the purpose of staff returning to settings during the month of June were crucial. To this end, the following outcomes are listed for further clarity. Please note this is not an exclusive list and could be developed in each setting.

- Each school will have progressed with their planning and preparation for the blended learning model of education delivery from the 11 August, referring to the guidance on the return to school and individual school capacity information which have been shared. Each setting's draft plan for blended learning, following collegiate discussions with staff, and taking into account all the local and national guidance, will have been shared with Children's Services by Friday 26 June.
- All classrooms, social areas, games halls and other areas of the school will comply with the physical distancing requirements and each school's capacity information by the end of the term for the return of children and young people on the 11 August.
- Obsolete resources will have been cleared and space in classrooms maximised.
- To reduce the risk of the spread of infection, resource packs of key stationery and equipment will have been prepared for learners for their return to school in August.
- More broadly, time will have been spent preparing for the return of children and young people to settings from the 11 August, considering individual class, department and whole school approaches to health and wellbeing,

as part of the recovery process, and curriculum delivery. The approaches to health and wellbeing will be underpinned by the nurture principles.

- Approaches to remote learning to support the blended model beyond the summer holidays will be developed with reference to the local authority remote learning and remote teaching principles and the remote teaching protocols, besides further guidance from Education Scotland in this area.
- Providing it is safe to do so, transition activities at the end of June will have taken place for children in Early Learning and Childcare settings and Primary 7, as per the guidance and principles. Some school staff will have been involved in the planning and implementation of these aforementioned transition activities.

## SOCIAL DISTANCING AND CAPACITIES

### SCHOOL DESIGN, CAPACITY AND ROLL

#### Early Years provision/Primary 1

The admissions process for 2020/21 has been completed based on every Shetland Islands Council Early Learning and Childcare setting delivering 1140 hours of provision by August 2020.

Whilst the Service had anticipated successful delivery of an 1140 hours by August 2020, the reduction in available capacity in comparison to the scale of the estimated demand will make this unachievable in the short term. To ensure that we meet the new requirements it will be necessary to postpone the 1140 roll out until the required capacity can be re-instated.

It is becoming increasingly clear that the impact of the reduction in capacity will require the focus of Early Learning and Childcare delivery to change. In addition there will need to be specific consideration for risk assessment to cover enhanced cleaning, layout/organisation of resources/furniture and the management of staff ratios/cover, to ensure that high quality, safe working practices are maintained before, after and throughout Early Learning and Childcare sessions.

There will be more reliance upon strict hygiene practices rather than the difficult nature of social distancing for younger pupils; we are also looking at presumption of outdoors, as far as the weather will permit.

We are going to work up a new offer for this year which will provide equity for families and includes access to critical childcare for key workers / vulnerable groups.

#### Primary Settings

Whilst keeping primary aged children 2m apart will be very difficult, altering the number of pupils in a class and changing the setup of the classroom will support in minimising pupils' closer interactions. The central team have completed work to assist Head Teachers in understanding the space in the schools, and to advise on the number of people who can operate within each classroom space. This must however take into consideration the design of the building.

General Purpose spaces and halls have been included in these calculations thus far, although Head Teachers should be mindful of the need for circulation space to move between other areas of the school that these spaces often facilitate.

#### Secondary Settings

Whilst most pupils of secondary school age should be capable of understanding and applying the rules on social distancing within the classroom situation, there will still be a requirement for changing the set-up of standard (non-subject specific) classrooms in settings to ensure that layouts keep people 2m apart.

In practical subject teaching areas such as workshops, kitchens and laboratories, there is likely to be the requirement for further adjustment of layouts to maintain the 2m distance. Where practical work is taking place, consideration will need to be given to the need for pupils to move to specific machines/equipment within the room. Decisions on whether the full curriculum is to be offered or whether some form of 'core' curriculum is prioritised will determine the level of further consideration given to this aspect.

Whilst it is preferable to minimise movement of pupils within the school day, consideration of safe travel routes through schools and movement between teaching areas will be required, although Head Teachers and their staff should also consider which aspects of the curriculum can effectively be delivered with use of minimal specialist equipment or facilities that would necessitate pupil movement.

In order to reduce pupil movement and the additional risks associated with it, Head Teachers will require to consider adapting their current timetable models in relation to the length of learning periods thus minimising as far as possible, the need for pupils and/or staff to change rooms at regular intervals as currently exists in most secondary settings.

Again, the central team have completed work to assist Head Teachers in understanding the space in the schools to advise on the number of people who can operate within each classroom space.

## CLASSROOM SIZE

The National Education Recovery Group has not provided any guidance in respect of an area per person to achieve social distancing. Some countries are reducing to 1m, others keeping at 4 square metres per person, and others consider raising this to 5 square metres to allow for circulation.

Scottish Government Guidelines for calculating capacities of primary schools pre COVID-19 is based on 1.7 square metres. To allow for social distancing the central team has worked up several calculations for all schools, taking the advice of Scottish Futures Trust of dividing spaces by 5, thus allowing over 4 square metres to allow for 2m distancing and circulation; allowing additional space for walkways, and again, reducing this as being low risk.

Members of staff from the central team have visited a number of schools to test the metric as advised by the Scottish Futures Trust, but discovered that the simple application of it did not result in the expected number being accommodated in the classrooms – this is very much dependent on the layout of the classroom – fire exits and fixed furniture being limiting factors - and can only be used as a guide. We have therefore separately calculated capacities for each classroom, for each school, as well as those using the Scottish Futures Trust metric, to assist Head Teachers as far as we are able to.

## MINIMISING PUPIL INTERACTION - BUBBLES

The number of 'bubble' interactions occurring throughout the day need to be kept to a minimum. If a class size is reduced to 7-11, for example, then this grouping is to remain as a constant. This approach is less achievable for S4-S6 due to individual subject choice. This will also require use of corridors and walkways to be minimised and staggered,

however infrequent passing in a corridor is currently deemed as low risk. Propping doors open will reduce the touching of handles and using the closest exits for each group should be planned.

S1-S3 may be able to remain primarily class based, the teaching and support staff being able to move to the classrooms. Education Scotland advise that S3 should have reduced movement between classes and remain part of the BGE approach; this will vary across settings and should be determined by careful timetabling.

S4-S6, will require to move between classes and encounter an increased number of social bubbles. Consideration of curricular activities needs to be given particularly that of contact sports, food prep and use of practical equipment.

For the early years, we would be working on a 'bubble' basis which would include a maximum of six children which will be established in June and continue after transition. All returning children will also be put into bubbles.

## DINING

Research across other countries show differences in the approach to lunch provision. Some are requesting pupils bring a packed lunch whilst others are stipulating all food is served at school, with restrictions on how this is delivered to children being in place.

Some of the primary school halls and secondary lunch spaces are the size of a 1 court gym hall therefore the 5sq.m calculation results in around 26 pupils being accommodated in them at any one time. This would not provide an adequate rolling lunch programme for managing lunch provision. Many of our school utilise a General Purpose space for dining, a number of which are smaller than this.

It seems most likely at this point that the service will provide a packed lunch for all pupils when they are in school – this will either be delivered to the classrooms or to a place designated for collection by the Head Teacher.

Where it is applicable, early years dining will be within the setting to ensure that children can remain within that space. It is expected that due to the reduced numbers of children attending, the organisation of space to accommodate dining will be achievable. Snack will be provided within the setting area. Settings are equipped with spaces to prepare snacks and staff will be able to serve these/meals as required.

Consideration has yet to be given to how we coordinate the organisation of mealtimes for children who move between school and critical childcare provision.

## FACILITIES MANAGEMENT

Building checks have been undertaken, given the length of time some settings have been empty. Janitorial and Building Services staff have carried out these checks. Shetland Islands Council's insurers, Zurich, have supplied us with a checklist to ensure that these are completed appropriately.

Signs and taping off of areas will need to be in place prior to any phased return.

Signs should promote maintaining the minimum 2m social distancing at all times. Tape should be used to clearly mark 2m spacing in all corridors and circulation area. Tape and/or physical barriers should be used to ensure appropriate distancing at reception areas.

Head Teachers will need to give consideration to how 'one way' systems can be effectively implemented in all circulation areas. It is accepted that in some establishments this may need to involve the use of external routes / space. This may have a negative impact on the physical security of our schools during the school day.

Head Teachers will need to consider which entrances / exits will be used by pupils/staff and have suitable and clear signage in place. Again, this may have a negative impact on physical building security.

All areas within the building should be kept well ventilated, doors propped open where possible and windows opened.

Arrangements for using toilets should be in place to reduce number of children in the toilet areas at any one time.

Classrooms should be cleared of unnecessary equipment and furniture. Consideration will need to be given to how and where this is stored, given the limitations of available storage across much of our estate. Where furniture cannot be physically removed and stored, it should be clearly taped off so as not to be used.

Cleaning regimes practiced within the hubs will be continued throughout school- settings. Touch points, including surfaces, desks, chairs, doors, light switches, banisters, sinks and toilets will be cleaned regularly. This also needs to be extended to equipment including learning resources. Where equipment cannot be safely or reliably cleaned between users, it should be removed and stored.

Plans have been drawn up for there to be regular, reactive cleaning in schools during the school day, following a comprehensive cleaning schedule. This does mean that additional cleaning staff will have to be recruited and all day time cleaning staff will need the appropriate level of PVG checks in place. These measures will remain in place until we are advised that it is safe to reduce them.

In addition to this, all schools will be deep cleaned during the summer break, prior to the wider return of pupils; this will be repeated at regular intervals.

Outdoor play equipment should be taken out of action, preferably by way of a physical barrier but by using clear signage and tape as a minimum.

A suspected COVID-19 outbreak in any school will result in that school being closed for deep cleaning. Scottish Government Guidelines to be followed thereafter.

## **STAFFROOMS**

Staffrooms will need to be organised to assist with social distancing, if they can be used at all. Staff to use their own utensils and cleaning should be at a maximum. Staggered lunch and other breaks will naturally reduce the number of users.

## **OFFICES**

Consideration will need to be given in all schools as to how social distancing can be maintained in shared offices. Where 2m separation cannot be guaranteed staff should be based in other suitable areas of the building. Working from home should continue to be encouraged where possible and appropriate.

The option of flexible working patterns will be considered in order to ensure appropriate health and safety measures are in place for non-teaching staff.

## SCHOOL LIBRARIES

School libraries operate from a variety of spaces in our school buildings. There will be no access to libraries for pupils or teachers for the month of June, though in some instances school library staff may be able to arrange delivery of books.

As part of the phased return to school in August for pupils, a variety of measures will be in place dependent upon whether the library is in an enclosed space or not.

Current guidance that books have to be quarantined for 72 hours on return means access to handle books has to be controlled.

Appropriate arrangements need to be in place in each setting, and these are likely to be a mixture of online services and delivery/collection of books.



# CRITICAL CHILDCARE

## CRITICAL CHILDCARE

Shetland Islands Council has been providing critical childcare for key workers since 17 March 2020.

This is being done in partnership with some of our funded providers, and is now being provided in the following locations: Islesburgh Community Centre, Sound Primary School (moved to Sound Hall), Isles Haven Nursery, Peerie Foxes, HamefaeHame, Bixter Hall, Brae High School, Cullivoe Primary School and Baltasound Junior High School, as well as childminder provision in Lerwick and the South Mainland.

Shetland Islands Council will continue to make provision for the children of key workers over the summer holiday to ensure that their parents can continue to work, providing critical services for our community.

**Am I a key worker in the COVID-19 response?**  
Information on key workers can be found using the following link  
<https://www.shetland.gov.uk/news-advice/critical-childcare-for-key-workers-21032020.asp>

**YES**  
Are both parent/carers a key worker in the COVID-19 response?  
**YES** → Are you able to keep your child safe at home? Is there at least one parent/carer working from home?  
**NO** → Please email [elc@shetland.gov.uk](mailto:elc@shetland.gov.uk) to request a registration form. We might be able to help.  
**YES** → Critical childcare places are limited. We want to be able to support those at the frontline. Please help us by following these steps.

**NO**  
Your child should be at home.  
The advice is that if one parent/carer is not a critical worker then they would be responsible for childcare. Your child should be at home.  
If there is a parent/carer working from home, this should be your childcare arrangement. Staying at home is the best way to limit the spread of the virus.

**COVID-19 INFORMATION FOR PARENTS ACCESSING CRITICAL CHILDCARE**

**STAY HOME**  
If anyone in your household has symptoms of COVID-19, or cold like symptoms, DO NOT COME IN.

Only one parent to drop off / pick up. Please wait near the entrance and your child will be met by a staff member or brought to you.

Keep a safe distance of **2 metres** between you and all others when picking up / dropping off.

Staff will be extra vigilant about children's health. Please ensure all emergency contact numbers are up to date.

Please ensure children wear clean clothes each day, and tie back long hair.

[ELC@shetland.gov.uk](mailto:ELC@shetland.gov.uk) / 01595744797

The definition of key workers is those in posts which ensure that essential services can be delivered and cover tasks within the local community which support the vulnerable and aid community resilience. To support prioritisation of places, there are three categories of key worker:

- **Category 1** – Health and Care workers directly supporting COVID-19 response, and associated staff; Health and Care workers supporting life threatening emergency work, as well as critical primary and community care provision; Energy suppliers (small numbers identified as top priority already); staff providing childcare/learning for other category 1 staff.
- **Category 2** – All other Health and Care workers, and wider public sector workers providing emergency/critical welfare services (e.g Fire, Police, Prisons, Social Workers, etc), as well as those supporting our Critical National Infrastructure, without whom serious damage to the welfare of the people of Scotland could be caused.
- **Category 3** – All workers (private, public or third sector) without whom there could be a significant impact on Scotland (but where the response to COVID-19, or the ability to perform essential tasks to keep the country running, would not be severely compromised)

We are enforcing the message that **children should be at home if it is at all possible** and that critical childcare should be used as a last resort. If one parent is a key worker and the other is not, the non-key worker should be expected to provide childcare. If a non-vulnerable family member or friend can come in to the home to provide childcare this should also be encouraged before exploring critical childcare options.

## VULNERABLE CHILDREN AND THOSE WITH ADDITIONAL SUPPORT NEEDS

### HUBS

Since schools closed, school staff have been making twice weekly contact with vulnerable children and their families. Many of our vulnerable children and those with complex needs have been attending additional support needs hubs or joining critical childcare hubs during the lockdown period with the support of school staff.

During the summer holidays, support for vulnerable children and young people and those with additional support needs and their families will continue in the form of reduced hubs and holiday activities.

### TRANSITIONS

Children and young people with additional support needs will form part of each group of learners making a transition this year whether it be across different settings or services, or across classes. A compilation of current resources for supporting children and young people back into school have been shared with schools containing links to resources which will be of use to both staff, some for Additional Support Needs teachers and school leadership teams and parents and learners to help with some of the issues that can arise during these times of change and readjustment.

### SOCIAL DISTANCING

The requirement for social distancing may have an impact on children and young people with additional support needs and additional space may be required, regardless of where they normally learn.

Appropriate arrangements will clearly be dependent on the needs of the pupil and should therefore be assessed on a case by case basis giving consideration to the building and pre COVID-19 approaches to meeting those needs. Consideration must be given to medical needs, personal and intimate care needs, health and wellbeing needs, the learning environment and daily routines.

Risk assessments should already exist for children and young people with more complex needs, including those with emotional and behavioural needs. These risk assessments will require to be updated as a matter of priority in light of changes to provision such as environment and staffing, whilst also remaining mindful of the additional distress young people may be experiencing due to COVID-19. If risk assessments are not in place, then they must be undertaken swiftly in accordance with local and national guidance.

### RISK ASSESSMENTS

When assessing potential risks and how these can be managed and controlled, the following should be considered:

- The plans currently in place for each pupil need to be reviewed and updated e.g. Single Agency Action Plan, Multi Agency Action Plan, Child's Plan, Individual Education Plan, Co-ordinated Support Plan etc.

- Arrangements for support at different times during the day e.g. support with learning, handling, hoisting, personal and intimate care, support during soft start, breaks, lunch times, down times, home time and how this can be managed in relation to staffing and social distancing will have an impact on which spaces are appropriate for use and also creation of “bubbles”.
- Timetabling and positioning for access to sensory equipment / resources will have to be reviewed taking into account the increased cleaning regime that will be required.
- As it will not always now be possible to identify sufficient designated quiet spaces for pupils, the creation of groupings and access to the school will have to be carefully thought through to ensure needs can be met for all learners.
- Where the use of PPE is risk assessed as being required, all staff should be trained in how to put on and take off PPE (as required by Health and Safety Regulations) and to ensure staff limit the spread of COVID-19. Further guidance will require to be sought from healthcare professionals in this regard to ensure staff are fully informed.
- The creation of “bubbles” will need to reflect the number of staff required to meet needs and keep pupils safe as well as contact with peers.



## LEARNERS RETURN TO SCHOOL

There will be an in-service day for staff on Monday 10 August with pupils returning on Tuesday 11 August 2020, this date is standardised across Scotland.

### TRANSITIONS

Transition plans both for June and the new session in August 2020 should adhere to the following guidelines. This will look different in each cluster and setting and require local solutions to be found.

- Where practicable, minimising the mixing of such groups.
- Seating positions being reorganised so that pupils are a safe distance apart (for example, 2m when seated at desks).
- Increased use of outdoor spaces.
- Staggered arrival and departure times and clear guidance to parents and pupils to avoid congregating in playground areas.
- Breaks being staggered by class, to avoid pupils from different classes coming into contact where possible (particularly when indoors and some more enclosed outdoor spaces).
- Considering whether teachers, rather than pupils, should move round classes where practicable. How pupils and staff will get to and from school in a safe manner.
- Dining provision.
- Enhanced hygiene practices.

Head Teachers must consider these physical distancing guidelines in determining the maximum number of children in school at any one time. School capacity data, space metrics and school transport information will be a feature of planning.

Head Teachers should continue to work within, and adapt to, updated guidance around public health measures, including physical distancing.

It must be noted, however, that physical distancing is just one of a number of public health measures and the application, expectations and communication of this measure will vary for each age group, according to the [‘Coronavirus \(COVID-19\) Scientific evidence on schools and ELC settings’ published by the Scottish Government on 26 May 2020.](#)

Head Teachers should consider all available spaces in the school and outside areas for transition activity and may consider alternative nearby buildings which may support more effective transition activity.

Head Teachers should plan transition activity which does **not** require lunch time catering.

Transport will only be routinely available for the Secondary one experience and not for children returning to their primary school. However, to make the primary return as inclusive as possible, transport may be considered for particular pupils and families identified by the primary school. Head Teachers may wish to consult with parents of primary seven pupils in this regard.

Extensive information sharing and planning has already been undertaken by, and between, settings at each transition stage and children with additional support needs must continue to be central to the planning for any in school transition activity in June. This includes consideration for stage 1, 2 and 3 children.

As far as is practicably possible, children and young people, who would access enhanced transition activities under normal circumstances, should participate in transition activity on the same day as their peers however this may not meet every child or young person's needs.

Children accessing school hub provision must not be displaced for the purposes of wider transition activity.

Transition activity should not adversely impact on planning and preparation for schools reopening in August and should be kept simple, realistic and manageable for staff.

Clear communication is required to manage parental expectations around periods of transition activity. It is acknowledged that existing approaches to remote learning will need to be revised to facilitate planning and delivery of transition activities as well as planning and preparation time for settings reopening in August. This communication will be led by Children's Services in the first instance.

Transition days will be dependent on a number of influencing factors which are being discussed by working groups within the Children's Services Recovery and Renewal Plan.

- Planning for the return of staff
- Transport
- Childcare
- Measures to ensure the health and safety of staff and pupils such as:
  - Risk Assessments
  - Cleaning schedules
  - Building Checks

Each transition is interdependent and plans for each group will need to be cross referenced to ensure they can be delivered by the available staff and transport resources. This oversight has been provided by the local authority at key points at the start of June. Clusters will have a key role in bringing plans together across different transition groups.

Other areas of Children's Services, including Children's Social work will continue to support schools in identifying and communicating with vulnerable children and their families

- Start times, break times and end of the school day will, in some instances, need to be staggered to reduce issues of crowding.
- Drop off and pick up will need to be planned, including that for the pupils using school transport.
- The planning of entrance and exits points should be planned as well as that for routes around the building, including one-way systems, this may be more necessary in secondary school buildings.

### **Primary Seven in to Secondary One**

Transition activity will take place within the parameters outlined below but will be shaped at cluster level.

Communication with parents has been led by the Local Authority in the first instance. This will ensure a consistent, reassuring message to parents.

Parameters:

- Detailed planning for in-school transition activity should take place at cluster level.
- Planning for transition activity will be initiated and led by the receiving secondary school.
- The receiving secondary school should also initiate and lead communication with primary schools regarding pupils who have made a placing request.

- Decision making around transition must consider the six principles of nurture.
- Cluster meetings to agree approaches.
- Transition plans should be communicated to parents.
- All transition activity will be completed by the end of term.
- Head Teachers must give consideration to communication with pupils who have not chosen to participate in physical visits to the school in June. The key message is that aspects of transition activity will continue in to next session.
- Pupils will spend time in their primary school. This will be no more than two half days.
- Pupils will spend time in their secondary school. This will be no more than two half days.
- The number of days or sessions that a school requires to deliver transition activity within parameters 3.16 and 3.17 will vary according to school roll and capacity.
- Transition activity in primary schools should align as far as is practicably possible with existing practice, focussing on reassurance, optimism, and be a celebration of their time in primary school.
- There should also be a focus on Health and Wellbeing including, and where possible, include a listening and talking activity centred around transitions, building on the Primary 7 survey and other information available to the school.
- School staff should consider the emotional wellbeing of pupils and the support which may be required as pupils are brought back together to see friends and staff for the first time.
- Key staff should be encouraged to engage in professional learning including recovery model training, currently being developed using Seasons for Growth and nurturing principles underpinning recovery, re-connection and resilience.
- Transition activity in secondary schools should focus on familiarity with the practical aspects of new settings as well as providing introductions with key members of staff and peers.

### **Secondary Four in to Secondary Five**

There will be no in school transition activity for pupils moving between Secondary 4 and Secondary 5 at either Anderson High School or Brae High School.

No other senior phase pupils will be undertaking transition activity, in school, in June.

Anderson High School and Brae School will continue to work with Junior High Schools where appropriate to continue remote engagement with pupils.

Junior High Schools may arrange brief school leaver activity for their Secondary 4 pupils which can include the collection of personal items. Activity should be conducted under risk assessments to comply with public health measures and other national and local authority guidance.

### **School in to Further Destinations**

There will be no in school transition activity for this group of pupils in June.

The working group set up to support planning for this group of pupils will continue to meet throughout June and further communication to schools will follow in due course. This will include further discussion around school leavers at Anderson High School and Brae High School.

## Children's Services in to Adult Services

Some bespoke, in school, transition activity for some pupils will continue in June.

Transition plans will continue to be planned and implemented on an individual basis.

The working group set up to support planning for this group of pupils will continue to meet throughout June.

Local authority communication will continue to be directed through individual schools/settings, relevant staff and pupils.

## Other Transitions

A number of pupils will be transitioning to a new class with a new teacher. School staff will be planning for these transitions – setting aside time to meet virtually to discuss the progress and needs of the children, ensuring that their new teacher is aware of each child's experience during Lockdown. Their existing teacher should look for ways to mark the end of their current school year and provide closure.

It will be important for teachers to make contact with the children in their new class ahead of their return to school in August. This could be done using platforms such as Microsoft Teams, VScene or Glow blogs. Teachers could hold question and answer sessions, such as Meet the Teacher or provide learning for a transition session. Teachers may wish to provide pupils with a virtual tour of their new classroom.

## COMMUNICATION

On Friday 5 June 2020, a letter was sent from Children's Services to all parents and carers detailing the proposed return to school for children and young people in August. Regarding the August return, at this point, the Scottish Government guidance is that the two metre physical distancing requirement must be in place for the majority of children. This has significant implications for our schools including:

- The number of children that can be in a classroom at any one time and the need to reduce class sizes in the majority of our settings;
- The need to keep children in smaller groups without mixing with other children out-with their group and to minimise their movements during the school day;
- The need to stagger break and lunchtimes, as well as having clear protocols for dropping children off at school and picking them up from school;
- Increasing the frequency of cleaning during the school day, reducing the use of shared items and utilising outdoor space;
- The number of children that can travel to and from school on school transport;
- The possible option of expanding the learning estate, utilising additional spaces, including community buildings in localities to support face-to-face teaching;

In short, the blended model of education delivery is predicated on a smaller number of children attending schools at any one time across Scotland. In practice, this means that many children, both locally and nationally, will have a blended combination of face-to-face teaching in school and remote learning at home. More specifically, this may mean certain days of the week that children are in school, or in school for a full week then a week or two of remote learning, at least at the start of the new session.

All of our Head Teachers, in discussions with their staff, are currently exploring how the blended model of learning will work for their setting, considering how classroom sizes align with the physical distancing requirements, and referring to local guidance and the appropriate Scottish Government documentation.

## SCHOOL TRANSPORT

Under the current Scottish Government guidance of two metre physical distancing requirements, the numbers of pupils on school transport will be significantly reduced. Head Teachers have worked very closely with Transport Planning to identify family groupings to maximise the number of young people receiving school transport.

Transport to a school will be provided for any pupils who are entitled to this provision. We are exploring alternative transport options including some parents taking their children to school, to support the reduction in school transport capacity.

## SHIELDING

Pupils who are shielding will require the remote learning model to continue.



## EARLY LEARNING AND CHILDCARE

### EARLY LEARNING AND CHILDCARE EXPANSION

A considerable amount of preparation work was well underway to meet the August 2020 deadline. An 1140 hour offer was made to all parents at registration week at the start of February and all families, new and returning, had identified 1140 hour patterns. All parents were written to on 30 April, the date by which we had to confirm placements for 2020 – 2021, to inform them that we are unable to confirm placements at this time but would do so as soon as practicable.

At the point of lockdown, on 23 March 2020, fifteen settings were delivering 1140 hours. In addition, six childminders were providing blended 1140 hour placements and two private providers were providing 1140 hour placements for entitled two year olds. A further two settings, Aith and Whalsay, had builders on-site and were due to be 'live' by the end of April / early May. The final six settings were due to be phased in by August 2020. Four of these settings have capital programmes attached to them. Three existing 'partner' providers had written to the Council to request staff be TUPE into Shetland Islands Council and the Council took over operation of the settings. This process had begun.

A number of Early Learning and Childcare providers had applied to come on to the Early Learning and Childcare Flexible Framework in December 2019 and were therefore included in the offer to parents. At the point of lockdown, meetings with each of these providers was arranged but each were subsequently cancelled.

Whilst there is no longer a statutory obligation to delivery 1140 hours in Shetland by August 2020, it is clear that the Scottish Government are keen that local authorities revise their plans and move to the delivery of 1140 hours as soon as possible. Given the offer has already been made to families, it is important that we continue to deliver the offer where we possibly can. On this basis, the following next steps have been identified:

- Work on both the TUPE transfer process and the contractual and lease arrangements is resumed as a matter of urgency with support from corporate services. This must be completed by 1 August 2020.
- Each of the settings will look to deliver the offer that was made to parents, where at all possible. In some cases, some alterations to session timings might need to be made.
- Year round models at Brae and Sandwick, including childcare for school-aged children, will be put on hold until 2021/2022 as both staffing and capital works will not be in place to support the provision.
- The future capital works (beyond August 2020) will resume as quickly as practicable.
- The current admissions policy will be revised to support admission arrangements to accommodate children in settings where capital programmes will not have been completed.

Overall, Shetland is in a very positive position to consider the delivery of 1140 hours to all families, once it is safe to do so.

### TRANSITION FROM EARLY LEARNING AND CHILDCARE INTO PRIMARY 1

It was felt important that a Shetland wide offer be clearly set out to enable staff in all settings to begin to plan the start of the transition process for children and families. Having all settings working within the same offer provides clarity and consistency that will help to manage parental expectations around this first phase of transition.

Working within the framework of the offer, settings have the flexibility to consider the implications for each individual child, and their family, in order to ensure that it works for them. Each setting will need to consider the individual and specific circumstances of each child and family and should adopt a flexible and solution-focused approach.

Where possible, between week beginning 15 June to the end of term, children should be offered a maximum of two 'Stay and Play' sessions each week for a maximum of 1.5 hours, on the presumption of outdoors. Children should be grouped into 'bubbles' of not more than six. The points below explain the thinking behind each aspect.

### Stay and Play

- It is important for children to have the opportunity to reconnect with the setting, the staff and other children with whom they are familiar. It is also important they have the opportunity to be introduced to new children and staff who will be with them in Primary 1, where relevant and possible.
- Most children will have had a sustained period of time at home and parents/carers have been the only adults in their lives. It might be difficult for some children to separate from parents/carers in the early days.
- Parents/carers are central to supporting a successful transition. Stay and Play will enable staff to reconnect with parents as well as children. This will help staff to understand the experiences of each child during the lockdown period.
- Inviting parents/carers into the setting, albeit outdoors, may help to reassure parents/carers around the public health measures that are in place.
- In some circumstances, it may not be possible or helpful for a parent/carer to stay. In this instance, appropriate arrangements to support the child in the session should be made.

### Outdoors

- Evidence suggests transmission rates are lower outdoors.
- Children tend to play more distant from each other when playing outdoors.
- Outdoors will help with the inclusion of parents in the early days.
- In most settings, children and parents/carers can arrive to the nursery gate, rather than through the main entrance. This will help them to maintain distance from each other.
- Access to, and hygiene measures within, indoors spaces, such as toilets and handwashing facilities, will be more manageable when most people are outdoors.
- Outdoor play and outdoor learning will be an important feature moving forward through the pandemic.

### Bubbles

- Physical distancing is very difficult for young children. Bubbles reduce the number of children coming into contact with each other.
- Bubbles allow the same group of children to attend together. This may be replicated when they start Primary 1.
- Settings should give careful consideration to the make up of bubbles. Friendship groups and Primary 1 class groupings may be a key consideration.
- Where children attend a different setting than the one they are transitioning to, they should be included in the bubble for **both** settings. This will help the development of new relationships, both child and adult, in the establishment they are moving to, as well as providing a chance to provide some closure with the setting they are leaving. It will be important for settings with children in this situation to communicate clearly so as to ensure that children are not expected to be at two sessions at the same time.

### Suggested Structure for Stay and Play Session

- Staff welcome children and parents into the outside space. Entry should be from outside.
- Stagger start and finish times by approximately 5 minutes to ensure safe practice.
- Children and parents use hand sanitiser on arrival and parents are reminded of physical distance requirements. Children are not expected to physical distance – but adults are.
- Prepare the outdoor environment beforehand to ensure it is stimulating and inviting. The session should be enjoyable and relaxed for staff, children and parents/carers.
- Carefully consider the resources available and make use of the natural outdoor environment as much as possible.
- Informally introduce the stay and play session, explaining the aims of the sessions and reassuring parents that their child's individual needs are being considered.
- Talk to parents about the continuity of Early Level in Primary 1, including pedagogy and practice. Children will still learn through play.
- While the children are playing, talk to parents to find out how lockdown has been for the family. Capture this information so that staff can respond to children as individuals and plan for further transition.
- Talk to the children about Primary 1, ask them if they have any questions, and show them photographs of different parts of the school.
- Read a story. (Cushions or chairs spaced 2m apart for parents and children sits with parent).
- At the end of the session ensure a safe departure for children and their parent/carer. Cleaning procedures should then be followed.

### Transitional Story

Every child who is making the transition from Early Learning and Childcare to Primary 1 will be sent a copy of the Shetland based storybook '*Bobby an da Burland Pearls.*' Each setting will also be provided with a copy of the storybook. It is hoped that this storybook would provide a theme for the transition and could be read to the children during the stay and play sessions in June, with follow up activities they could do both in the setting and at home, and then as they return in August. It is hoped that staff would share their plans on the Early Learning and Childcare Shetland and Shetland Primary 1 Teachers Teams.

### Children with Additional Support Needs

Our children will have had varying experiences during lockdown and children with additional support needs are no different. For some, this will have been a time of few demands and lots of family attention, for others they may have had opportunities to make big leaps in aspects of their development and learning, and for many they will be missing the socialisation and happiness they get from their time in Early Learning and Childcare. Some of these children may not have the communication skills or social awareness to follow the same rules as others and some will need our help just to be present through physical support and to interpret their behaviours and communications to others.

Quite a number of children have been attending provision in either critical childcare or an Additional Support Needs hub, have made new relationships and had positive experiences. For some of these children, it may be deemed best that they do not return to their previous Early Learning and Childcare setting due to the confusion this may cause to them and yet for others this will be essential in helping them to move on. Any transition arrangements should be planned and discussed with the child's parents and a consensus arrived at as to whether or not they require closure at their previous setting before they are added to any bubble. Some of these discussions are already taking place and individual plans being made.

Support staff have been identified for most children with a high profile of needs already and will be able to use this time to start or continue to build up their relationship with the child and their family so should be included in the staffing ratio for the bubbles that these individual children will be part of. Where staff have not as yet been identified, Early Learning and Childcare staff will continue to support. It is imperative that any children with Additional Support Needs are included in transition planning with those in their peer group, and should be given as much opportunity to gain from the experience as they are can manage. Any barriers to learning must be tackled to provide as inclusive an experience for everyone as is possible.

Children with complex additional support needs will need to have their own Person Focused Risk Assessment drawn up if this is not already in place. Some of these children have been shielding and are particularly vulnerable so will require special measures to keep them safe. The form can be found on Shetland Islands Council's Intranet.

Any Person Focused Risk Assessment already in place will need to be revised for the current situation and resubmitted. If you have any doubts or queries, please contact Lesley to talk these through.

## Communication

The local authority has written to parents/carers of all children moving from Early Learning and Childcare to Primary 1 outlining the offer contained within this document and some of the key information that is relevant authority wide. The authority will also provide generic information to parents through social media channels around how to support children through this transition. This is in line with the information outlined within the key principles paper.

Individual settings should follow this up with their own communication about the specific arrangements for each setting and each child. Particular attention may be also be given to the following aspects:

- Reconnection with families through consistent communication will be essential to ensure that they regain a real feeling of belonging within the learning community, feel supported and are kept well informed about any changes to protocols, procedures and the environment.
- Plan how you will communicate protocols and procedures with parents/carers so that they understand all new measures in place to reduce the transmission of COVID-19 and that they understand their roles and responsibilities at this time.
- Remind parents/carers regularly that if their child, or any member of the household has COVID-19 symptoms that they should not attend the setting and should adhere to the guidance regarding self/household isolation.
- Communicate with parents/carers clearly about the arrangements for stay and play sessions, so that they are clear about what is happening in advance. Some families may feel anxious about their children taking this step out of lockdown and into an environment that has not been the norm over these past few months.
- This is a good time to ensure that all emergency contact details are up-to-date to ensure prompt contact with parents/carers should the need arise.

## Return to School in August

It is acknowledged that transition is a process that will stretch over the summer holiday period and into August as schools return. The central Early Learning and Childcare team will continue to provide key transition support messages to families over the summer holiday period.

School settings have been advised to consider what additional transitional arrangements need to be in place for August. Traditionally there has been 'soft start' arrangements in place, such as half days, to help support children in their first weeks of primary 1.

Given that children have not been fully in settings in Shetland since the 13 March 2020, the authority has created a timetable for the return to early learning and childcare which takes into account the need for children who are starting primary 1 to have the opportunity to return to the early learning and childcare space, which is known to them, in the first instance. For the first week after the return in August, primary staff, with the support of early learning and childcare staff, will be able to provide support help children make the transition to the primary classroom setting.

### Guidance on primary classroom set up to support children making a transition

'*Realising the ambition: Being Me*' is the National practice guidance for early years in Scotland. It provides advice on achieving the highest quality early learning and childcare and early primary provision. The document highlights the importance of the use of play pedagogies to support learning across the early level to help provide continuity in children's learning as they transition from Early Learning and Childcare to school. This is particularly relevant for this group of children whose experiences will have been significantly affected by the COVID-19 situation. It is therefore more important than ever to consider how play is organised within the Primary 1 classroom. Given that many Primary 1 classes are at different stages in relation to play, it is hoped that the following provides some areas for consideration for August 2020.

#### Spaces - Open Areas and Outdoor Areas

Settings should not be restricted in using their designated classroom as the only area for supporting learning opportunities for their P1 classes. Consideration should also be given to any well ventilated social areas including outdoor spaces. Expecting young children to be able to keep to social distancing rules is unrealistic, therefore if there are outdoor spaces you can safely utilise, this would be advantageous. Natural outdoor spaces will offer a huge variety of learning experiences in maths, literacy and health & well-being. Resources to support this are being shared on the Shetland P1 Teachers Teams page.

It might also be possible to consider careful usage of some indoor resources while outdoors at this time. Examples might be: chalks, painting and other mark making resources; construction; interest items to spark discussion; home corner outside/mud kitchen; a small selection of books and wipe-able cushions.

Where possible, have an open door to create ease of outdoor access. Consider the placement of jackets and any outdoor clothing for easy access too. Where possible keep outdoor clothing on pegs that are not touching or very close together. Children should be encouraged to wear warm clothes at the start of the day as drop off and collection may be better facilitated outside.

#### Spaces - In the Classroom

Ensure appropriate spaces are created for play as a focus for learning in the classroom too. Consider what desks and chairs will be required and remove any that are not needed. Remove soft furnishings and any resources that are not easily wiped or cleaned or cannot be cleaned through a dishwasher cycle. Consider sensory experiences being individualised e.g. playdough, or sensory bags and having individual "ownership" of chalks, pens etc.

Consider how to set up your learning zones. For example:

- **Discovery Zone** – e.g. block play, construction, interest items, books, wipe-able cushions and linked activities and experiences.
- **Creative Zone** – e.g. painting, graphics, drawing, mark-making, some loose parts. All should be easily cleaned.
- **Social Zone** – e.g. snack time, chat, re-establishing friendships, wipe-able games

- **Outdoor Zone** – e.g. as described above, and more physical play and learning opportunities through natural spaces and resources

### Time and Timings

As a whole school, staggered start and finish times to ease crowding and car congestion is being considered where necessary. In Primary 1, it may be possible to meet the children outdoors and have a period of outdoor play to start the day. Consideration of having more individualised start times for each family in the early days. This may create opportunities for staff members to connect with parents, and to help understand the experiences and needs of each individual child over the lockdown period. This may make progress in the future easier.

Schools need to have realistic expectations and should not rush into your more traditional learning programmes. This has been an unprecedented time, which will need a period for processing experiences and opportunities to reconnect in a gentle way. Rather than thinking about catching up, time needs to be taken to support a transition that builds on consolidation of previous experiences and learning. Use of programmes such as Emerging Literacy, which looks to build on play experiences to develop language, literacy and communication. Time taken to allow the children to rebuilt previous friendships and establish new friendships or relationships with others (staff included).

### Innovative and Effective use of Staffing

Consideration of all resources available for P1 at this time. If Early Learning and Childcare staff are not required to support in Early Learning and Childcare or critical childcare, they could be used to support Primary 1. Consideration of appropriate rotations of staff to fit with each group of children and then with each phase of the reopening lockdown.

### Priority on Play

*‘Play is an intrinsic part of human development. Through play a child develops their cognitive, social, emotional and physical capacities.’ Realising the Ambition (RTA) p44.*

*‘This transition will likely be smoother for the child if the play remains and continues as the main vehicle for their early learning in P1 and beyond’ RTA p45*

Play can help children feel successful and celebrate what they know already. Schools have considered how the look and feel of social spaces/classroom/outdoor spaces can help children make links with home. All curricular areas can be supported by learning through play.

### Linking Home Experiences and Learning to School

Communication with staff, parents and pupils will be key in the early days of easing lockdown, and be different through each transitional phase. Consideration of how key messages to parents and pupils will be communicated at all stages. Confidence in the new approaches may need to be built by some. Thought has been given about where schools might facilitate clear and necessary communication with parents about transitions. Would the use of technology be an option to connect more pupils together, while some still have to be apart? A virtual classroom tour might be an idea prior to starting P1? Consider making a class bubble video to share with other pupils, or to show parents how learning experiences are being achieved.

## RETURN TO EARLY LEARNING AND CHILDCARE IN AUGUST 2020

Following the issuing of the Scottish Government Guidance on the return to Early Learning and Childcare in phase 3, Shetland Islands Council has issued local guidance to both school settings and funded providers.

### Underlying Principles

The offer contained within this paper is based on a number of principles. These are:

- The individual needs of each child must be at the heart of all decision making. The six principles of nurture underpin all Early Learning and Childcare provision.
- The safety of children, parents and staff is a central concern.
- The experience for each child must be of high quality and developmentally appropriate. Children should have time and space for free-flow play whenever possible.
- Being outdoors is a key feature of high quality Early Learning and Childcare provision.
- Young children should not be expected to maintain models of physical distancing between each other or their key worker.
- Separate critical childcare for children of nursery age can only be provided as a last resort. It is important to offer as much funded Early Learning and Childcare as practicable, thus minimising the numbers needing access to critical childcare.
- Children with additional support needs will be included in the planning of provision in all relevant settings. Any necessary additionality required to ensure inclusion will be considered.
- All children and families should have access to an equitable offer of Early Learning and Childcare.
- Relationships between children, families and staff are central to effective Early Learning and Childcare provision. There needs to be clear and effective communication between settings and parents/carers about all aspects of the return, including risk assessments.

### Hours

All children who have been allocated a funded placement during registration week will be offered up to 20 hours of funded Early Learning and Childcare per week. This equates to an offer of 760 hours which is 66% of the 1140 hour offer.

For local authority settings, this will be delivered through four hour sessions, either morning or afternoon. Suggested timings for settings that will need to run two sessions per day would be 8.30am – 12.30pm and 1.30pm to 5.30pm. Families can opt to be flexible within these timings. This will support physical distancing at pick up and drop off times. Settings who will offer a single session can select timings to suit their context.

It is recognised that funded providers may be able to provide additional flexibility or may be able to offer the 20 hours per week in different ways. Funded providers should consider how best to offer families up to 20 hours per week. Families who require critical childcare should apply for additional hours through the usual process and any additional hours will be allocated and paid for on this basis.

### Cohorts

In line with the national guidance, Early Learning and Childcare children should be organised into cohorts of no more than 8 children who will work together consistently throughout sessions. The membership of these cohorts should not

change and children should not be in more than one cohort. Therefore, blended or split placements with other settings will not be allowed other than in exceptional circumstances. The central Early Learning and Childcare team will contact parents/carers who have requested blended or split placements and will inform settings of what they have opted for.

Settings will be required to organise the makeup of each cohort. The following should be given consideration:

- Including siblings within the same cohort.
- Friendship groupings could be considered.
- Mixed aged cohorts – having all new starts in one could prove very difficult for one key worker. It would also be useful to have time with the returning four year olds before new starts begin.
- Consider additional support needs for individual children and group accordingly.
- Extra staffing requirement for children with complex needs.

### **Spaces**

The aim of small cohort working is to limit the number of close contacts for each child, and member of staff, that will reduce the risk of the spread of infection in settings. Children and staff from different cohort should not mix freely. Therefore, for settings with more than two cohorts, there will need to be changes to the existing early learning and childcare space, or the acquisition of additional space, to ensure that there are separate spaces for each cohort. The central Early Learning and Childcare team will be happy to discuss this with each setting, if required.

Settings should seek to fully utilise outdoor spaces, both the nursery outdoor area/garden and public spaces, ensuring staffing ratios are maintained. Staff must ensure that cohorts are distanced from any other groups of children or adults who are nearby. For settings where more than one cohort is present at the same time, the outdoor space will need to be considered. It may be necessary to timetable the use of the outdoor space and ensure that there is appropriate cleaning between different cohorts.

### **Snack**

A snack will be provided during each session. This should be prepared by an additional member of staff. Settings may wish to consider set snack times for cohorts. Key workers should encourage all children within the cohort to enjoy snack together. Snack times should be sociable, relaxed and enjoyable, whilst ensuring practical approaches are in place to prevent the spread and control of infection. There is no need for additional PPE at snack times but staff should follow good hygiene practices.

### **Lunch**

If the arrangement involved the child being in the setting over a lunchtime period, it may be that a lunch can be provided using the guidance to support decision making around the approach to be taken.

### **Tooth brushing**

The guidance recommends that tooth brushing should continue so long as there are adequate facilities to do so. Only one child should clean their teeth at one sink at any one time and staff should ensure that sinks are cleaned after use. Tooth brushes should be stored separately in closed containers. We are in contact with our local Child Smile team who are considering the guidance. They will be in touch to set out how they intend to support settings.

## Staffing

In line with guidance, each cohort should be allocated one key worker. This key worker should not work with more than one cohort.

There should also be additional members of staff available, appropriate to the size of the setting, to help with the cohorts for short periods of time where needed. Examples include snack and mealtimes, support at the toilet, intimate care, comfort for unsettled children and pick up and drop off. Contact within the cohort should be for limited periods and physical distancing between adults must be maintained. In this instance, staff members must ensure strict hygiene practices are carried out if caring for different groups.

It may be that there are children in a cohort who have support from a LSW. Again, physical distancing between adults must be maintained.

Where two year olds are in a setting, the ratio of 1:5 must be adhered to. If a two year old is included in a cohort where there are more than five children, two members of staff will need to be included in the membership of that cohort.

## Transitions

Previously issued guidance should be referred to when considering each transition linked to Early Learning and Childcare.

### Early Learning and Childcare to Primary 1

The transition process from Early Learning and Childcare to primary 1 will continue after the summer holiday period. Research indicates that children should return to the known. It is therefore recommended that, where applicable, children in primary 1 are given the opportunity to return to the Early Learning and Childcare setting attached to the school before beginning to make the transition into primary 1 classrooms. The timeline for the return to Early Learning and Childcare has been developed to support this concept.

### Return to Early Learning and Childcare

Consideration should be given to the transition back into Early Learning and Childcare for the children who are returning. Stay and play, on a similar basis as the June transition support, for the first few sessions would provide an ideal opportunity to gradually support children making the transition back. Consideration may also be given to staggering the return of this group.

## New Starts

Once placements have been confirmed, settings should begin to make contact with the families of children due to start in the first term. Discussions should take place about a well thought through transition into Early Learning and Childcare for each individual child. Stay and play should also be considered in the first few sessions, or for longer where it is supportive to a successful transition.

In all instances, settings should consider the arrangements for how a parent/carer would be able to comfort a child if they become distressed without them coming into contact with other children or staff indoors. A comfortable outdoor drop off area might help support these instances.

## Timeline

Week beginning 11 August – Primary 1 children return. Early Learning and Childcare setting used to support transition.

Week beginning 17 August – returning children prioritised.

Week beginning 24 August – stagger new start children into Early Learning and Childcare.

Please note, this timeline is aspirational and as such if causes difficulties for individual families, consideration should be given to how this is accommodated.

The authority will move to 1140 hours as soon as it is safe, and practicable to do so.

## Payments and Contracts

In line with the Scottish Government's position, during the interim offer period funded providers will be paid for the 1140 hours placements that had already been agreed from August 2020. If the number of hours provided is more than this agreed amount, an additional payment will be made. Contracts are currently being drawn up and will be issued as soon as possible once finalised by colleagues in Procurement and Legal Services.



## BLENDING LEARNING MODEL

Blended learning uses a 'mix' of learning environments to combine learning in person (in school) and remote learning (online and offline). It includes learning that happens in real time (synchronous), alongside a teacher such as online discussions and in school lessons, and learning which happens at the learner's pace (asynchronous) such as project work.

The blended model is predicated on a smaller number of children and young people attending schools at any one time across Scotland to adhere to physical distancing requirements. In practice, this means that many children and young people, both locally and nationally, may have a blended combination of face-to-face teaching in school and remote learning at home.

More specifically, this may mean certain days of the week that children and young people are in school, or in school for a full week then a week of remote learning, at least at the start of the new session.

Overarching principles and expectations for blended learning in Shetland:

- There will be bespoke blended model rotas, including the option of the school roll being split into two groups with each group having two days in school per week and three days of remote learning; or, one week in school and one week of remote learning;
- In larger settings, this may mean that the school roll is divided three ways and the rota organised accordingly;
- All children and young people will have both maximum and meaningful time with teachers, working within the defined room metrics and adhering to all safety measures.
- Some children in smaller settings, depending on their capacities, and social distancing measures being adhered to, may be in school for four days a week, or even in school full-time.
- Head Teacher and school staff empowerment will be crucial in making decisions in each school community around blended learning, in line with the empowered school system principles.
- Models for blended learning will be developed that support workforce availability and staff resilience.
- Settings will continue to follow guidance set out by the Scottish Government and Education Scotland.
- There will be a commitment to equity of provision within settings and between similar sized settings as far as possible, although children and young people with additional support needs may be offered any additionally due to their own individual circumstances.
- The totality and continuity of the curriculum will be a fundamental aspect of blended learning planning and provision, both in school and at home.
- The importance of maintaining personalisation and choice in the Broad General Education and individual learner pathways in the Senior Phase, as far as possible.
- The importance of children and young people receiving continuity of teaching, as far as possible, to support their learning in school and remote learning.
- An Equalities Impact Assessment will be completed by all settings in respect of their blended learning models by the 10 August.
- The importance of continued partnership working within clusters to support blended learning planning. However, there is no requirement for all settings within a cluster to operate the same blended learning model.
- The continued provision of critical childcare will support some key worker families.
- Critical childcare staff will be able to provide some support with the home learning aspect of the blended learning model.
- The importance of ongoing engagement and communication from schools to their parents and carers as plans continue to develop.
- Schools will communicate with their parent forums before the end of the summer term on what the blended learning model will look like, including the timetable for individual children and families and when/how they should return to school.

- Children’s Services will also continue to communicate with parents and carers. Frequently Asked Questions for parents and carers are on the Digital School Hub, this page will be updated as and when questions arise.

There will continue to be support to schools from other areas within Children’s Services, Estate Operations, ICT, Health and Safety, and Human Resources. Allied Health Professionals and other NHS staff groups as well as the Third Sector partners will be crucial in both planning and delivery stages.

A strategic framework for blended learning in Shetland schools has been developed and is included at appendix 2.



## HEALTH AND WELLBEING

A key strand for our recovery and renewal and Blended Learning Framework is Health and Wellbeing. The Coronavirus pandemic has, and will continue to have, a significant impact on each of us including the children and families we support. Children have spent many months at home, and when they return school the world will be unfamiliar. The control measures we have put in place to ensure the health and safety of staff, children and young people, will necessitate changes to the layout our schools and early learning settings and they will feel very different as a result.

It is therefore important that we respond to the needs of our young people as they return to settings, and to support schools with this we have developed the following three step framework:

1. Reconnection
2. Recovery
3. Resilience

This approach will be underpinned by the Nurture Principles which have been adopted across Shetland's schools. The Educational Psychology team has also adapted the Seasons for Growth programme to provide COVID-19 specific training for all schools and Early Learning and Childcare staff.

Nurture is especially important within the current context as schools check in with their staff, children and families, and identify any negative impact or change associated with the pandemic that might inform more targeted support. It is fundamental that staff wellbeing needs are met first in order to build capacity to co-regulate and respond calmly to children's and families' needs thereafter. Familiar positive relationships are key and additional service specialist roles are likely to be indirect and consultative in supporting those working directly with children and families.

The 6 Nurture Principles are set out below under Reconnection, Recovery and Resilience.

### 1. Children's learning is understood developmentally

*It is important to assess pupils' health and wellbeing needs before returning to school to ensure that planned activities are manageable and allow success. Basic needs such as safety and security, relationships, and emotional support must be re-established before assuming readiness to learn. The attainment gap may have widened or altered during school closures.*

#### Reconnection

- Protected time is needed to reconnect with individual families to identify changes in circumstances and signpost relevant provision, e.g. unemployment/furlough, loss/bereavement/separation, childcare, transport etc.
- Prepare to repeat some developmental stages and learning, teach new rules and routines etc.
- Re-establish classroom and school rules, and relationships for comfort.
- Staff have a basic understanding of the 6 Nurture Principles and have completed the Nurture training available on iLearn.
- Teachers understand the varying impact of Coronavirus in terms of change and loss according to the Seasons for Growth recovery model.
- Returning to school resources are accessed and used to prepare children and families via Shetland Island Council's Digital Schools Hub.

#### Recovery

- The [GIRFEC National Practice Model](#) is used to assess and monitor wellbeing according to the SHANARRI indicators and wellbeing wheel.
- Staff are aware that a period of readjustment is to be expected in the current situation; this is not regression and, in isolation, is unlikely to warrant specialist service involvement. In this time of change and uncertainty difficult feelings and emotions are to be expected/normal and shouldn't be medicalised. Listening and responding with empathy, understanding and reassurance will form an important part of the support.  
*"We must guard against medicalising our response, and defaulting to an increase in Child and Adolescent Mental Health Services (CAMHS) referrals," (Scottish Government, 2020).*
- The return to school prioritises the hierarchy of needs to be met before academic attainment or achievement is expected: safety and security; relationships and belonging; self-esteem.

### Resilience

- Emotional literacy and self-regulation programmes such as [The Zones of Regulation](#) and [The Incredible 5 Point Scale](#) should be considered to support children and young people to recognise feelings in themselves and others, and express and manage these effectively.
- Access to calming tools and routines to support self-regulation and the use of stories e.g. My Bag of Worries.
- All children should have access to nurturing experiences in schools that promote their recovery and resilience and reconnection with staff, friends and peers. Some children will benefit from targeted Nurture groups.
- Shetland Islands Council's Digital Schools Hub and Glow platform provides access to resources and activities for social and emotional development and additional support needs. There is also a section of useful tools to support a return to school.
- For some children and young people, more targeted support may be needed if they experience ongoing struggles following change or loss. The traditional Seasons for Growth programme would be recommended after the recovery model has been implemented.

## **2. The classroom offers a safe base**

*The classroom layout and surroundings should be as warm, welcoming and predictable as possible. Boundaries should be established which teach appropriate behaviour and advocate safety and responsibility rather than punitive approaches.*

### Reconnection

- Staff have opportunities to reconnect with colleagues and address own wellbeing needs before pupils return.
- Consistent and accessible information is shared across all schools and families regarding how schools will reopen and operate, and alleviate health and safety concerns
- It is recognised that there may be anxiety about proximity to others and planning is undertaken to manage this – pick up, drop off, playground, classroom, dining hall, toilets etc.
- Pupils have opportunities to reconnect with previous teachers as part of transition process.
- Changes are planned, predictable and explained.
- Staff are aware of relevant policies / updates, including dealing with crisis/ bereavement.
- Coordinated support is planned for newly qualified teachers.

### Recovery

- The school environment adheres to government & Shetland Islands Council's guidelines for safety/personal protection.
- Appropriate signage and reminders are displayed and accessible to all.
- Re-establish routines to help establish feelings of safety. What is the same / different? Changes are explained in a developmentally appropriate way with visual aids and [social stories](#) if appropriate.

- Create a sense of belonging through personalising the environment where possible while maintaining safety.

#### Resilience

- Safe, quiet spaces and access to pastoral support form part of schools' health and wellbeing policies and planning.
- Pupils, families and staff are aware of how and where they can seek support in confidence.
- Information and signposting to access support is regularly reviewed, updated and shared.

### **3. The importance of Nurture for the development of wellbeing**

*Unconditional positive regard is essential for children to develop a positive internal working model which tells them that they are worthwhile and resilient. Reassuring children that they have 'normal reactions to abnormal events' helps them feel accepted and re-establishes positive roles and routines.*

#### Reconnection

- Confirm school priorities for term/session, acknowledging that health and wellbeing are prerequisites to attainment.
- Define immediate and ongoing support structures and systems for staff and pupil wellbeing.

#### Recovery

- [How Nurturing Is Our School](#) is used to prompt discussion about how to develop Nurture as a whole school approach in the current climate.
- Additional regular check-ins are offered to monitor and respond positively to pupils' experiences and emotions, e.g. Zones of Regulation.

#### Resilience

- Schools consider how to track, monitor and seek individuals' views to constantly support and improve the wellbeing of their pupils, families and staff.
- Growth mindset is promoted through teaching and learning.
- Success is measured through effort, enjoyment and participation as well as attainment.
- Highland's [Resilient Kids](#) programme is introduced across schools as an example of evidence based practice to teach pupils emotional literacy and resilience.

### **4. Language is a vital means of communication**

*Children should be encouraged to talk, be listened to, and have positive language modelled by adults around them. Where language presents a barrier to understanding or expression, support should be offered. Nonverbal communication and language should always be positive and help the child to express their needs and emotions.*

#### Reconnection

- New jargon and language needs to be discussed and clarified among professionals before teaching to children and parents, e.g. pandemic, social distance, 'trauma', 'post COVID-19 stress disorder'
- A consistent '*Reconnect, Recover, Resilience*' message should be promoted across services for an effective multi-agency joined-up response.

- Information should be gathered about individual children's and families' experiences during lockdown in advance of their return to school, to inform planning for recovery.

#### Recovery

- Accessible information is available to children and families in advance of their return to school.
- Consistent language is introduced and modelled to improve emotional literacy, e.g. Zones of Regulation / Seasons for Growth.
- Schools consider how to maintain connectedness and inclusion such that pupils and families feel affiliated to their local school and community despite inevitable disconnect.

#### Resilience

- Curriculum for Excellence health and wellbeing [experiences and outcomes](#) are closely monitored and used to plan progress at an individual level.
- Schools and other agencies prioritise language and communication in children's plans and ensure accessible opportunities exist for pupils to express their views about decisions that affect them.
- Emotional literacy is revisited in a cyclical approach to promote health and wellbeing as children progress developmentally.

### **5. All behaviour is communication**

*All behaviour should be considered to be communicating something that the children perhaps do not have the language or maturity to express otherwise. Behaviour should always be managed calmly and positively by adults to avoid escalation and consequences should focus on recovery and repair.*

#### Reconnection

- Seasons for Growth recovery model training informs staff of expected behaviours and appropriate ways to manage/respond to these.
- Care is taken not to medicalise behaviours that are considered appropriate and expected responses to the current situation.

#### Recovery

- Resources, such as those on [Glow](#), are made available to help parents and pupils recognise, express and manage their emotions positively.

#### Resilience

- All staff understand that pupils' behaviours may be communicating an unmet need and use appropriate problem-solving and recording to identify this need.
- Behaviours are not prevented or discouraged without offering and teaching a more appropriate alternative.
- Emotional literacy programmes are accessible at all ages and stages of children's and young people's education, e.g. Zones of Regulation, cognitive behavioural approaches etc.

### **6. The importance of transition in children's lives**

*Times of change and uncertainty can lead to stress and anxiety and this should be reduced where possible through consistent positive relationships, predictability, structure, and routine. Transition also offers opportunities to build resilience through learning effective coping mechanisms and reflecting on growth and success.*

### Reconnection

- Appropriate planning and resources are prepared to support pupils transitioning at all stages according to [National Improvement Hub](#).
- Positive **and** negative experiences of COVID-19 are explored and discussed and used to plan appropriate responses/activities.
- Consider how to reconnect with those who have left, moved, retired, taken maternity leave etc.
- Transition passports / pupil profiles are completed and shared with new or unfamiliar staff.

### Recovery

- Seasons for Growth recovery model is delivered to support staff and children to return to school.
- Enhanced transitions are provided for pupils with additional support needs.
- Transition activities/plans/provisions are made for unstructured times and smaller daily transitions, e.g. playground/lunchtime.
- Consideration is given about how to re-engage with non-attenders and pupils who have preferred being at home and not in school.

### Resilience

- Transition support and information sharing is carefully planned for all significant transitions.
- It is recognised that transitions affect everyone differently and that an individualised approach to supporting transitions is needed based on the child or young person's needs.
- Children and young people are offered opportunities to reflect on transitions and identify positives and losses associated.
- The profile of Seasons for Growth is raised across Shetland and is actively promoted to all families at various stages to fully utilise the capacity of the team of 'Companions' across the local authority. Schools should be mindful that they may not necessarily be, nor need to be, aware of changes and losses affecting their pupils and staff, and that this should not hamper access to support.



## STRATEGIC AND IMPROVEMENT PLANNING

There are several statutory obligations for strategic and improvement planning for services in Shetland including the Integrated Children's Services Plan, Children's Services Directorate Plan, Service Plans, Getting it Right for Every Child (and family), National Improvement Framework Plan, Child Poverty Action Plan, Active Shetland Strategy and Corporate Parenting strategy.

Integrated Children's Services Plan 2020-2023 is being developed currently with three key themes of emotional wellbeing and resilience, strengthening families and tackling inequalities.

Active Shetland Strategy – 2018-2023: The Strategic Group will have to work together to assess the impact of this situation on individuals, clubs and the wider community; and in partnership with them develop creative solutions to assist them to get active, stay active and in time fully come back together again once the requirements of social distancing are removed.

The Children's Services Department has recognised five priority areas:

- Employability
- Early Learning and Childcare
- Emotional Wellbeing and Resilience
- Residential Childcare
- Sustaining Education in Rural Communities

The 'Sustaining Education in Rural Communities' priority also makes for one of the Council's Service Redesign projects, and further, aligns with the Sustaining Rural Education work stream of the Northern Alliance Regional Improvement Collaborative, which is considering the sustainability of education within island and rural settings.

Shetland Islands Council is required to compile a local Learning Estate Strategy in the coming months; this will provide an informed approach to achieving the aspirations of Equity, Excellence, Inclusivity and Sustainability. The work stream of Sustaining Education will also help authorities to focus on increased delivery of e-learning across the Northern Alliance to maximise greater choice and equity for all young people.



## APPENDICES

**APPENDIX 1: RETURN TO WORK/SCHOOL CHECKLIST AND RISK ASSESSMENT**

**APPENDIX 2: BLENDED LEARNING FRAMEWORK**

**APPENDIX 2A: GUIDANCE AND SUPPORT INFORMATION RELATED TO COVID-19**

**APPENDIX 2B: PUPIL EQUITY FUNDING QUESTIONS FOR CONSIDERATION**

**APPENDIX 2C: SUPPORT FOR LEARNING AND TEACHING**

**APPENDIX 3: STAFF INDUCTION TEMPLATE**

DRAFT

For further information please telephone Children's Services on:  
01595 744000, or email [education.and.social.services@shetland.gov.uk](mailto:education.and.social.services@shetland.gov.uk)



June 2020



# Covid-19 Return to work /School Checklist & Risk Assessment

May 2020



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## Introduction

This Toolkit contains tools that are intended to plan and support your services next steps now that lockdown measures are easing that will keep people safe from the risk of COVID-19 when returning to work. The tools have been created using the latest advice from the Scottish Government, NHS Inform and Health Protection Scotland.

Scotland's Route Map published by the Scottish Government sets out the phases by which Scotland will aim to ease lockdown. Further Guidance will be issued and at the moment the advice is clear that where possible work should be undertaken from home. A phased approach is being taken to vary restrictions moving from Phase 1-4. Currently, if it is not possible to undertake work from home and activities are considered essential, you can continue to work but should assess your activities in line with the latest COVID-19 prevention methods.

Services need to plan now for this phased return to the workplace over what could be prolonged periods. The guiding principle should be how we take care of people, our staff and our community and safeguard their health and well-being.

Please note all information in this pack is correct as of May 2020.

## Where do you start?

There is a lot of information out there regarding COVID-19 and details change daily. Trying to stay on top of the information is challenging and it is important to pay attention to information circulated by the Council. The Toolkit is structured to provide a logical thought process to follow:

### Step 1 – Complete the COVID-19 Inspection Checklist

The inspection form will ask you to consider:

- Employees, social distancing and the impact of returning to work
- Travel, Access & Egress
- Cleaning and Hygiene Practices
- Building Safety

The completed Inspection Checklist will allow you to identify gaps where additional measures may need to be put in place. These are recorded in the Action Summary to enable you to focus on these areas as you complete the Risk Assessment.

### Step 2 – Use the findings from your completed Inspection Checklist to complete the COVID-19 Risk Assessment

The risk assessment is setup with the same four topics as the inspection form but goes into more detail on how you intend to mitigate the risk of each identified hazard. The information contained within this document is generic and you must tailor the document so it is relevant to your service/workplace.. There is a resource list that will allow you to quickly find the information you need from the relevant source. Firstly, consider the controls that are already in place. Record these as 'Existing' and then determine if they adequately control the risk.

### Step 3 –Control Measures

If existing controls do not adequately control the risk, or there are no existing controls, you must develop additional measures. Completing the risk assessment will enable you to identify of the range of different measures that you now need to implement. This is the time to evaluate the practicality of implementing each measure and determine how to take the necessary steps to ensure they are in



place ready for your return to work. These are recorded as 'Proposed' until they have been implemented.

## Step 4 – Communication

Communication is key and there is a lot of change that staff need to digest and consider before returning to work. Continuous communication throughout this process will demonstrate that you are putting your staff's safety at the heart of this decision. It is important to work closely with HR including health and safety in developing these plans. Communicate the practical measures being taken to staff on a regular basis to help reassure them that their health and safety is a priority. The Council's Safety Forums and Central Safety Consultative Committee have an important role to play. Make sure that employees are clear about what rules and procedures they should following in the workplace. Putting in place a re-orientation or re-induction process for returning staff is vital.

## Step 5 – Review

The information around COVID-19 changes on a frequent basis and you will need to monitor the latest advice for any changes that could impact your Service. There is a library of useful links that can be monitored for the latest information available on the intranet Covid-19 pages.

## Latest Government and NHS Advice

[Latest Government Social Distancing Information](#)

[Guidance for Employers & Businesses on COVID-19](#)

[Guidance on shielding and protecting people defined on medical grounds as extremely vulnerable](#)

[Coronavirus Business and Social Distancing Guidelines](#)

[NHS COVID-19 Latest Information](#)

[Scotland Route map through and out of the crisis](#)

[Coronavirus \(COVID-19\): test, trace, isolate, support strategy](#)

[A guide for transport operators in Scotland to keep their staff and those using their services safe](#)

[Coronavirus \(COVID-19\): reopening schools guide](#)

[Core COVID-19 Information and Guidance for General \(Non-Healthcare\) Settings](#)



## COVID-19 Health & Safety Inspection Checklist

The current COVID-19 coronavirus outbreak poses a serious risk to individuals and organisations. This Inspection Checklist assists in identifying the control measures to consider to reduce the risk of workplace infections and as part of a proactive monitoring regime. It can be used to check that preventative and protective control measures are implemented in line with current health and safety general duties.

<b>School:</b>
<b>Address:</b>
<b>Service:</b>
<b>Inspection Undertaken by:</b>
<b>Reported to for Approval:</b>

No of issues not closed out from previous inspection		No of issues that are repeated from previous report	
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<b>Findings of Inspection</b>
Level of compliance should be included in report using a Rag Rating - <b>Green</b> – Full compliance (no action required), <b>Amber</b> - Partial compliance (remedial action recommended), <b>Red</b> – No compliance (action required)

<b>A: Staff – Consider what impact returning to work would have on your staff and how to keep them safe.</b>				
<b>No</b>	<b>Issues</b>	<b>Y/N/NA</b>	<b>Rating R/A/G</b>	<b>Comments</b>
1.	Has a risk assessment been undertaken for those who have a self-declared health condition which could increase their risk profile?	Choose an item.	Choose an item.	
2.	Are you tracking people who have been identified as high risk/are shielding or asked to isolate through 'Test, Trace, Isolate & Support'?	Choose an item.	Choose an item.	
3.	Where practicable have staff been allowed to work from home/remotely?	Choose an item.	Choose an item.	



4.	Can all staff maintain the government guidelines for social distancing based on your activity ( <a href="#">The latest Social Distancing Guidelines available here</a> ). These could include but are not limited to the following:	Choose an item.	Choose an item.	
4a	Are you able to segregate staff's activities to promote 2 metres distance?	Choose an item.	Choose an item.	
4b	Are you able to limit the amount of contact staff have with each other to 15 minutes or less?	Choose an item.	Choose an item.	
4c	Are you able to implement a one way flow system and provide visual aids (e.g. distancing markers, signage, flow system markers) for maintaining two metres distance?	Choose an item.	Choose an item.	
5.	Have staff been trained / notified before returning to work on any new procedures?	Choose an item.	Choose an item.	
6.	Have staff been provided with information about hand washing techniques for suggested duration to maintain good hygiene practices?	Choose an item.	Choose an item.	
7.	Have staff been instructed on social distancing where practicable while at work?	Choose an item.	Choose an item.	
8.	Have staff been trained on what to do if they are experiencing COVID-19 symptoms?	Choose an item.	Choose an item.	
9.	Are daily alerts from government departments e.g. NHS Inform/ Health Protection Scotland being sourced and shared with staff?	Choose an item.	Choose an item.	
10.	Have staff been instructed to minimise business related travel and use video/telephone chat as an alternative method of maintaining contact with colleagues, parents, carers, suppliers and customers?	Choose an item.	Choose an item.	



<b>B: Travel, Access &amp; Egress – Consider how your staff will travel to work, travel for work, access and exit work safely.</b>				
<b>No</b>	<b>Issues</b>	<b>Y/N/ NA</b>	<b>Rating R/A/G</b>	<b>Comments</b>
1.	Are you able to implement sufficient parking restrictions to maintain social distancing measures?	Choose an item.	Choose an item.	
2.	Are staff using their own transport for work activities?	Choose an item.	Choose an item.	
3.	Are staff avoiding public transport where applicable and using alternatives (e.g. cycling, walking to work etc)?	Choose an item.	Choose an item.	
4.	Have you considered staff that are required to car share for their role and whether this could continue?	Choose an item.	Choose an item.	
5.	Have the entry and exits to the building/site been reviewed to ensure that access/egress can be carried out safely?	Choose an item.	Choose an item.	
6.	Has access to the building/site been restricted to parents, carers, visitors and contractors etc?	Choose an item.	Choose an item.	
7.	Is it practicable to confine parents, carers and visitors to strictly defined areas and avoid unnecessary movements around the building?	Choose an item.	Choose an item.	
8.	Have appropriate hand sanitiser pump action containers been made available in every work area classroom and on main travel routes through the building/site including access and egress areas?	Choose an item.	Choose an item.	
9.	Is advisory hand washing signage displayed throughout the building/site, especially at entrances and exits and social areas?	Choose an item.	Choose an item.	
10.	Are the signs displayed, reviewed and replaced as necessary?	Choose an item.	Choose an item.	



<b>C: Cleaning Regime – Consider what cleaning and hygiene measures need to be implemented to reduce the risk of individuals contracting the virus on your premises / site.</b>				
<b>No</b>	<b>Issues</b>	<b>Y/N/NA</b>	<b>Rating R/A/G</b>	<b>Comments</b>
1.	Have you completed a deep clean of the property / site before returning?	Choose an item.	Choose an item.	
2	Is the ongoing cleaning frequency sufficient and can cleaning be undertaken when site/building/premises is occupied?	Choose an item.	Choose an item.	
3.	Are all hand contact points cleaned on a frequent basis throughout the day including, door furniture, handrails, IT equipment, desks, phones, flush plates, taps, dispensers, toilets, canteen / food preparation areas, technical equipment, science equipment, musical instruments, art equipment etc?	Choose an item.	Choose an item.	
4.	Are appropriate cleaning products being used during daily preventative cleaning regime?	Choose an item.	Choose an item.	
5	Have persons undertaking the cleaning been instructed with clear safe usage instructions?	Choose an item.	Choose an item.	
6	Have staff been provided with appropriate cleaning products so that they can frequently clean their work stations during the day?	Choose an item.	Choose an item.	
7	Can rugs and mats be removed where safe to do so to make cleaning and disinfection of floors easier?	Choose an item.	Choose an item.	
8	Have all soft furnishings been removed from classrooms and G.P. areas?	Choose an item.	Choose an item.	
9	Has all excess equipment/books been removed from classrooms?	Choose an item.	Choose an item.	
10		Choose an item.	Choose an item.	



<b>D: Building Safety – Responsible Person Checks – Consider how you ensure your building remains safe for all staff, pupils and visitors.</b>				
<b>No</b>	<b>Issues</b>	<b>Y/N/ NA</b>	<b>Rating R/A/G</b>	<b>Comments</b>
	<b>Has your responsible person carried out checks on your building in the following areas:</b>			
1.	Fire Safety Systems / Emergency Lighting.	Choose an item.	Choose an item.	
2.	Ventilation / Humidity / Lighting & Heating.	Choose an item.	Choose an item.	
3.	Gas Installations.	Choose an item.	Choose an item.	
4.	Legionella Controls.	Choose an item.	Choose an item.	
5.	Routine Inspections e.g. Local Exhaust Ventilation, Lifting Equipment and Pressure Systems and Equipment Maintenance.	Choose an item.	Choose an item.	
6.	Lift Statutory Inspections.	Choose an item.	Choose an item.	



<b>E: Other Issues</b>				
<b>No</b>	<b>Issues</b>	<b>Y/N/ NA</b>	<b>Rating R/A/G</b>	<b>Comments</b>
		Choose an item.	Choose an item.	
		Choose an item.	Choose an item.	
		Choose an item.	Choose an item.	
		Choose an item.	Choose an item.	
		Choose an item.	Choose an item.	
		Choose an item.	Choose an item.	
		Choose an item.	Choose an item.	
		Choose an item.	Choose an item.	
		Choose an item.	Choose an item.	
		Choose an item.	Choose an item.	

**Inspection undertaken by:**

Signed:

\_\_\_\_\_

Date:

\_\_\_\_\_





## Workplace Risk Assessment

Existing Health and Safety legislation makes it mandatory for all organisations to carry out a risk assessment of their work sites, and to keep these assessments constantly updated as circumstances change. There are also duties to consult with the workforce as part of this process, and to share the results of any risk assessment with them. The new risk posed by COVID-19 requires all employers to revisit their current H&S risk assessments, to ensure that new COVID-19 risks are assessed and managed. This means doing everything reasonably practicable to minimise these risks, recognising that we cannot completely eliminate the risk of COVID-19.

Risk control measures should be implemented according to the Hierarchy of Controls.(see Appendix A) Further information on the practical implementation follows. You are reminded that when assessing that level of risk that a hazard may present you must consider the likely outcome of the hazard causing harm, NOT the worst case scenario. The matrix for assessing risk is:

SEVERITY	LIKELIHOOD				
	1 Very Unlikely <i>(freak event )</i>	2 Unlikely <i>(Unlikely sequence of events)</i>	3 Possible <i>(Foreseeable under unusual circumstances)</i>	4 Likely <i>(Easily foreseeable - )</i>	5 Very Likely <i>(Common occurrence )</i>
1 <b>Negligible</b> <i>(Risk of transmission is zero)</i>	Low	Low	Low	Low	Low
2 <b>Slight</b> <i>(Risk of transmission is very low)</i>	Low	Low	Low	Medium	Medium
3 <b>Moderate</b> <i>Risk of transmission is low)</i>	Low	Low	Medium	High	High
4 <b>Severe</b> <i>(Risk of transmission is moderate)</i>	Low	Medium	High	High	High
5 <b>Very Severe</b> <i>(Risk of transmission is high)</i>	Low	Medium	High	High	High



HAZARD	AT RISK	CONTROL MEASURES	PROBABLE OUTCOME					
			EXISTING/ PROPOSED 'E' or 'P'	Possible Outcome	Likelihood	Risk rating: High Medium Low	Proposed Timescale	Action Completed Date/Initial
<b>Employee /Pupil Safety –</b>								
Psychological well being	Staff/Pupils	<p>Regular communication is in place (individual and group) to ensure staff/pupils are not ill-informed about returning to work/school safely.</p> <p>New workplace/controls put in place to reduce risk of exposure to COVID-19 are documented in procedures and policies and disseminated to employees through line managers and HR.</p> <p>New teaching and learning controls put in place to reduce risk of exposure to COVID-19 are documented in procedures and policies and relevant information disseminated to Parents/Carers.</p> <p>Line managers/ Head Teachers are aware of how big changes to working arrangements may cause additional work-related stress and affect their staffs mental health and wellbeing.</p> <p>Line managers/Head Teachers are aware of how big changes to learning arrangements may cause additional stress for children affect their mental health and wellbeing.</p> <p>Managers/ Head Teachers hold regular informal discussions with their team and look at ways to reduce causes of stress.</p> <p>Concerns on workload issues or support needs are escalated to line manager/Head Teachers.</p>	Choose an item.	Choose an item.	Choose an item.	Choose an item.		



		<p>Managers/ Head Teachers are trained to recognise signs and symptoms that a person is working beyond their capacity to cope and deal sensitively with employees experiencing problems outside of work.</p> <p>Staff who are in vulnerable groups themselves or caring for others are encouraged to contact their line manager to discuss their support needs</p> <p>Undertake a review of stress risk assessment to reflect new working arrangements.</p> <p>Staff are made aware of supportive mechanisms available to them (e.g. staff welfare officer) through line managers.</p> <p>Pupils are made aware of supportive mechanisms available to them (e.g. Pupil Support).</p>						
Virus transmission in the workplace /School	Staff, Pupils, Parents, Carers, visitors, contractors	<p><a href="#">Specific individual worker risk assessment</a> been undertaken for those who have a self-declared health condition which could increase their risk profile.</p> <p>An <a href="#">inspection checklist</a> has been undertaken to identify the control measures to consider reducing the risk of workplace infections and as part of a proactive monitoring regime and checking that preventative and protective control measures are implemented in line with current health and safety general duties.</p> <p>A tracking system is utilised to keep track of when staff can return to work after the symptom free period.</p> <p>Training arrangements have been developed including refresher sessions to ensure staff have been trained before returning to work on any new procedures. These courses will be delivered through online learning.</p> <p>Work has been arranged so that staff are able to maintain the government guidelines for social distancing based on our</p>	Choose an item.	Choose an item.	Choose an item.	Choose an item.		



<p>Virus transmission in the workplace/school – Continued</p>	<p>Staff, Pupils, Parents, Carers, Visitors, contractors</p>	<p>industry (The latest Guidance on these measure can be found by clicking the following link <a href="#">Social Distancing Guidelines</a>).</p> <p>Staff activities are segregated to promote 2 metres distance.</p> <p>Pupil activities are segregated to promote 2 metres distance.</p> <p>Screens are provided where it is not possible to retain 2 metre separation.</p> <p>A one-way flow system is implemented where possible and visual aids, such as floor strips, signage are used for maintaining two metres distance throughout the school.</p> <p>Employees/pupils are educated on preventative care.</p> <p>Hygiene guidance is given such as avoiding touching eyes, nose, mouth and unwashed hands, cover your cough or sneeze with a tissue, and throw it away in a bin and wash your hands. Teachers to regularly communicate this with pupils.</p> <p>Ensure help is available for children and young people who have difficulty cleaning their hands independently.</p> <p>Ensure good hygiene at and around toilet areas, e.g. doors. Devise system within school that ensures limited number of children/staff go to the toilet at one time.</p> <p>Staff informed not to wear face coverings such as scarves where these could be hazardous in their working environment.</p> <p>Young children or those that cannot use them safely advised not to wear masks.</p> <p>Posters are displayed that encourage staying home when sick and implementing good respiratory hygiene.</p> <p>Alcohol based hand rub has been placed at strategic areas within the school and in other areas where they will be seen. For example at all entrances to school and in general circulation/breakout areas.</p>					
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<p>Virus transmission in the workplace – Continued</p>	<p>Staff, Pupils, Parents, Carers, Visitors, contractors</p>	<p>The use of alcohol based hand rub to be supervised particularly when being used by small children.</p> <p>Parents/Carers advised there will be the use of alcohol based hand sanitisers.</p> <p>Staff/pupils have been instructed to clean their hands frequently, to wash their hands with soap and water for at least 20 seconds followed by the use of an alcohol-based hand sanitiser that contains at least 60-95% alcohol. Soap and water and alcohol-based hand rubs are provided in the school and adequate supplies are maintained.</p> <p>Social distancing while at school is maintained by continuing to limit social interactions by staggering <del>start/finish</del> drop off/pick up times and at break times/ lunchtimes. Posters will be located throughout the school to remind parent/carers/staff/pupils to exercise 2M distancing.</p> <p>Classrooms – Organise classrooms for smaller groups, removing excess furniture, and ensuring that Social Distancing is maintained between seats.</p> <p>Practical Classes – Organise classrooms/workshops/labs for smaller groups, ensuring that Social Distancing is maintained space between each work station.</p> <p>Practical Class equipment – To be cleaned/sterilised after each class.</p> <p>Where laundry is to be carried out in the school all items should be placed in an appropriate receptacle before being washed. The machine should be no more than half full and the wash cycle should be at least 60C. Where items are taken home by pupils they should be advised to place them in a disposable plastic bag for transporting.</p> <p>Remove soft furnishings.</p> <p>Prop open doors (please note this does not include fire doors), where safe to do so (mindful of fire safety). This will limit use of door handles, and improve ventilation.</p>						
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	<p>Staff bring their own provisions in for refreshments/lunch. Staff to also bring their own cup/water bottle.</p> <p>Children to bring their own bottle of water, and snack. Tuck shop areas will not be open.</p> <p>Lunch – packed lunch will be provided for pupils.</p> <p><i>*delete as appropriate to the school:</i></p> <p>*Packed lunches will be delivered to the classrooms.</p> <p>*Packed lunches will be delivered to an area designated by the Head Teacher.</p> <p>Social areas providing seating have staggered use to maintain social distancing rules.</p> <p>Coat rooms/areas – no coats/personal belongings to be positioned next to others.</p> <p>Social gathering amongst staff has been discouraged whilst at work. The staff room shall not be used for large gatherings at break times, and staff will be encouraged to remain in their own classroom. Staff rooms may be used for timetabled non-teaching time.</p> <p>Staff requested to keep in touch through remote technology such as phone, internet and social media.</p> <p>PPE will be located in a designated 'isolation room'.</p> <p>Adequate training has been made on what PPE is required (i.e. gloves, masks, aprons, Filtering Face Pieces (P3), goggles, the correct donning/doffing of PPE and face fit testing.</p> <p>Official guidance for correct donning and doffing of PPE for <u>non-AGPs</u>. as well as for <u>AGPs</u>. is followed.</p> <p>Official government guidance is monitored regularly for latest details on guidance and advice which is shared with staff.</p>						
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		<p>Business related travel is reduced.</p> <p>All non-essential meetings have been changed to digital consultations with essential face to face meetings following government social distancing guidelines.</p> <p>Staff discouraged from hand shaking and general close personal greetings.</p> <p>Staff are made aware of the impact of COVID-19 on their job/change of working environment.</p> <p>Each pupil will be issued with their own text books, pens, pencils etc.</p>						
Someone entering the school with COVID-19/ or become unwell within the school	Staff, Pupils, Parents, Carers, visitors, contractors	<p>Request that companies who regularly attend our premises or those we work alongside us to provide their health and safety policy/arrangements / or RAMS (risk assessment and method statement) regarding COVID-19.</p> <p>Work with our supply chain to ensure that they are adopting good practices to prevent the spread of COVID-19 to discuss arrangements and control measures.</p> <p>Staff are made aware of COVID-19 symptoms via training sessions and visual aids such as posters in key locations, screensavers.</p> <p>Anybody visiting site will be informed that they are not to enter if they're experiencing COVID-19 symptoms and will be advised to self-isolate in line with government recommendations.</p> <p>Staff/pupils and through communications to parents/carers will be informed to self-isolate if they have a person living in the same household or if they've been in contact with someone displaying COVID-19 symptoms.</p> <p>Remind staff/parents if their child or any member of the household has cold symptoms (not just fever/cough), they</p>	Choose an item. Choose an item.	Choose an item.	Choose an item.	Choose an item.		



	<p>should not attend school, and to follow isolation guidance. Posters displayed at entrances and throughout school.</p> <p>Any child who presents with Covid-19 symptoms should be located in an Isolation Room.</p> <p>An isolation toilet will be clearly identified, and only used as an 'isolation toilet' in the event of when a child/staff member becomes unwell.</p> <p>PPE to be located in 'isolation room'.</p> <p>Any siblings of the child to be made aware they will be collected from school to follow isolation guidance. Siblings to be instructed to wait in a designated area.</p> <p>Relevant reports to be completed to allow Track, Trace Isolate.</p> <p>Procedure to be in place in event of when parent/carer is late to collect child/children when unwell.</p> <p>Any staff member who presents with Covid-19 symptoms should isolate in an Isolation Room, to phone/communicate with management, in order to cover classes appropriately. Then exit school asap.</p>						
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Hazard	At Risk	Control Measures	Probable Outcome					
			EXISTING/ PROPOSED 'E' or 'P'	Possible Outcome	Likelihood	Risk rating: High Medium Low	Proposed Timescale	Action Completed Date/Initial
<b>Consider:</b> premises work, equipment, specific tasks etc.	<b>People at risk</b>	<b>Control By:</b> guards, training, supervision, safety equipment, safe working procedures, hygiene monitoring etc.						
<b>Travel, Access &amp; Egress</b>								
Travelling to work/school	Staff, Pupils, Parents, Carers, visitors, contractors	<p>Staff will be instructed to use council vehicles for work activities.</p> <p>Staff told to avoid public transport where applicable and using alternatives e.g. cycling, walking to work etc</p> <p>Transport Planning to advise on school transport guidance.</p> <p>Parents/carers/staff/pupils to adhere to 2m distancing on the school grounds approaching/exiting school.</p>		Choose an item.	Choose an item.	Choose an item.		
Driving at work	Staff, Pupils, Parents, Carers, Contractors	Staff roles that are required to car share are considered and whether this could continue.	Choose an item.	Choose an item.	Choose an item.	Choose an item.		
Entry and exit to building	Staff, Pupils, Parents, Carers, visitors, contractors	<p>Entry and exits to the building/school are reviewed to ensure that access/egress can be carried out safely.</p> <p>Stagger drop off/ pick up times.</p> <p>Stagger break times and lunch breaks. This will ensure that corridors or circulation areas have a limited number of pupils using them at any one time.</p> <p>Access classroom from outside door where applicable.</p>	Choose an item.	Choose an item.	Choose an item.	Choose an item.		



Hazard	At Risk	Control Measures	Probable Outcome					
Consider: premises work, equipment, specific tasks etc.	People at risk	Control By: guards, training, supervision, safety equipment, safe working procedures, hygiene monitoring etc.	EXISTING/ PROPOSED 'E' or 'P'	Possible Outcome	Likelihood	Risk rating: High Medium Low	Proposed Timescale	Action Completed Date/Initial
Entry and exit to building – Continued	Staff, Pupils, Parents, Carers, visitors, contractors	<p>Follow procedure for when parent/carer is late to collect child.</p> <p>Pupils to wash hands with soap and water, after entering building, and before exiting building.</p> <p>Access and exit from a building involving signing in/out at reception appropriately managed, any touchscreen technology avoided. Should use own pen.</p> <p>Access to the building/site been restricted to visitors and contractors etc.</p> <p>Visitors confined to strictly defined areas and unnecessary movements around the building avoided. Parents/carers to leave children at main door of school, or another means of access as advised by the Head Teacher, exercising 2m distancing.</p> <p>Hand sanitiser pump action containers are available in every work area and on main travel routes through the school including access and egress areas.</p> <p>Advisory hand washing signage displayed throughout the school, especially at entrances and exits and were people congregate.</p> <p>Signs displayed reviewed and replaced as necessary.</p>						



HAZARD	AT RISK	CONTROL MEASURES	PROBABLE OUTCOME					
			EXISTING/ PROPOSED 'E' or 'P'	Possible Outcome	Likelihood	Risk rating: High Medium Low	Proposed Timescale	Action Completed Date/Initial
<b>Consider:</b> premises work, equipment, specific tasks etc.	<b>People at risk</b>	<b>Control By:</b> guards, training, supervision, safety equipment, safe working procedures, hygiene monitoring etc.						
<b>Cleaning and hygiene measures</b>								
Environmental Cleaning	Staff, Pupils, Parents, Carers, visitors, contractors	A deep clean of the property / site before returning is performed if required.	Choose an item.	Choose an item.	Choose an item.	Choose an item.		
Cleaning Frequency	Staff, Pupils, Parents, Carers, visitors, contractors	The ongoing cleaning frequency is made sufficient enough such that cleaning can be undertaken when site/building/premises is occupied.  School to be cleaned after each session, and at regular intervals throughout the day, in accordance with the agreed schedule.	Choose an item.	Choose an item.	Choose an item.	Choose an item.		
Commonly touched surfaces/toys/ equipment	Staff, Pupils, Parents, Carers, visitors, contractors	All hand contact points cleaned on a frequent basis throughout the day including, door handles, light switches, furniture, handrails, IT equipment, desks, phones, flush plates, taps, dispensers, toilets, canteen / food preparation areas.  Rugs and mats are removed where safe to do so to make cleaning and disinfection of floors easier.  Appropriate cleaning products are used during daily preventative clean regime.	Choose an item.	Choose an item.	Choose an item.	Choose an item.		



HAZARD	AT RISK	CONTROL MEASURES	PROBABLE OUTCOME					
			EXISTING/ PROPOSED 'E' or 'P'	Possible Outcome	Likelihood	Risk rating: High Medium Low	Proposed Timescale	Action Completed Date/Initial
<p><b>Consider:</b> premises work, equipment, specific tasks etc.</p>	<p><b>People at risk</b></p>	<p><b>Control By:</b> guards, training, supervision, safety equipment, safe working procedures, hygiene monitoring etc.</p>						
		<p>Staff avoid touching common pieces of equipment such as printers/scanners/faxes and use only dedicated work equipment on the workstations. Any use of common work equipment is restricted and managed.</p> <p>In classrooms/learning environments where there is not a sink nearby, ensure there are hand sanitiser available.</p> <p>Reduce number of toys and ensure they are easy to clean. Staff to sterilise/ wipe toys during and at the end of each session.</p> <p>Routine cleaning disinfection of frequently touched objects and surfaces such as doors, desks, chairs, sinks, toilets, light switches, bannisters etc.</p> <p>Routine cleaning/ disinfection of shared resources such as books, toys, ICT equipment such as keyboards, music equipment, utensils and tools.</p> <p>All pupils and staff to have own stationary.</p> <p>All pupils to have designated desk each session.</p> <p>All desks/chairs to be disinfected after each session.</p> <p>All pupils to have designated storage for work e.g. their own tray. To be located on individuals desks.</p> <p>All play equipment outdoors to be disinfected between groups of pupils.</p> <p>School Library books to be quarantined for 72 hours after return. Access carefully controlled and hand hygiene closely</p>						



HAZARD	AT RISK	CONTROL MEASURES	PROBABLE OUTCOME					
			EXISTING/ PROPOSED 'E' or 'P'	Possible Outcome	Likelihood	Risk rating: High Medium Low	Proposed Timescale	Action Completed Date/Initial
Consider: premises work, equipment, specific tasks etc.	People at risk	Control By: guards, training, supervision, safety equipment, safe working procedures, hygiene monitoring etc.						
		followed when issuing library books. More guidance on school library risk assessments: <a href="http://www.cilip.org.uk/news/news.asp?id=506793">www.cilip.org.uk/news/news.asp?id=506793</a>						
Use of cleaning products	Staff, Pupils, Parents, Carers, Contractors	Persons undertaking the cleaning been instructed with clear safe usage instructions.  The relevant Safety Data Sheet and COSHH assessment is provided for the substances in use  Correct PPE is provided for the use of cleaning materials		Choose an item.	Choose an item.	Choose an item.		
Housekeeping	Staff, Pupils, Parents, Carers, Contractors	Appropriate cleaning products are provided, so that staff can frequently clean their work stations and pupils work stations during the day.  Staff provided with waste bins lined with a plastic bag so that they can be emptied without contacting the contents.  Staff are instructed that the emptying of bins and wastepaper baskets should be followed by hand washing.	Choose an item.	Choose an item.	Choose an item.	Choose an item.		



HAZARD	AT RISK	CONTROL MEASURES	PROBABLE OUTCOME					
Consider: premises work, equipment, specific tasks etc.	People at risk	Control By: guards, training, supervision, safety equipment, safe working procedures, hygiene monitoring etc.	EXISTING/ PROPOSED 'E' or 'P'	Possible Outcome	Likelihood	Risk rating: High Medium Low	Proposed Timescale	Action Completed Date/Initial
Fire Safety Systems / Emergency Lighting - Responsible person has carried out checks on your building in the below areas. Guidance on this topic can be accessed here								
Fire, heat, burns, smoke inhalation	Staff, Pupils, Parents, Carers, visitors, contractors	<p>Checks have been carried out in in the following areas:</p> <p>Emergency lighting suitable, sufficient and maintained.</p> <p>Suitable number fire extinguishers available in required locations.</p> <p>The sprinkler system including heads maintained (if fitted).</p> <p>Dry / wet risers inspected and maintained (if installed).</p> <p>Fire blankets available in required location.</p> <p>Fire alarm and detection system for the building tested, inspected and maintained.</p> <p>Means of escape clear.</p> <p>Fire doors provided and maintained in good working order.</p> <p>Building has suitable lightning conductors / protection.</p> <p>The fire risk assessment suitable &amp; sufficient / current.</p>	Choose an item.	Choose an item.	Choose an item.	Choose an item.		



HAZARD	AT RISK	CONTROL MEASURES	PROBABLE OUTCOME					
			EXISTING/ PROPOSED 'E' or 'P'	Possible Outcome	Likelihood	Risk rating: High Medium Low	Proposed Timescale	Action Completed Date/Initial
<b>Consider:</b> premises work, equipment, specific tasks etc.	<b>People at risk</b>	<b>Control By:</b> guards, training, supervision, safety equipment, safe working procedures, hygiene monitoring etc.						
<b>Ventilation / Humidity / Lighting &amp; Heating</b> Responsible person has carried out checks on your building in the below areas. Guidance on this topic can be accessed here								
Temperature/ Humidity	Staff, Pupils, Parents, Carers, visitors, contractors	Workplace temperatures are appropriate.  Measures can be taken to control temperature extremes and/or humidity levels.	Choose an item.	Choose an item.	Choose an item.	Choose an item.		
Ventilation	Staff, Pupils, Parents, Carers, visitors, contractors	Natural ventilation is available in the workplace, e.g. windows or open doorways.  If natural ventilation is insufficient, ventilators, fans or air conditioners provided to ensure a consistent flow of fresh air.  Air exchange rate of the air handling system meet standard requirements for the occupants in the building.  Ventilation systems have been adequately maintained and serviced.	Choose an item.	Choose an item.	Choose an item.	Choose an item.		



HAZARD	AT RISK	CONTROL MEASURES	PROBABLE OUTCOME					
			EXISTING/ PROPOSED 'E' or 'P'	Possible Outcome	Likelihood	Risk rating: High Medium Low	Proposed Timescale	Action Completed Date/Initial
<b>Consider:</b> premises work, equipment, specific tasks etc.	<b>People at risk</b>	<b>Control By:</b> guards, training, supervision, safety equipment, safe working procedures, hygiene monitoring etc.						
<b>Gas Installations</b> - Responsible person has carried out checks on your building in the below areas. Guidance on this topic can be accessed here								
Gas Installations	Staff, Pupils, Parents, Carers, visitors, contractors	Gas installations e.g. boilers been inspected, tested and maintained at required frequencies.  Adequate ventilation available next to gas installations.  Carbon monoxide detection available next to gas installations and in operation.  Gas isolation control switches available and clearly identified.  Supplier's emergency contact number clearly displayed, un- obscured and legible.  Gas cylinders being used safely.	Choose an item.	Choose an item.	Choose an item.	Choose an item.		



HAZARD	AT RISK	CONTROL MEASURES	PROBABLE OUTCOME					
Consider: premises work, equipment, specific tasks etc.	People at risk	Control By: guards, training, supervision, safety equipment, safe working procedures, hygiene monitoring etc.	EXISTING/ PROPOSED 'E' or 'P'	Possible Outcome	Likelihood	Risk rating: High Medium Low	Proposed Timescale	Action Completed Date/Initial
Legionella/Water Systems/Hygiene - Responsible person has carried out checks on your building in the below areas. Guidance on this topic can be accessed here								
Water outlets Legionella	Staff, Pupils, Parents, Carers, visitors, contractors	Tanks, taps and shower outlets inspected and maintained.  Suitable controls in place to reduce the risk of legionnaires disease.  Showers been run at maximum temperature for 5mins to eliminate standing water and eradicate legionella bacteria.	Choose an item.	Choose an item.	Choose an item.	Choose an item.		
Drinking water	Staff, Pupils, Parents, Carers, visitors, contractors	Drinking water facilities safe for use i.e. provided at refreshing temperatures (not warm).  Drinking water should ideally be "live" from the potable water main or from storage that is properly designed, sealed from ingress of dirt, vermin etc. and with good circulation.	Choose an item.	Choose an item.	Choose an item.	Choose an item.		



HAZARD	AT RISK	CONTROL MEASURES	PROBABLE OUTCOME					
Consider: premises work, equipment, specific tasks etc.	People at risk	Control By: guards, training, supervision, safety equipment, safe working procedures, hygiene monitoring etc.	EXISTING/ PROPOSED 'E' or 'P'	Possible Outcome	Likelihood	Risk rating: High Medium Low	Proposed Timescale	Action Completed Date/Initial
			Routine Inspections e.g. Local Exhaust Ventilation, Lifting Equipment and Pressure Systems and Equipment Maintenance - Responsible person has carried out checks on your building in the below areas. Guidance on this topic can be accessed here					
Statutory Inspections	Staff, Pupils, Parents, Carers, visitors, contractors	Checks have been carried out or planned in the following areas:  Thorough examination, inspection, test and maintenance certificate and logs available and up-to-date for the premises, plant and equipment e.g. Local Exhaust Ventilation, Lifting Equipment and Pressure Systems.	Choose an item.	Choose an item.	Choose an item.	Choose an item.		
Lift Statutory Inspections	Staff, Pupils, Parents, Carers, visitors, contractors	The thorough examination, inspection, testing and maintenance records for the lifting equipment in date.	Choose an item.	Choose an item.	Choose an item.	Choose an item.		
Plant and Equipment	Staff, Pupils, Parents, Carers, visitors, contractors	There is a planned preventative maintenance schedule and inventory available for key items of plant and equipment and are up-to-date  All fixed guards on machinery in place, secure and well maintained.  The safety devices and controls e.g. emergency stops, light guards etc been checked to ensure safe operation.  Defective equipment been taken out of service awaiting repair.	Choose an item.	Choose an item.	Choose an item.	Choose an item.		

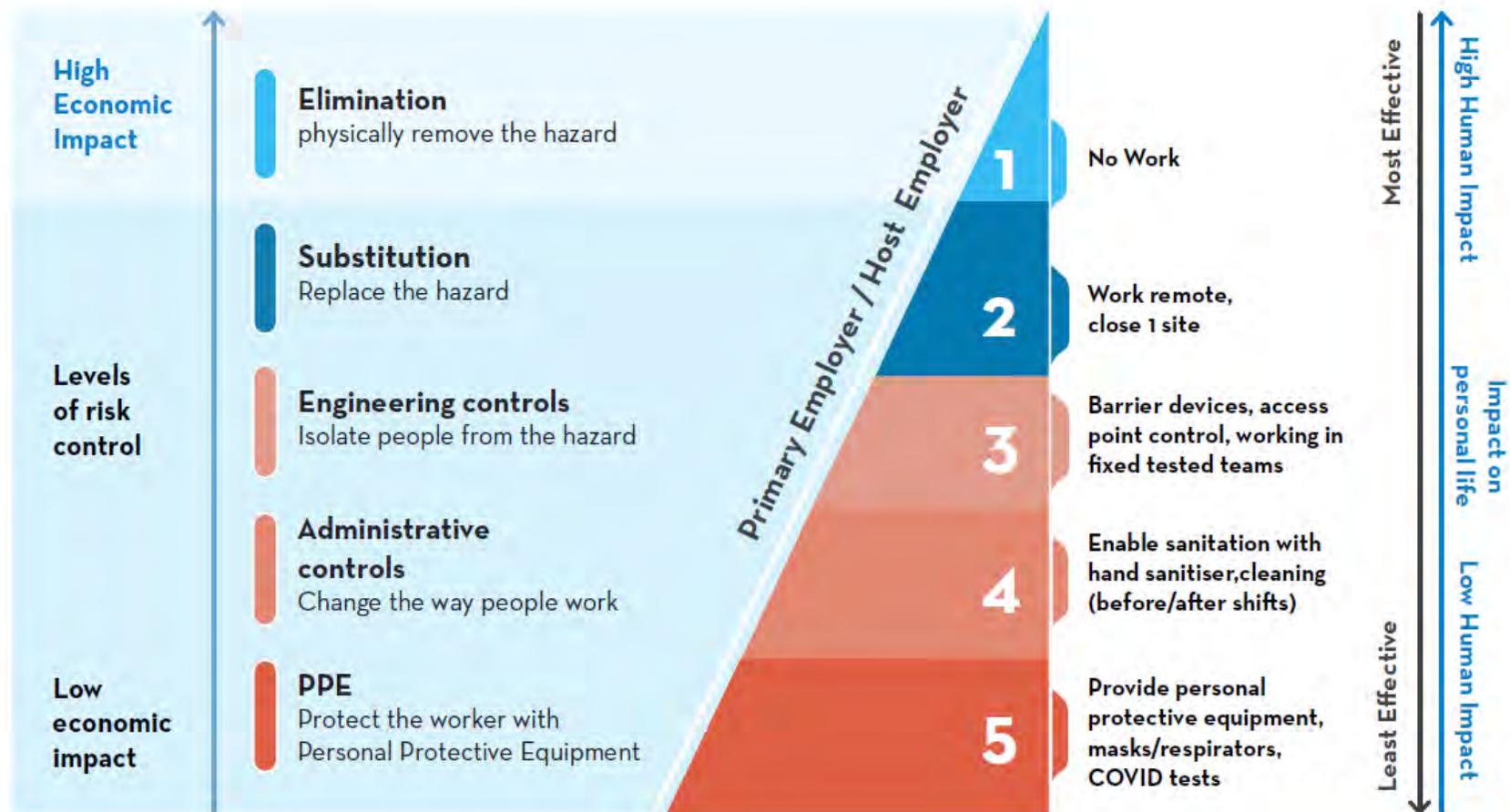


HAZARD	AT RISK	CONTROL MEASURES	PROBABLE OUTCOME					
			EXISTING/ PROPOSED 'E' or 'P'	Possible Outcome	Likelihood	Risk rating: High Medium Low	Proposed Timescale	Action Completed Date/Initial
Consider: premises work, equipment, specific tasks etc.	People at risk	Control By: guards, training, supervision, safety equipment, safe working procedures, hygiene monitoring etc.						
		Enough space is available for personnel to undertake their tasks safely and comfortably.  Personnel have the appropriate competences and/or trained to use machines/work equipment.						
Name:  Post Title:		Assessment Date:	Further action required: Y/N	Action Review Date(s):  Next Review Date:				



## Levels of Control to categorize the measurements

This model is adapted and based on Health & Safety Executive (UK), Hierarchy of Controls. There are five levels of control to consider. The purpose is to prioritise safety and reduce risk to acceptable levels, as well as limiting economic impact to the business.





## How a COVID-19 health & safety protocol can address the various risks at the workplace

### Illustrative example

Level of risk control	Canteen and / or breaks measures a company could consider to adopt
<b>Elimination</b> physically remove the hazard	All employees to work from home
<b>Substitution</b> Replace the hazard	Instruct employees not to congregate in breakrooms/canteens for their break time
<b>Engineering controls</b> Isolate people from the hazard	Identify dedicated eating areas on site and ask employees to bring prepared meals and refillable drinking bottles from home
<b>Administrative controls</b> Change the way people work	Set up lunch / breaks shifts (by teams) with staggered start and finish times to guarantee physical distancing during lunch time and / or breaks
<b>PPE</b> Protect the worker with Personal Protective Equipment	Install temporary disposable cardboard or plastic separators in lunch rooms and common areas



## Overview of categories in the best practices checklist

Control Level	
Levels of Control - adapted based on Health & Safety Executive (UK)	<b>Elimination</b> - Physically remove the hazard e.g. do not work
	<b>Substitution</b> - Replace the hazard e.g. work from home
	<b>Engineering controls</b> - Isolate people from the hazard e.g. arrange access point controls
	<b>Administrative controls</b> - Change the way people work e.g. enable sanitation with hand sanitisers
	<b>Personal Protective Equipment</b> - Protect the worker with PPE e.g. provide face masks
Measure categorization	
Type of Measure	<b>People</b> - With regard to those carrying out tasks under the direct control and supervision of the employer/ host employer and includes those visiting the work site
	<b>Premises</b> - With regard to business facilities, rooms as well as organisation such as planning personnel shifts
	<b>Organisational</b> - With regard to policy, procedures & arrangements to manage Covid-19 in the workplace
	<b>External</b> - With regard to travel during work activities and commuting from home to the workplace
Measure Description	
Topic Name	The topic name for the measure
Work Situation	The situation related to work for the which the measure is valid
Hierarchy of Controls	Consider Elimination, Substitution, Engineering controls, Administrative controls, PPE
Measures	Any items that are required to make the work instructions happen
Control Measures\Instructions	How to put the preventative measure into action at work; a practical and clear guide, the "how to"
Arrangements to be considered	The preventative measure to be taken to mitigate the H&S risk and in line with the relevant policy
Monitor\Audit	Consideration to be given to regularly review arrangements and policy, inclusive of audit
Review	Conduct reviews in line with Government recommendations



## Examples of Practical Implementation of Control Measures

### Re-modelling of the workplace

#### Separation - space and time

#### Concept Description

Offices could be redesigned to provide for greater spacing between employees and reduce the risk of contamination between functions.

#### Impact

- This may help to reduce the spread of any infection
- May also provide compartmentalisation in the event of a wider spread allowing the maintenance of some functions.





## Visual Social-distancing/Sanitisation Cues

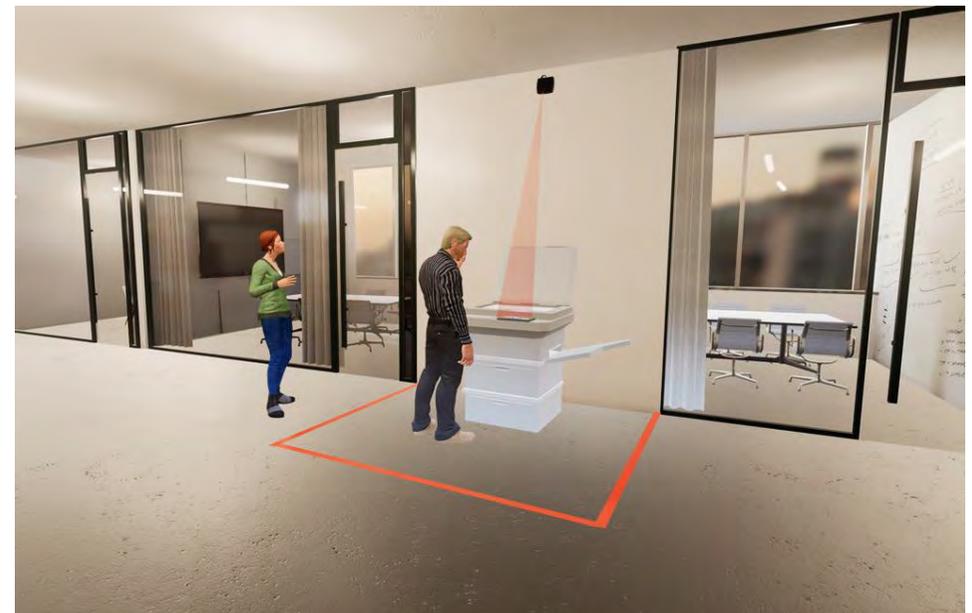
### Separation - space and time

### Concept Description

Visual cues such as markings or projections on the floors, walls and interfaces could indicate to workers safe distances and provide reminders as to when they should change PPE and/or wash their hands as they go through the working environment.

### Impact

- May increase the frequency with which employees wash their hands
- Increases employee awareness of hygiene.
- Increases employee awareness of physical distancing with colleagues





## Staggered Shifts and Lunch Times

### Separation - space and time

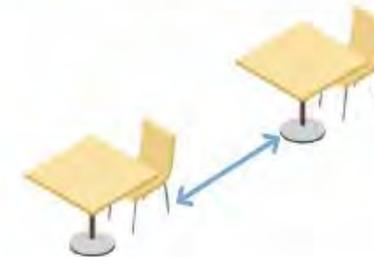
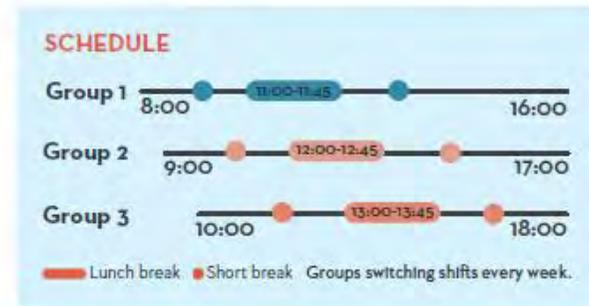
#### Concept Description

Simple and clear instructions about work shifts and breaks could be provided (e.g. where employees should sit and for how long they can be in the breakroom/canteen)

#### Impact

- Can help reduce queues and crowds, especially relevant if screening measures are introduced requiring more time to pass through.
- Could make it easier for workers to maintain social distance.

Employee shifts and breaks can be staggered to prevent queues and crowds





## APPENDIX B

### Hygiene Zones with Checkpoints Between

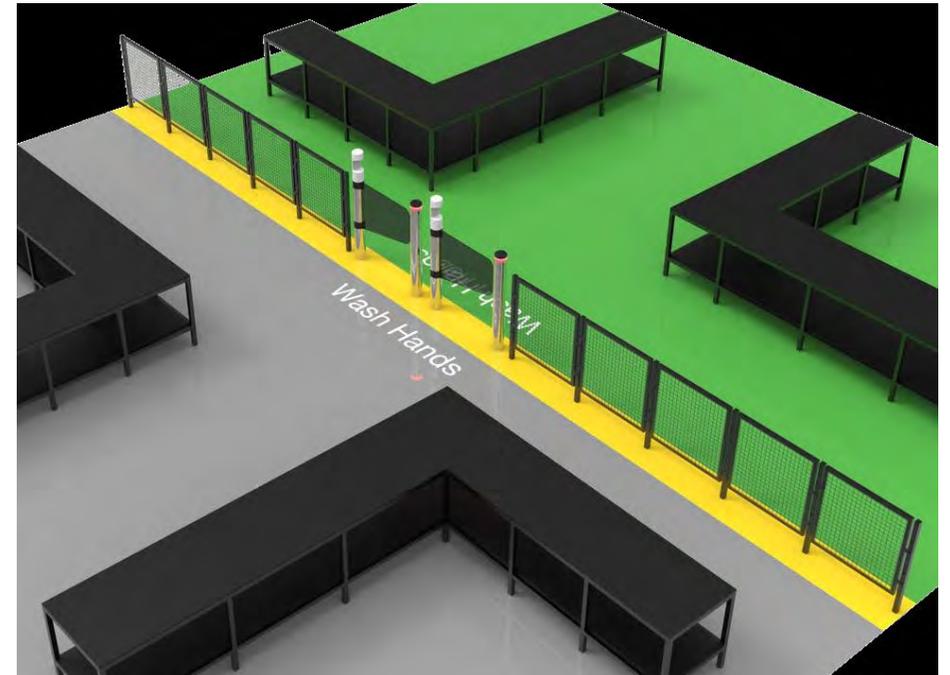
#### Personal Health measure

#### Concept Description

The workplace could be separated into various zones with mandatory sanitisation between zones.

#### Impact

- Increases the frequency with which workers must wash hands/change PPE.
- Reduces risk of cross-contamination





## APPENDIX B

### Printed Media Campaign

#### Concept Description

Providing printed media to inform employees about the changes they can expect when returning to work.

#### Impact

- Can increase transparency and give clarity about current situation and the way that it is handled
- Could increase mental and emotional preparedness of staff upon return to work

#### An information and learning campaign comprised of printed info packs





## Online Training (Pre and Post Return)

### Returning to work training

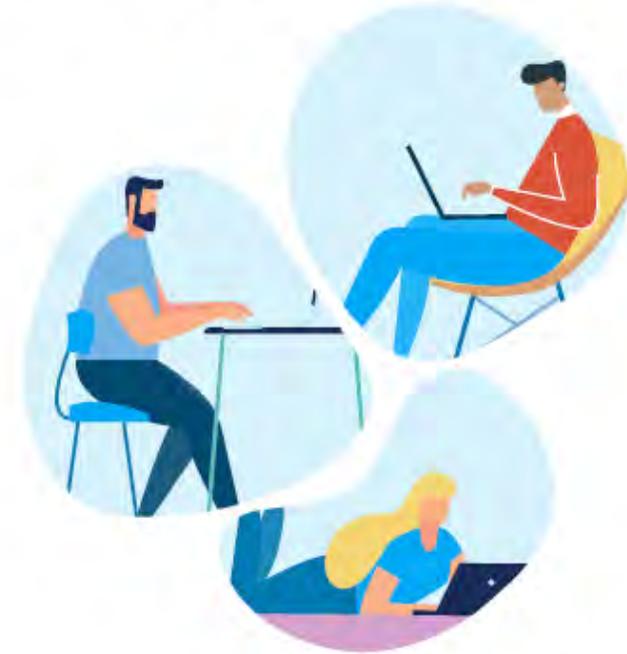
#### Concept Description

These online training sessions may form a part of a larger series preparing the worker to return to the site, beginning in their home and continuing for a time after return.

#### Impact

- Can be deployed within the worker's home (pre-return) or on-site (post-return)
- Can be tailored to match worker's preferred learning style
- Can be gamified to provide learning incentives
- Can provide continuity across the pre and post return horizons

Online learning courses providing latest information to prepare workers for return





## APPENDIX B

### Mental wellbeing while working from home

It is expected that in the 'new normal', the return to the office environment will be phased in gradually; it is likely that many employers will incorporate long-term arrangements for their employees to work from home during part of the working week on a rotational basis, in order to ensure physical distancing protocols are met. It is therefore still important to ensure that, as part of a company's H&S protocols, due regard is given to employees' mental wellbeing during these disruptive times.

By way of example here are 10 tips for employees to stay fit and well, both when they are working from home or in the office. We strongly recommend that all employers ensure that mental wellbeing support is provided for their workforce going forward.



**Shetland  
Islands  
Council**



**Children's Services**

**The Strategic  
Framework for  
Blended  
Learning in  
Shetland's  
Schools**

**June 2020**

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**Appendix A: Guidance and Support Information**

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**Appendix C: Support for Learning and Teaching**

## Section One: Introduction and Purpose of the Blended Learning Framework

On Thursday 21 May, the Scottish Government published, 'Excellence and Equity during the COVID-19 Pandemic – A Strategic Framework for Reopening Schools, Early Learning and Childcare Provision in Scotland'. <https://www.gov.scot/publications/excellent-equity-during-covid-19-pandemic-strategic-framework-reopening-schools-early-learning-childcare-provision-scotland/pages/3/>

Further Scottish Government guidance was also published on the 28 May <https://www.gov.scot/publications/coronavirus-covid-19-re-opening-schools-guide/>

The Scottish Government have instructed all local authorities to plan for their schools and Early Learning and Childcare settings reopening for children and young people on Tuesday 11 August with a blended model of delivery.

Blended learning uses a 'mix' of learning environments to combine learning in person (in school) and remote learning (online and offline). It includes learning that happens in real time (synchronous), alongside a teacher such as online discussions and in school lessons, and learning which happens at the learner's pace (asynchronous) such as project work.

The blended model is predicated on a smaller number of children and young people attending schools at any one time across Scotland to adhere to physical distancing requirements. In practice, this means that many children and young people, both locally and nationally, may have a blended combination of face-to-face teaching in school and remote learning at home.

More specifically, this may mean certain days of the week that children and young people are in school, or in school for a full week then a week of remote learning, at least at the start of the new session.

The purpose of this framework is to provide further guidance about blended learning to support the development of bespoke models in Shetland. Schools are required to submit their plans for blended learning to Children's Services by Friday 26 June.

Separate guidance has been issued for the return of Early Learning and Childcare in August.

It is recognised that this is a rapidly changing national and local picture, and updates to guidance and expectations, relating to blended learning, will be added as appendices to this document.

The framework forms part of the service's recovery and renewal plan; this plan has four core aims for settings reopening:

- a) To reflect, take forward and adapt, where possible, reflecting Shetland's unique context and plan and prepare for schools and Early Learning and Childcare settings reopening.
- b) To support school communities return and ensure as smooth a transition to the resumption of school life as possible, particularly for our more vulnerable children and families, including those children with additional support needs, those on the child protection register, those who are care experienced, and those on the edge of care.

- c) To consider carefully support for children, young people and older people affected by poverty and deprivation, including those families who are in receipt of Free School Meals, and children and young people who have complex additional support needs.
- d) To consider the challenges faced by young people, older people and communities who have been particularly affected by COVID-19. This could be due to illness or bereavement, the impact of increased domestic abuse or substance abuse in the home, or the impact of social isolation or experiencing poverty for the first time.

This framework also aligns with the underlying principles in the recovery and renewal plan:

- The safety of all children and staff to be paramount;
- Importance of health and wellbeing; Reconnection, Recovery and Resilience underpinned by the Nurture Principles;
- Transitions during the school day to be carefully planned;
- The importance of a high quality curriculum, high quality learning and the continuum of learning between school and home;
- The focus on the positives as far as possible as we return to school;
- Ongoing dialogue and communication within each school community;
- The importance of each school's vision and values and committing to them every school day;
- The significant increase we may have in numbers of children and young people with additional support needs as is presently defined in legislation, as well as those who now meet the new national guidance of vulnerable, as outlined in Circular 37, and the implications of supporting these groups of pupils.

This document is not too prescriptive, recognising the complexities of the situation, planning and implementing blended learning, and the need for flexibility in Shetland, but also acknowledging the importance of common parameters and expectations.

## **Section Two: The Shetland Context and Blended Learning**

With Shetland's diverse school estate, ranging from around 960 pupils in the Anderson High School to less than five pupils in our smallest remote isles settings, there is a need for bespoke approaches to blended learning.

This aligns with the Scottish Government's Strategic Framework, which, whilst emphasising the importance of *"a level of consistency in local authorities' approaches to blended learning, it is clear that there will need to be a degree of flexibility. There cannot be a "one size fits all" approach to implementation...even within a local authority area."*

Overarching principles and expectations for blended learning in Shetland:

- There will be bespoke blended model rotas, including the option of the school roll being split into two groups with each group having two days in school per week and three days of remote learning; or, one week in school and one week of remote learning;
- In larger settings, this may mean that the school roll is divided three ways and the rota organised accordingly;
- All children and young people will have both maximum and meaningful time with teachers, working within the defined room metrics and adhering to all safety measures.

- Some children in smaller settings, depending on their capacities, and social distancing measures being adhered to, may be in school for four days a week, or even in school full-time.
- Head Teacher and school staff empowerment will be crucial in making decisions in each school community around blended learning, in line with the empowered school system principles.
- Models for blended learning will be developed that support workforce availability and staff resilience.
- Settings will continue to follow guidance set out by the Scottish Government and Education Scotland.
- There will be a commitment to equity of provision within settings and between similar sized settings as far as possible, although children and young people with additional support needs may be offered any additional time in settings due to their own individual circumstances.
- The totality and continuity of the curriculum will be a fundamental aspect of blended learning planning and provision, both in school and at home.
- The importance of maintaining personalisation and choice in the Broad General Education and individual learner pathways in the Senior Phase, as far as possible.
- The importance of children and young people receiving continuity of teaching, as far as possible, to support their learning in school and remote learning.
- An Equalities Impact Assessment will be completed by all settings in respect of their blended learning models by the 10 August.
- The importance of continued partnership working within clusters to support blended learning planning. However, there is no requirement for all settings within a cluster to operate the same blended learning model.
- The continued provision of critical childcare will support some key worker families.
- Critical childcare staff will be able to provide some support with the home learning aspect of the blended learning model.
- The importance of ongoing engagement and communication from schools to their parents and carers as plans continue to develop.
- Schools will communicate with their parent forums before the end of the summer term on what the blended learning model will look like, including the timetable for individual children and families and when/how they should return to school.
- Children's Services will also continue to communicate with parents and carers. Frequently Asked Questions (FAQs) for parents and carers are on the Digital School Hub. This page will be updated as and when questions arise
- There will continue to be support to schools from other areas within Children's Services, Estate Operations, ICT, Health and Safety, and Human Resources. Allied Health Professionals and other NHS staff groups as well as the Third Sector partners will be crucial in both planning and delivery stages.

## **Section Three: The Practicalities of Blended Learning in Shetland**

This information expands on the detail provided in Circulars 30/2020/I and 31/2020/I.

### **Health and Safety**

#### School Closures for Coronavirus related reasons

The Scottish Government retains the power to close schools for coronavirus-related reasons by issuing an educational closure direction. Such a direction could close schools nationally, regionally or locally. The Scottish Government may choose to issue such a direction if they feel it necessary to re-impose lockdown, or where there is an outbreak of coronavirus in a particular area or school.

It may also be the case that an outbreak of coronavirus in a school will not lead to the Scottish Government issuing an educational closure direction. The decision to close a school in this scenario would be for Shetland Islands Council, as the Education Authority, to take in partnership with the NHS Shetland Public Health Team. In these circumstances the Director of Children's Services will represent the views of the Head Teacher in discussions with Public Health Scotland. The views of clinical and medical experts will be the most important factor when deciding to close a school.

#### Risk Assessments

Risk Assessment templates and Health and Safety Inspection Checklists have been provided to help each Head Teacher/School Management Team take all necessary steps to ensure a safe return to schools for pupils and for staff.

Both the Risk Assessment, and Health and Safety Inspection Checklists, cover four main topics, and these are:

- 1 Employees/Pupils, social distancing and the impact of returning to work/school;
- 2 Travel, Access & Egress;
- 3 Cleaning and Hygiene Practices, and
- 4 Building Safety.

These documents have been tailored to each school setting, and will be evolving documents, with Risk Assessments reviewed and updated as we enter each new phase.

#### Evacuation Procedures and Mustering

If the layout of settings are changed, and/or circulation routes or entry/ exit points are altered, evacuation procedures need to be reviewed and any changes shared with all building occupants (e.g. in the event of a fire or other incident). However, in light of a fire alarm activation, buildings must be evacuated in the most efficient and safe manner possible, by the nearest available exit, and this is unlikely to involve following any one-way systems in place. Muster points should also be considered to identify whether appropriate physical distancing arrangements can be maintained between individuals. This should be included as part of the risk assessment for the setting.

Evacuation arrangements for children with complex additional support needs should be reviewed in light of any changes

### Management of symptomatic building occupants

If a child, young person or adult attends the setting with symptoms of cough and/or high temperature, they should go home immediately.

Each setting will have an identified room or area which is designated for anyone showing symptoms of COVID-19. This can be outside. PPE will be available to staff supervising individuals.

If a child or young person is waiting to be collected by their parent or carer, they should be isolated in a private room/area and avoid touching surfaces. Each school must consider their most appropriate location for this given the changed use of buildings.

The Head Teacher will contact the Catering and Cleaning Service to ensure appropriate cleaning takes place. School support staff may be delegated to progress this.

### Test and Protect Programme

Shetland Islands Council and NHS Shetland work closely together to prevent and control infections in schools. Schools will repeatedly remind everyone with a fever, new continuous cough or loss of taste or smell to stay at home and seek testing. Schools will be vigilant for staff, pupils and students developing such symptoms in school, and will have processes in place to safely isolate them pending an immediate return home. Anyone who tests positive for COVID-19 will be contacted by NHS Shetland by phone so that close contacts can be identified as part of the national Test and Protect programme. Close contacts of someone with COVID-19 include anyone living in the same household as them, as well as anyone who has been within 1 metre of them for any length of time and within 2 metres of them for 15 minutes or longer. All close contacts enter 14 days isolation at home.

Enabling everyone to maintain continual physical distancing, alongside environmental and hand and respiratory hygiene measures, will be of primary importance in minimising the risk of contact and spread in the event of a case of infection. The Local Public Health Team continues to be available to offer advice and guidance to schools.

Test and Protect has a vital role to play, alongside other public health measures such as social distancing and good hand and respiratory hygiene (washing hands and avoiding touching the face).

### Ventilation in buildings and the use of outdoor space

Staff will be asked to ensure good ventilation by keeping windows open and where possible not closing the doors of small rooms (unless these are fire doors). Children, young people and staff should spend more time outdoors, with weather appropriate clothing, keeping at least two metres from others.

### Managing Visitors and Reception

Only essential visitors should be permitted to access the school, and they must sign in and out clearly detailing the reason for their visit and the time on site. Own pen should be used, alternatively the member of staff on reception should fill in the sign in sheet on behalf of the visitor. All visitors should be required to use hand sanitiser immediately upon entering the building. Seating in waiting areas should be removed or cordoned off.

Where reception desks have a sliding window (or similar) this should, where practical, remain closed at all times, if not, barrier/tape/signage to clearly mark 2m distancing.

There should be minimal cash handling, with payments being made online wherever possible.

### Use of PPE

There is no routine need for PPE (masks, gloves and aprons) although a supply should be available in case anyone becomes unwell. Wearing aprons and gloves is not advised; practising good hand hygiene is the recommended way to protect against infection. It is also advisable that long hair is tied up.

Reference should be made to Circular 28 which details when PPE is required in a school setting. The requirement for PPE should be identified in schools' Risk Assessments.

PPE (disposable gloves, disposable aprons, face masks/shields) will be procured centrally and delivered to schools as required. Key contact for supplies is the Team Leader, Catering and Cleaning.

### Safe Practices and Hygiene

#### **Hand washing and Hygiene**

Children, young people and staff should wash their hands with soap and water for at least 20 seconds, or use an alcohol hand sanitiser, when entering the building, before eating or handling food, when they blow their nose, sneeze or cough, and after going to the toilet. Children, young people and staff should avoid touching their eyes, nose or mouth, especially with unwashed hands.

Children, young people and staff should cover their nose and mouth when coughing or sneezing with disposable tissues and dispose of them in the nearest waste bin after use, and wash hands.

### Cleaning Specification

A cleaning service will be provided for all sites during and after each school day and will be based on current national guidance for non-healthcare settings. This will include routine cleaning of frequently touched objects and surfaces (e.g. door handles (both sides)/door hand contact points, light switches, tables, chair backs, routine toilet cleaning paying particular attention to touch surfaces e.g. doors, flush handles, taps, soap and paper product dispensers).

The Cleaning Specification, previously circulated to Head Teachers, details the cleaning that will be provided by the Catering and Cleaning Service, along with items where local cleaning arrangements needs to be put in place.

Spray bottles of disinfectant will be provided to all schools along with a supply of cloths. Wipes will be supplied when they become available. This in addition to sanitiser for each classroom, entrance etc.

Resources that are not being used should be removed where possible and desks should be kept clear.

Where there has been a suspected COVID-19 case, the Catering and Cleaning Service should be advised, and the cleaning regime undertaken will be in accordance with strict rules outlined in *COVID-19-decontamination-in-non-healthcare-settings*.

Deep cleans will be carried out in all settings throughout the summer holidays; this will include the use of virucidal products.

### Water and drinking fountains

Water fountains should be used to fill water bottles only. Signage advising users not to touch the tap with their mouth, or the mouth of their water bottle should be clearly displayed. Users should wash hands before and after using the water fountain. Regular cleaning with food-safe antibacterial sprays will help minimise risks.

### **Managing the use of Toilets**

Pupils' access to toilets will require to be carefully managed to maintain physical distancing within the toilet areas. Staggering break times would assist with this. Limits should be placed on the number of pupils accessing a toilet at any one time, depending on the size of the toilet area. There should be a strong emphasis on hand washing after visiting the toilet, hand washing may require to be supervised for younger children.

Some ideas which have emerged thus far is to allocate toilets for specific classes to use, as opposed to boys and girls; or to colour code cubicles & sinks and for children then to only use certain cubicles to minimise contact.

### **Reduced Class Sizes and Smaller Peer Groups**

#### What will this mean for primary schools?

The primary school estate comprises a mix of closed classrooms and more open plan areas and thus is likely to see a significant level of variation from school to school. Whilst keeping primary aged children 2 metres apart is very difficult, altering the number of pupils in a class and changing the setup of the classroom will support social distancing.

It is proposed that all year groups in primary school return, but in reduced groups with a regular rota system in place so that parents and children have a consistent routine. Classes will be divided into groups with children attending in blocks of days.

Movement through the school will be limited and most children will spend their time in the one classroom. Where possible children will directly enter through an external classroom door to limit interactions with others whilst moving through school.

It is widely recognised that younger primary school children cannot reasonably be expected to remain 2 metres apart from each other and staff whilst maintaining play-based learning. In these circumstances the 2 metre rule cannot be reasonably applied. Therefore a risk mitigation approach should be adopted. This involves organising children into small groups with consistent membership, which is appropriate to the size of the classroom. The membership of these groups should not change. Efforts should be made to decrease interactions, where practicable and cleaning and hygiene measures followed carefully. Physical distancing between adults working with small groups must be maintained.

Evidence suggests that outdoor environments can limit transmission as well as more easily allowing for appropriate physical distancing between children and staff. Schools should make a concerted effort to maximise the use of outdoor spaces across the course of the day. Staff should ensure that necessary precautions are taken to protect children from the elements. If outdoor equipment is being used, schools should ensure that multiple cohorts do not use it simultaneously and should consider appropriate cleaning between use.

Where capacity allows, schools should increase 'in school' contact for those deemed vulnerable.

Local Authorities have been asked to prioritise childcare provision for key workers. It is unlikely that standard breakfast and afterschool provision will be available for all families whilst this expectation is in place.

### What will this mean for secondary schools?

The secondary school estate comprises a range of buildings and the surplus capacities of each varies considerably. This will impact on the offer available from each secondary school and junior high school.

### S1-3 Broad General Education

To limit interaction, pupils in S1 and S2 may be limited to one classroom space, if possible, with staff moving between classes. Increased use of outdoor space will be made wherever practicable.

Some increased movement may be required to allow for specialism for S3 pupils but the ability to deliver this will be taken at individual school level. This will be risk assessed, movements will be staggered to avoid interactions and appropriate cleaning will take place.

### S4-6 Senior Phase

In the senior phase, young people specialise in a range of specific subjects. In order to access specialist subject teaching, including practical rooms, they will have to move between areas, as required. As with S3 pupils, this will be carefully risk assessed by schools to avoid interaction and maintain social distancing. Appropriate cleaning will also be required. Consideration may be given to appropriate equipment being provided to

enable young people to wipe down their desk/chair/surfaces before leaving the room. To reduce movement schools may consider larger teaching blocks e.g. moving from a 6 period day to a 3 period day.

Where practical rooms and equipment are required for SQA purposes, risk assessments will be required to ensure social distancing takes place and appropriate cleaning takes place before being used by another group of young people and staff. Content of courses may be re-ordered to support social distancing where this is thought to be of benefit and will not disadvantage learners. Guidance on considerations for practical Science and Technology has been published by SSERC, and is available here: [www.sserc.org.uk/wp-content/uploads/2020/06/Science-Tech-return-to-school.pdf](http://www.sserc.org.uk/wp-content/uploads/2020/06/Science-Tech-return-to-school.pdf)

Where capacity allows, schools could increase 'in school' contact for those deemed vulnerable.

### What will this mean for children with complex additional support needs?

The requirement for social distancing may have an impact on children and young people with additional support needs and additional space may be required, regardless of where they normally learn. Greater flexibility will be realised through the creative use of outdoor space.

Person Focused Risk Assessments (PFRA) for some children and young people with Additional Support Needs may be needed to develop control measures where social distancing is not possible, and for particular care practices such as personal or intimate care, administration of medication, de-escalation and help with self-regulation, etc.

Appropriate arrangements will clearly be dependent on the needs of the individuals and should therefore be assessed on a case by case basis considering the building and pre-COVID-19 approaches to meeting need and the risks to the wellbeing of the child. Consideration must be given to medical needs, personal and intimate care needs, health and wellbeing needs, the learning environment, daily routines etc.

Risk assessments should already exist for children and young people with more complex needs, including those with emotional and behavioural needs. These risk assessments will require to be updated as a matter of priority in light of changes to provision such as environment and staffing, whilst also remaining mindful of the additional distress young people may be experiencing due to COVID-19.

In some cases, social distancing will be extremely challenging to implement. In recognition of this a risk mitigation approach will be taken in keeping with the national guidance.

When assessing potential risks and how these can be managed and controlled, the following should be considered:

- The impact of social distancing on an individual in relation to medical needs; personal/ intimate care needs; health and wellbeing; learning; learning environment; and routines.
- The plans currently in place for each pupil need to be reviewed and updated e.g. Child's Plan, Individual Education Plan, Co-ordinated Support Plan, Individual Health Plan, Personal Emergency Evacuation Plan.

- Arrangements for support at different times during the day e.g. support with learning, handling, hoisting, personal and intimate care, support during soft start, breaks, lunch times, down times, home time etc. and how this can be managed in relation to staffing and social distancing will have an impact on which spaces are appropriate for use and also creation of very small groups of children and young people.
- Timetabling and positioning for access to sensory equipment/ resources will have to be reviewed considering the increased cleaning regime that will be required.
- As it will not be possible to identify sufficient designated quiet spaces for individuals the creation of groupings and access to the school will have to be carefully thought through to ensure needs can be met for all learners.
- Where the use of PPE is risk assessed as being required, all staff should be trained in how to put on and take off PPE (as required by Health and Safety Regulations) and to ensure staff limit the spread of COVID-19.
- The creation of “bubbles” will need to reflect the number of staff required to meet needs and keep individuals safe as well as contact with peers.

## **Movement around Schools and Settings**

### One-way systems

Some older school buildings have narrow corridor spaces although each is different in design. Where necessary, one-way systems will be established to ensure social distancing. Decisions re the need for one-way systems will be agreed on a school by school basis.

Approaches to implementing one-way systems will be finalised when staff return in June to ensure arrangements are sensible and understandable for pupils. Where possible, and beneficial, children and young people will use external space to move around a setting or campus.

Signage has been agreed and orders placed, and will be provided for all Head Teachers during the summer for layout in their respective schools.

### Avoiding physical / social contact within the playground

Individual schools will consider how best to stagger breaks to reduce the number of children accessing shared spaces at one time to ensure numbers remain within safe limits and consider wet weather alternatives.

Head Teachers will assess their outdoor areas to determine how many children can safely be in a space whilst maintaining social distancing rules. The use of fixed outdoor equipment will only be permitted if its use can be appropriately risk assessed and managed. Any such playground equipment (which allows for social distancing) should be sanitised after each play session.

## **Break and lunch times arrangements including dining and supervision arrangements**

### Dining

Initially, packed lunches will be provided for all pupils. Pupils may bring their own, but will be asked to take any uneaten food / waste wrappers etc home with them, to help reduce the risk of infection spread. Payment to parents in lieu of Free School Meals will continue for those days on which their children are not in school.

Locations for dining will vary depending upon the size of space available as some dining facilities may be used to enable larger groups of children to attend in school learning. In some settings, and to reduce the requirement for cleaning between sittings, children will eat lunch in their classrooms.

All pupils must remain on site for lunch in order to limit their contact with others out with the school. These arrangements will be reviewed as restrictions are reviewed.

Early Years dining will be within the setting area to ensure that children can remain within the space. It is expected that due to the reduced numbers of children attending, the organisation of space will accommodate a rolling snack. The social distance practice within the kitchens will also need to be considered. Specific risk assessment on kitchens will be required, which vary considerably in size.

In one or two small schools, there may be the facility for continued provision of a hot meal – this will be agreed by the Head Teacher and the Team Leader, Catering and Cleaning.

### Staff Rooms

Where in use, signage to be displayed advising the maximum number of people permitted in the room. Staff Rooms should be organised to assist with physical distancing ensuring chairs are spaced a minimum of two metres apart, or some taped off to ensure they are not used.

Staff should bring, use, and wash their own crockery/cutlery/cups, or use disposable items. These should not be stored in a shared cupboard. Any staff using the appliances should clean them before and after use, including microwave, kettle, fridge handles, etc.

Consideration should be given to how the numbers using rooms will be controlled. Staggered lunches / breaks will naturally assist with this.

### Break Times

Playgrounds need to be assessed to determine how many children can safely socially distance - staggered breaks and zoning can support this. The use of fixed equipment needs to be considered by each Head Teacher as part of their Risk Assessment. Any free standing playground equipment (which allows for social distancing) should be sanitised after each play session. Individual schools will consider how best to stagger breaks to reduce the number of children accessing shared spaced at one time.

### **Meetings and Assemblies**

Large gatherings of pupils/staff are to be avoided. Any necessary staff meetings should be conducted with appropriate social distancing in place, if these are not possible through video/digital communications tools. The same considerations should be given to meetings with external partners and other agencies.

## **Protocols for drop-offs and pick-ups**

All available building entrances and exits should be considered to minimise pupil congregation, this will include non-standard entrances or using staff entrances, fire doors etc. Entry and Exit points from the building should be managed to support social distancing, with clear arrangements supported by visuals put in place for pupils waiting to enter the school to the appropriate 2m physical distancing. Ensure gates are open to maximise the width of the pupil access and reduce touch points.

Parents/carers should avoid coming into the school grounds where possible. Pupils to be 'handed in' to the school via identified entry points.

Parents and carers should also be discouraged from gathering outside the building. Consider using signage to ask parents not to congregate and maintain 2m physical distancing. Parents should be encouraged to remain in their cars when dropping off at schools, with pupils entering the site / building independently wherever possible. If queuing, parents must exercise physical distancing - 2m between families.

Consideration should be given to where children go as they arrive at the setting, i.e. straight to their small group's designated learning space/classroom. Pupils should preferably wash hands or if limited handwashing facilities are available, hand sanitise, as they enter the building. Foot operated sanitising stations are being procured for this purpose.

The use of changing rooms/cloak rooms is not permitted, with pupils keeping coats and bags at their tables/ workstations.

## **ICT Requirements and support from the ICT Service**

Any works required to be undertaken by operatives of the Council's ICT Service, to assist in pupils' return to school, or support IT in temporary buildings or spaces will be co-ordinated by the Central Service to ensure prioritisation and use of resources to best effect. Requests should be directed to Tracy Langley.

## **Expanding the school (learning) estate – utilising other buildings in schools' localities**

Space in local leisure centres is available for use by Head Teachers and their staff – this to be agreed at local level. Similarly, space required in local halls. Use of these spaces must be considered in the preparation of Risk Assessments, and Head Teachers must ensure that all safety measures are in place, as they would be in school buildings.

Where local halls and other community buildings are being considered, Head Teachers should discuss with their link QIO so that the required responsibilities and liabilities can be agreed with Legal, Insurance and Assets and Properties.

## **Building amendments within existing settings and support from Estate Operations**

Any works required to be undertaken by operatives of the Council's Estates Operations Team, to assist in pupils' return to school, will be co-ordinated by the Central Service to ensure prioritisation and use of resources to best effect.

## **The reopening of the Halls of Residence for children and young people**

Social distancing and enhanced infection control procedures will be incorporated into the daily routines of all residents with a number of reasonable and considered measures being implemented to ensure the health, safety and welfare of residents and staff.

Pathways of travel within the building, consideration to numbers within rooms and alterations to meal and study times are a few examples of measures that will be implemented to ensure everyone's safety.

Furthermore, residents themselves will be supported to adjust to their upcoming transitions in a considered and pragmatic way whilst working with them to ensure their safety and that of others. The Halls of Residence will continue to be responsive to changes in guidance.

## **School Transport**

Transport to a school will be provided for any pupils who are entitled to this provision. This will be dependent upon driver and vehicle availability as well as capacity of vehicles due to social distancing requirements.

Transport will be scheduled in line with available transport provider resources, the requirements of schools (e.g. staggered start times).

Transport Operators are following specific guidelines to support social distancing. Some vehicles are now fitted with a perspex screen between driver and passengers; escorts and drivers may be wearing masks and gloves. All touch points will be wiped between cohorts of pupils and will be deep cleaned at the end of each day. Seats will be allocated to each child, and seating not to be used will be identified. The Transport Planning Service will advise parents/carers of this.

Where necessary, the Local Authority will be contacting parents/carers to see how many may wish to transport their children themselves, in return for a mileage payment (rate yet to be agreed).

In situations where children become symptomatic of COVID-19 'in-school', parents/carers will be required to provide transport home. Transport providers will not be able to transport symptomatic children.

## **The Size of Class Cohorts in Primary and Secondary Settings**

Class sizes will need to be reduced in most settings, as per physical distancing requirements. The safety of children and staff is paramount and interactions should be limited as far as possible, recognising that children may continue to access different teaching staff and support staff during the school day. The number of children in primary and secondary classes at any one time will be predicated on the size of space in the classroom and the two metre social distancing requirement. Please note the reference to class cohorts in this framework, as opposed to bubbles, for describing the safe organisation of primary and secondary children and classes within the blended learning model during the school day.

## Section Four: Health and Wellbeing

### Health and Wellbeing principles:

The health and wellbeing of children, young people and staff will be a key priority for the reopening of schools and early learning settings. The following principles will support the transition to a blended learning model:

- Reconnection,
- Recovery and
- Resilience.

### Key outcomes

- Health and wellbeing of children, young people
- Health and wellbeing of staff
- Returning to school and re-engaging with curriculum
- Adjusting to change
- Responding to Trauma
- Early Help – support for children who are struggling with return to school

Online training (iLearn) is currently under development for all staff in schools to support our health and wellbeing approach:

- There is a Basics of Nurture module on iLearn which is accessible to all Council staff and should be completed by anyone who has not already done nurture training. This would also be a useful refresher course for staff who did training some time ago, and the nurture principles will underpin our approach to health and wellbeing.
- The Educational Psychology and Outreach Service has adapted the Seasons for Growth programme, which will be rolled out to support the return of both staff and pupils. The details for this will be circulated by Workforce Development.
- There is a Seasons for Growth presentation for pupils, which will be cascaded during term 1. Further details about our approach to Health and Wellbeing will be outlined in a circular to Head Teachers.
- Work is underway to provide 'early help' for children and young people who are identified by schools as having particular needs on their return to school
- The Staff Welfare Service has developed a page on the intranet with resources to support the health, safety and wellbeing of staff:  
<http://intranet2.shetland.gov.uk/policy/hrcorvid19/SitePages/Home.aspx>
- In the longer term, we will roll out training in Trauma Informed Practice as part of the Emotional Wellbeing and Resilience Project. Training was originally planned for delivery in March, but had to be postponed due to COVID19, and we will now look to provide this training virtually. The training will be targeted for different skill levels in accordance with the [NHS Education Scotland Transforming Psychological Trauma Framework](#)
- Further training will be planned in the longer term to support Head Teachers and promoted staff to take a trauma informed approach to entire school environment.

- The Emotional Wellbeing and Resilience Project is also working on a resource pack of resources around trauma which teachers may find useful in different scenarios e.g. play, behaviour, communicating etc.

A local authority Health and Wellbeing progression framework (early to second level) has been confirmed and will be shared with all schools at the start of the session. This framework will support school staff with their planning, tracking and monitoring of all aspects of health and wellbeing.

PE will continue to play an important role within the health and wellbeing curriculum supporting the physical, social mental and emotional wellbeing of learners. Shetland PE staff are planning safe, adaptable, active and fun lessons that will enhance and support a nurturing approach, health and wellbeing, literacy and numeracy skills. This can be provided through a combination of in-school and virtual delivery utilising outdoor spaces as much as possible. Where school games halls have been repurposed as classrooms, these spaces should remain as flexible as possible in order to support indoor PE.

Head Teachers should note that Active School staff are available to support schools with their plans during this period of blended learning. In order to discuss their requirements schools should make contact with their cluster Active School Co-ordinator or Louise Johnson, Active Schools Manager.

Secondary Head Teachers should note that the Council's Outdoor Education and Activities Service is available to deliver a program of outdoor learning for pupils in secondary two, starting from August 2020. Schools should consider how this provision could be included in their schools model of blended learning. For further information and discussion on outdoor education please contact Pete Richardson, the Council's Outdoor Education and Activities Officer - [pete.richardson@shetland.gov.uk](mailto:pete.richardson@shetland.gov.uk).

### **Pupil Equity Funding**

Updated National Operational Guidance for Pupil Equity Funding (PEF) has been published and can be found here: [PEF National Operational Guidance](#).

*The guidance states 'In recognition of the financial and other resource implications of maintaining critical provision for children and families at this time, the Deputy First Minister set out that he was content to relax current guidance on Attainment Scotland Funding, including Pupil Equity Funding, in order that LAs and headteachers can support the education and care of children and young people during the response to the coronavirus pandemic'.*

"Closing the poverty related attainment gap is the defining mission of this government and that commitment will remain as we gradually exit from lockdown."

John Swinney DFM, May 2020

In exercising this flexibility, the use of Attainment Scotland Funding must remain consistent with the principle of equity in education and support should still be targeted for the most vulnerable children and families.

To support schools in planning for PEF, some 'Questions for Consideration' are available as Appendix B to this framework.

Individual schools and staff are best placed to know their community and the barriers faced by families.

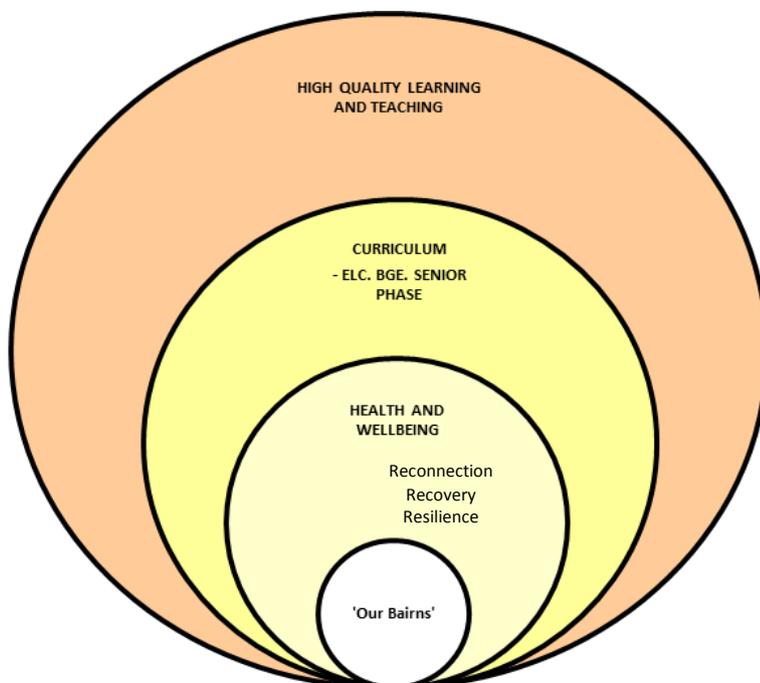
Creative and innovative approaches to mitigate any barriers to equity are encouraged and involving staff, young people, families and community partners in the planning stages are key to this.

Kylie Watson, our attainment advisor, can support schools in a number of ways, including articulating the gap, planning appropriate interventions and in sharing practice – both locally and nationally.

## Section Five: The Curriculum and Learning and Teaching

### Blended Learning Framework

Our curriculum and blended learning vision has young people at the centre, Health and Wellbeing at the forefront and a curriculum supported by high quality learning and teaching which enables all learners to continue to reach their full potential.



## Health and Wellbeing

- Prioritising Health and Wellbeing will promote learner reconnection, relationship building and resilience in the early recovery phase. This prioritisation should be communicated clearly to learners, practitioners and families.
- The Nurture principles should be at the heart of the curriculum. This will continue to support pupils at key transition stages in their learning.
- Approaches to remote learning will build on the face to face school learning and continue to protect and promote the health and wellbeing of learners, teachers, parents and the wider school community.

## The Curriculum

[Coronavirus \(COVID-19\): Curriculum for Excellence in the Recovery Phase](#) was published on June 5 2020 and is the key guidance for curriculum development in the recovery phase.

“The curriculum will be developed locally by ELC, primary and secondary schools, and partnership colleges, taking account of the local circumstances of children and their families.”

With reference to the national advice, this document sets out further local guidance for schools in Shetland.

- The curriculum should continue to reflect the unique context of each school and be responsive to the needs of learners and families.
- The curriculum should be supported by high quality learning and teaching through a blended learning model which is manageable, sustainable and can respond to further change.
- Opportunities for curriculum review should be incorporated into the August to December timeframe and at appropriate times thereafter.
- The curriculum should be set out in such a way as to ensure a proportionate level of planning which reflects the totality of learning, over a period of time.
- The focus should be on the learner week/fortnight as opposed to distinct and separate in school learning and remote learning aspects.
- The early recovery phase curriculum should focus on health and wellbeing, literacy and numeracy. This does not necessitate a narrowing of the curriculum, rather a renewed focus from practitioners, including subject specific teachers, on supporting learners in these key areas. Reflection on learning through the four capacities and across the four contexts will support this approach.
- Interdisciplinary learning can support curriculum breadth, and where learning concepts are introduced during face to face discussion in school, supplementary or extension learning activities may support parental engagement through remote learning at home.
- The Senior Phase curriculum will respond to the assessment model and requirements as defined by the Scottish Qualifications Authority.
- Learning activities across the three aspects of the blended model should support children and young people to both develop and demonstrate their skills, knowledge

and understanding across the curriculum, creating opportunities for assessing and evidencing children's progress.

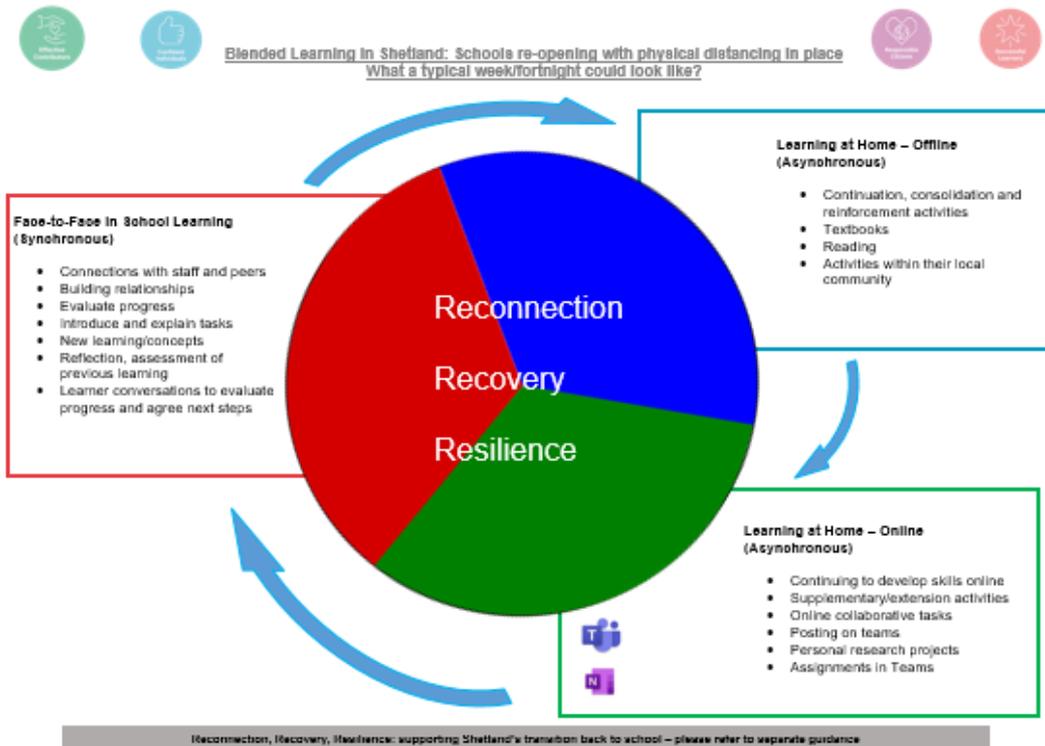
- Evidence of learning can be drawn from across three aspects of the blended model and consideration should be given to capturing wider achievements.
- Tracking and monitoring should reflect the focus on health and wellbeing, literacy and numeracy. The seven actions within Shetland's Tracking, Monitoring and Moderation Strategy 2017, should continue to be a reference point for schools.
- Equity should be achieved at school level and additional support should be directed to those facing additional barriers to accessing the curriculum. The creative and flexible use of Pupil Equity Funding will be central to closing the poverty related attainment gap.
- Consideration should be given to how schools can plan and collaborate with relevant partners and community resources to maximise the curriculum offer.

### **Approaches to Blended Learning**

There are various models of blended learning. In our current context, with social distancing restrictions and the uncertainty around when children and young people may be able to return to classrooms full-time, the rotational model of blended learning would be most appropriate for learners and staff. The rotation model has 'students rotate on a fixed schedule between learning in a one-to-one, self-paced environment and sitting in a classroom with a traditional face-to-face teacher'. (Horn and Staker, 2011, p5). Learning is structured around activities led by the teacher, either in person or online, but interspersed by offline activities that children/young people complete.

The rotations between face to face learning and learning at home will operate in a variety of ways across Shetland's schools. The teacher may set learners a task to complete at home, with learners presenting their findings on an online discussion board or when they return to the classroom. On the other hand, teachers may provide instructions/reading activities online, have learners complete a task offline and have a group discussion of the task in-person.

The model below presents a visual of these three aspects of Blended Learning.



‘Coronavirus (COVID-19): re-opening schools guidance states ‘Education authorities and schools should review how they deliver educational services, to assist in the provision of **high-quality learning and teaching in a positive learning environment.**’

## Planning High Quality Learning and Teaching

Class teachers should plan learning, teaching and assessment in the context of the moderation cycle. When planning learning, teaching and assessment, practitioners use the Experiences and Outcomes to develop relevant learning intentions and success criteria. Through a Blended Learning approach practitioners will be required to plan learning activities which are completed in school and at home/in the community – either online or offline.

Curricular pathways will support class teachers to plan learning which is progressive and builds on learner’s prior knowledge and skills.

School staff should use the [Refreshed Narrative for Curriculum for Excellence](#) as a practical tool to support their planning as this will ensure they keep a focus on the four capacities and plan across the four contexts of learning – Opportunities for personal achievement, interdisciplinary learning, Curriculum areas and subjects and the Ethos and Life of the school as a community.

In order to provide Blending Learning, which is of the highest quality, staff should refer to ‘How Good is Our School 4’ Quality Indicator 2.3 Learning, Teaching and Assessment. This QI focuses on ensuring high quality learning experiences for all children and young people and for staff to ensure learning is motivated and meaningful. Approaches should

ensure that learners take increasing responsibility as they become more independent in their learning.

Staff should follow the moderation cycle to plan next steps in learning based on assessment information. Education Scotland guidance [‘Assessment with BGE 2020/21’](#) had been produced to support practitioners think through how they will approach assessment as part of their planning for learning and teaching as they move into a blended learning period. The guidance has two sections: Section 1 offers a checklist of factors that need to work well in order to support learners make progress while they experience a blended model of learning. Section 2 offers a practical guide to support assessment of children and young people’s progress.

## **Face-to-face Teaching in Shetland as part of Blended Learning**

### Face-to-Face Instruction

Face-to-Face instruction will tend to take place within the school grounds – indoors or outdoors.

Class teachers are very good at creating positive learning environments and will continue to do by:

- Developing strong relationships with learners;
- Considering the set up of the learning space(s) carefully, indoor and outdoor (whilst ensuring physical distancing restrictions are in place);
- Being sensitive to the needs of learners and meeting these needs;
- Providing a clear focus on Health and Well-being;
- Adopting Nurture Principles;
- Communicating clearly with learners and families;
- Promoting connections while physical distancing (see Appendix C).

Time in school will provide valuable opportunities for learners to connect with staff and their peers. Schools staff will be able to gather information about learners’ experiences since March 2020 and formative information about their learning needs. Staff should use the direct contact time in class with learners to build and strengthen relationships, maximise teaching times, check progress and set next steps.

## **Remote Learning in Shetland as part of Blended Learning**

The following guidance supports the key findings and implications from The Education Endowment Foundation’s Remote Learning Rapid Assessment Evidence published in June 2020 as well as Remote Learning Principles (Circular 17/2020/I) and Remote Teaching Protocols (Circular 27/2020/I)

- School managers and teachers should continue to work collegiately at school level on approaches to remote learning.
- Teachers should build on the progress made in Term 4 of 2019/20, further refining remote learning activities to fit with the curriculum and individual children’s progress.

- The need for clear explanations, instructions and feedback is consistent across all three aspects of blended learning and should build on prior learning and understanding.
- Remote learning recognises the need for flexibility to suit the needs and circumstances of all learners and their families.
- Consideration should be given to aspects of the curriculum which can be best delivered in the face to face or remote learning (offline and online environments). This distinction is important across the curriculum and in practical, secondary subjects in particular. Digital technology such as overhead cameras and visualisers may be available from Children's Services to support teachers in this regard.
- Manageable systems should be in place to capture evidence of pupil progress across the in-school and remote learning settings.
- Staff should continue to monitor engagement in remote learning, including where learning is inhibited due to poor connectivity or a lack of suitable device.
- Discussing and promoting strategies for effective independent learning will encourage learners to consider their own solutions when they are stuck.
- Itinerant teachers will continue to visit schools to deliver lessons and provide non-contact time for class teachers. Where this is not possible or practicable, the line manager should discuss this with the specialist teacher and Head Teacher of the school in question, to agree remote learning and remote teaching alternatives. Existing FTE commitments in each visiting school should be maintained where possible.
- Children's Services will support schools undertake an interim evaluation of remote learning in the blended learning model by the end of Term 1 in 2020/21, helping to support practitioners and further inform a Digital Learning and Teaching Strategy for Shetland.
- Where schools have exhausted their available digital equipment to support remote learning, the Head Teacher should request further support from Children's Services.

### **Learning at Home (offline)**

- This remains a core aspect of remote learning and involves pupils accessing learning activities without the need for an ongoing online connection.
- The focus of offline learning at home is providing continuation, consolidation and reinforcement of learning.
- In the senior phase and in some subjects, some new learning can be introduced for offline learning.
- The offline learning activities will provide the majority of opportunities for discussion and feedback when learners are physically in school and should create the foundations for assessment of children's progress.
- Learning activities can be paper based but can also be downloaded at home and completed at a time most suitable to the learner and their families.

### **Learning at Home (online)**

- This remains a core aspect of remote learning and involves pupils accessing links to Class Blogs, Educational websites, videos, online webinars and tutorials, pre-recorded lessons and 'how-to's' that will require an element of ongoing online connection to access content and complete work.

- The focus of online learning at home is to supplement the core learning and to maintain the digital skills of practitioners and learners.
- In the senior phase and in some subjects, some new learning can be introduced for online learning at home. Microsoft Teams is a suitable platform for hosting course content.
- Online learning at home can be used for peer interaction, to set extension tasks, support collaboration and small group work as well as engaging families in creative learning opportunities.
- Online learning at home creates particular opportunities for inter-disciplinary learning and wider achievement.

## **Remote Teaching**

- Remote Teaching continues to be an extended aspect of remote learning which involves Teachers delivering live lessons via a Web browser application for pupils to link into at an agreed time and day.
- It may be considered a core aspect of remote learning in circumstances where a teacher is shielding and unable to be present in school, or where it is not possible, or practicable, for a visiting specialist to be present in school.
- Sample weekly plans have been drafted which provide practitioners with ideas on how they can plan activities for these three aspects of Blended Learning (Appendix C).

## **Section Six: Children with Additional Support Needs and ASN Hubs Provision**

Please refer to both Circulars 31 and 34. Once the Blended Learning model commences, we will no longer require school staff to make the twice weekly contact with children and their families that they have done so effectively during this term. We recognise this has added to staff's workload during these difficult times and wish to sincerely thank everyone who has helped with this. It is very much appreciated and has been valued by many families. Schools that have not managed to upload this information onto SEEMiS Pastoral Notes while working from home should arrange for it to be uploaded either now in term 4 or during term 1 of 2020/2021.

As far as is possible, children and young people with additional support needs should have at least the same arrangements as others in their registration or primary class. Wherever these children and young people can be included in cohorts being taught by mainstream class teachers, this should be planned for. It would be preferred that wherever possible the same support staff, if available, are included within this cohort of staff and pupils when this group is physically in school. These support staff may then also support with any home learning or remote learning, outreach support or further time in school for those pupils, OR they may be deployed to work with another cohort of pupils physically in school during the rest of the school week. There is an expectation that wherever possible the most vulnerable children and those with complex needs in each school will have additional in-school provision although this will depend on individual's circumstances and needs, the overall planning for the school and availability of learning support staff.

Some children and young people with additional support needs, as in pre-covid times, will not manage to be in mainstream classes for the full day. Some may not manage at all. Thought should be given as to where they would be spending their time in school, what their curriculum will consist of and what other support they may need. This should be given as much weighting as all other children in the school.

Many of our vulnerable children and those with complex needs (latest total = 126) have been attending ASN hubs or joining critical childcare provision during the lockdown period with the support of school staff. This has been very successful and many of these children have enjoyed their experiences in smaller groups and with less demands placed on them. It is important to remember that these children will now be making a transition from this positive experience into something else very new to them and will need time and support to make yet another adjustment. Other children and young people may not have had such a positive experience but will also have to make an adjustment back into new routines in familiar surroundings that are now quite different to what they may remember. Again, they will need support to adjust.

For these reasons, it is crucial that Learning Support staff are prioritised to work with these children and are not deployed to supervise groups of children or for childcare purposes unless all of the above support needs have been met.

Some schools may wish to explore the setting up of ASN hub provision for children and young people with ASN and for those who meet the definition of vulnerable within their schools on the days these children are not within their classes. Careful thought will have to be given to this with regards to safety and mixing of class cohorts. Educational Psychology and Education Outreach Team will be sending out information outlining how these services can help support schools, pupils and parents within the Blended Learning model prior to the end of term.

Coordinated Support Plans (CSPs), Child's Plans and Individual Educational Plans (I.E.P.s) may need to be revised to take account of progress or deterioration of skills, knowledge and wellbeing during this last term but this should be secondary to the reestablishment of relationships, addressing wellbeing needs and creating new learning routines in school. Once these have been established and assessment has been possible, reviews can recommence and plans may be adapted or renewed. However, for this reason, it is important that ASN teachers are, wherever possible, not deployed to teach cohorts of mainstream children but are free to support class teachers with these important tasks.

## **Section Seven: Staffing and Workforce Planning**

The five core outcomes from the recovery and renewal plan strand on staffing and workforce, will support staffing blended learning models in schools

- (a) Critical services staffing are maintained for essential services.
- (b) Settings are fully staffed and have the staffing in place to underpin the blended models being developed.
- (c) Staff safety procedures are in place in the workplace, and adhered to, referring to Circulars 30 and 35.

- (d) Flexible working is supported where service needs allow, particularly for staff who are shielding or have care responsibilities
- (e) Communication with staff is clear, consistent and at appropriate levels
- (f) Service resilience plans are in place to staff services in the event of re-locking or self-isolation
- (g) Training and development with essential training and qualifications proceed during recovery period.

All schools have been asked to plan their blended learning models within their existing staffing parameters as far as possible. However, additional, temporary FTE, in either teaching or non-teaching staffing, will be considered by the service to support schools achieve their blended learning model, and ensure a level of equity within schools, or between similar sized schools. A clear business case must be provided to Robin Calder for teaching staff and Lesley Simpson for Additional Support Needs staffing. If approval is granted, the appropriate contractual forms will be submitted by Head Teachers to Human Resources. At this point, the cost of the additional FTE will need to be met from within existing resources.

The supply list will continue to be updated regularly and information will be obtained from the GTCS about the possibility of returning teachers to the profession who have allowed their registration to lapse.

An additional LNCT will take place on Monday 29 June to seek local agreement around the following issues associated with blended learning, referring to SNCT 20/74 and SNCT 20/75, and taking account of the bespoke blended learning models being developed in Shetland:

- (a) The blended learning model and the 35 hour working week – how will contact time, preparation and correction time and time for collegiate activities work in practice, recognising the different blended learning models developing in Shetland?
- (b) The duties of teachers and associated professionals within the blended learning model, including expectations around face-to-face teaching and remote learning, and the potential of other temporary duties
- (c) Class sizes;
- (d) Possible relocation of staff;
- (e) External supply cover;
- (f) Communication with staff;
- (g) Support for vulnerable staff;
- (h) Care Arrangements;
- (i) The wellbeing of teachers and associated professionals;
- (j) Expectations for teaching staff shared between secondary settings, recognising that this needs to continue to be staff to maintain curriculum delivery but that it needs to be done in a safe manner;
- (k) Expectations for peripatetic staff;
- (l) The role of ELC Teachers;
- (m) Supporting probationers and students;
  - (n) Arrangements for instrumental instructors;
  - (o) Working Time Agreement arrangements for 2020-21;

For Learning Support Staff and other support staff, please refer to section 6 above.

## **Section Eight: Improvement Planning and Approaches to Quality Assurance**

### **Annual Reporting**

Schools should complete annual standards and quality reporting, as a record of progress towards meeting improvement priorities up until the period when schools closed in March 2020. It is important to capture the impact of work which has been undertaken during this academic session.

In the standards and quality report, there should also be a section which reflects the school and local authority initial response to supporting children, families and school communities throughout the Covid-19 crisis.

The approach taken to reporting should take cognisance of the demands placed on schools and authorities around planning for recovery, managing hubs and supporting distance learning in their own local context. To this end, reporting should be focused and remove any unnecessary bureaucracy.

### **Planning for Improvement in a New Context**

Schools will have been at different stages with achieving the priorities set out in their 2019-20 plans. It may be the case that these priorities remain relevant for establishments as they move forward, in which case these can roll forward. However, it is essential that planning for 2020-21 focuses on recovery and then continuity of provision under these changed circumstances.

A significant focus of recovery planning will be the management of risk to support schools' and early learning and childcare establishments to reopen safely. Schools will also need to focus on issues such as: supporting pupil and staff health and wellbeing, refer to section four of the framework; transitions at all levels; the impact of bereavement in communities; identifying gaps in learning; and a renewed focus on closing the poverty related attainment gap, refer to section five of the framework. In particular, there should be a focus on what schools will seek to do when schools, and early learning and childcare establishments reopen (in whatever form) to remedy any impact that there has been around the widening of inequalities of outcome experienced by children and young people.

It may also be helpful for schools to consider the strands from Children's Services' Recovery and Renewal Plan to inform their improvement planning for 2020-21:

**Strand 1:** Planning for a phased return to school and Early Learning and Childcare settings

**Strand 2:** Health and Wellbeing

**Strand 3** Learning experiences, tracking and monitoring, and attainment and achievement on returning to school and Early Learning and Childcare settings

**Strand 4:** Critical Childcare and Early Learning and Childcare

**Strand 5:** Workforce (Staffing)

**Strand 6:** Remote learning and the use of technology

**Strand 7:** Financial Implications, Community and Sustainability

**Strand 8:** Improvement Planning and Internal and External Quality Assurance

**Strand 9:** Strategic Planning and Engagement with our Partners

In taking forward improvement in a new context, it will be important that recovery planning priorities are manageable, measurable and linked clearly to achievable outcomes for learners. Staff will need to be supported to work in new ways, and it is essential that they are given the space and time to manage this in their local context.

We will confirm deadlines for the submission of school improvement plans and standards and quality reports, as a single, concise document referring to the local authority templates, in the new session but we will not be expecting improvement plans to have been confirmed by the end of August 2020.

The Quality Improvement Team will continue to adhere to its strategic narrative for supporting and challenging schools:

- To achieve the best for our children and young people;
- To value and respect staff;
- To challenge and support schools based on good working relationships;
- To probe, scrutinise and constructively criticise when appropriate;
- To know what is happening in all of our schools to be able to provide the appropriate levels of support and challenge;
- To recognise and understand the Shetland context for our support and challenge role in a small community;
- To ensure consistency in approaches to supporting and challenging our schools across the Quality Improvement Team;
- To focus our work on improving learning and teaching.

It is recognised that the emphasis will be on school support, as opposed to school improvement visits and the programme of Team Improvement Visits has been postponed.

## **Section Nine: Other relevant areas in light of the blended learning model**

### **Home Schooling and Home Education**

It is important to understand the differences between Home Schooling and Home Education. Home schooling, or what we refer to as remote learning is effectively what schools, pupils and parents/carers have been working through in partnership during this term. This was defined in Circular 2020/17/I.

At present, there is an expectation that all children on the school roll attend school when they re-open in August.

In terms of home education, parents and carers must apply for permission to remove their children from the school roll and provide a rationale of their proposed plans for educating their children at home. This application may or may not be granted and may be subject to some conditions depending on the assessment carried out by the Education Outreach

Service Manager in consultation with the QIO for Children and Young people with ASN. The local policy and further information can be found at:

<https://www.shetland.gov.uk/education/documents/HomeEducationPolicy.pdf>

### **Attendance Recording**

We are awaiting national guidance regarding how new categories of absence may be coded on SEEMiS, for example, children who are absent due to shielding, self-isolation through Test and Protect system, etc. We will send any information out once this has been developed nationally.

### **Requests to Repeat Academic Years and Placing Requests**

Shetland Islands Council's Admissions Policy will continue to be the reference point to support parents and carers and the service deal with these requests.



**Guidance and support information related to COVID 19**

<b>NHS Scotland</b>	
Latest guidance about COVID-19 from NHS Scotland	<a href="https://www.nhsinform.scot/illnesses-and-conditions/infections-and-poisoning/coronavirus-covid-19">https://www.nhsinform.scot/illnesses-and-conditions/infections-and-poisoning/coronavirus-covid-19</a>
Guidance for non-healthcare settings	<a href="https://www.hps.scot.nhs.uk/web-resources-container/covid-19-guidance-for-non-healthcare-settings/">https://www.hps.scot.nhs.uk/web-resources-container/covid-19-guidance-for-non-healthcare-settings/</a>
<b>Scottish Government</b>	
Coronavirus (COVID-19) support for continuity of learning	<a href="https://www.gov.scot/publications/coronavirus-covid-19-support-for-continuity-in-learning/">https://www.gov.scot/publications/coronavirus-covid-19-support-for-continuity-in-learning/</a>
Coronavirus (COVID-19) Curriculum for Excellence in the recovery phase	<a href="https://www.gov.scot/publications/coronavirus-covid-19-curriculum-for-excellence-in-the-recovery-phase/">https://www.gov.scot/publications/coronavirus-covid-19-curriculum-for-excellence-in-the-recovery-phase/</a>
Coronavirus (COVID-19) Guidance for fully outdoor childcare providers	<a href="https://www.gov.scot/publications/coronavirus-covid-19-fully-outdoor-childcare-providers-guidance/">https://www.gov.scot/publications/coronavirus-covid-19-fully-outdoor-childcare-providers-guidance/</a>
Coronavirus (COVID-19): re-opening schools guide	<a href="https://www.gov.scot/publications/coronavirus-covid-19-re-opening-schools-guide/">https://www.gov.scot/publications/coronavirus-covid-19-re-opening-schools-guide/</a>
Scientific advice behind reopening schools and ELC	<a href="https://www.gov.scot/news/safe-return-to-schools-and-nurseries/">https://www.gov.scot/news/safe-return-to-schools-and-nurseries/</a>
Coronavirus Act 2020: educational continuity direction	<a href="https://www.gov.scot/publications/coronavirus-act-2020-educational-continuity-direction/">https://www.gov.scot/publications/coronavirus-act-2020-educational-continuity-direction/</a>
Coronavirus (COVID-19): strategic framework for reopening schools, early learning and childcare provision	<a href="https://www.gov.scot/publications/excellent-equity-during-covid-19-pandemic-strategic-framework-reopening-schools-early-learning-childcare-provision-scotland/">https://www.gov.scot/publications/excellent-equity-during-covid-19-pandemic-strategic-framework-reopening-schools-early-learning-childcare-provision-scotland/</a>
Coronavirus (COVID-19): strategic framework for reopening schools and early learning and childcare settings: initial impact assessment	<a href="https://www.gov.scot/publications/initial-impact-assessment-strategic-framework-reopening-schools-early-learning-childcare-settings-scotland/">https://www.gov.scot/publications/initial-impact-assessment-strategic-framework-reopening-schools-early-learning-childcare-settings-scotland/</a>
Coronavirus (COVID-19): framework for decision making - Scotland's route map through and out of the crisis	<a href="https://www.gov.scot/publications/coronavirus-covid-19-framework-decision-making-scotlands-route-map-through-out-crisis/">https://www.gov.scot/publications/coronavirus-covid-19-framework-decision-making-scotlands-route-map-through-out-crisis/</a>
Guidance for central and local government and public bodies in Scotland on key measures contained within the Coronavirus (Scotland) Act 2020	<a href="https://www.gov.scot/publications/coronavirus-covid-19-guidance-for-stakeholders-on-the-coronavirus-scotland-act-2020/">https://www.gov.scot/publications/coronavirus-covid-19-guidance-for-stakeholders-on-the-coronavirus-scotland-act-2020/</a>
Food Fund Guidance	<a href="https://www.gov.scot/publications/coronavirus-covid-19-food-fund-guidance-to-local-authorities/">https://www.gov.scot/publications/coronavirus-covid-19-food-fund-guidance-to-local-authorities/</a>
Coronavirus (COVID-19) Phase 3: guidance on reopening early learning and childcare services.	<a href="https://www.gov.scot/publications/coronavirus-covid-19-phase-3-guidance-on-reopening-early-learning-and-childcare-services/">https://www.gov.scot/publications/coronavirus-covid-19-phase-3-guidance-on-reopening-early-learning-and-childcare-services/</a>
<b>SQA</b>	
Update for schools and colleges	<a href="https://www.sqa.org.uk/sqa/94362.html">https://www.sqa.org.uk/sqa/94362.html</a>
SQA response to Scottish Parliament Education and Skills Committee	<a href="https://www.sqa.org.uk/sqa/94257.html">https://www.sqa.org.uk/sqa/94257.html</a>
Message to College Heads of Centre, and SQA Co-ordinators	<a href="https://www.sqa.org.uk/sqa/94179.html">https://www.sqa.org.uk/sqa/94179.html</a>
Guidance for learners, parents and carers	<a href="https://www.sqa.org.uk/sqa/files_ccc/020420-SQA-NQ2020-Parent-Carer-covid-19-FAQ.pdf">https://www.sqa.org.uk/sqa/files_ccc/020420-SQA-NQ2020-Parent-Carer-covid-19-FAQ.pdf</a>

Education Scotland	
Transitions in 2020 Resource	<a href="https://education.gov.scot/improvement/learning-resources/transitions/">https://education.gov.scot/improvement/learning-resources/transitions/</a>
ES online learning resources	<a href="https://education.gov.scot/improvement/learning-resources/supporting-online-learning-links-for-practitioners/">https://education.gov.scot/improvement/learning-resources/supporting-online-learning-links-for-practitioners/</a>
Information for parents	<a href="https://education.gov.scot/parentzone/learning-at-home/">https://education.gov.scot/parentzone/learning-at-home/</a>
Information on Professional Learning and Leadership (PLL) programmes and endorsement	<a href="https://professionallearning.education.gov.scot/about/pll-update-on-covid-19/">https://professionallearning.education.gov.scot/about/pll-update-on-covid-19/</a>
Scotland Learns	<a href="https://education.gov.scot/improvement/scotland-learns/">https://education.gov.scot/improvement/scotland-learns/</a>
Newsletter for practitioners	<a href="https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/a-weekly-newsletter-for-practitioners/">https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/a-weekly-newsletter-for-practitioners/</a>
Newsletter for parents and carers	<a href="https://education.gov.scot/improvement/scotland-learns/a-weekly-newsletter-for-parents-and-carers/">https://education.gov.scot/improvement/scotland-learns/a-weekly-newsletter-for-parents-and-carers/</a>
Paper – Assessment – what is working well?	<a href="https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/assessment-what-is-working-well/">https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/assessment-what-is-working-well/</a>
Assessment in the BGE	<a href="https://education.gov.scot/media/rsrexxpn/assessmentwithinbge.pdf">https://education.gov.scot/media/rsrexxpn/assessmentwithinbge.pdf</a>
See Me	
Advice on supporting mental health during CV19 including supporting children	<a href="https://www.seemescotland.org/news-and-blogs/talking-about-mental-health-during-the-coronavirus-outbreak/">https://www.seemescotland.org/news-and-blogs/talking-about-mental-health-during-the-coronavirus-outbreak/</a>
Education Endowment Foundation	
Resources to support schools and parents	<a href="https://educationendowmentfoundation.org.uk/covid-19-resources">https://educationendowmentfoundation.org.uk/covid-19-resources</a>
GTCS	
Guide for online good practice	<a href="http://www.gtcs.org.uk/News/news/gtcs-scotland-publishes-guide-online-good-practice.aspx">http://www.gtcs.org.uk/News/news/gtcs-scotland-publishes-guide-online-good-practice.aspx</a>
Health & Wellbeing for staff	<a href="https://www.gtcs.org.uk/News/news/health-wellbeing.aspx">https://www.gtcs.org.uk/News/news/health-wellbeing.aspx</a>
GTCS update and FAQs	<a href="https://www.gtcs.org.uk/News/news/covid-19-gtcs-business-continuity.aspx">https://www.gtcs.org.uk/News/news/covid-19-gtcs-business-continuity.aspx</a>
EIS	
Letter from the General Secretary on the Reopening of Schools	<a href="https://www.eis.org.uk/Coronavirus/ReopeningSchools">https://www.eis.org.uk/Coronavirus/ReopeningSchools</a>
Guidance for Working at Home	<a href="https://www.eis.org.uk/Coronavirus/WFHGuidelines">https://www.eis.org.uk/Coronavirus/WFHGuidelines</a>
Advice re. ASN and hub school support	<a href="https://www.eis.org.uk/Coronavirus/ASNAdvice">https://www.eis.org.uk/Coronavirus/ASNAdvice</a>
Guidance for Independent Schools and Third Sector Establishments	<a href="https://www.eis.org.uk/Coronavirus/IndependentSchools">https://www.eis.org.uk/Coronavirus/IndependentSchools</a>
NASUWT	
Coronavirus Health and Safety Advice for Teachers	<a href="https://www.nasuwt.org.uk/advice/health-safety/coronavirus-guidance/coronavirus-faqs.html">https://www.nasuwt.org.uk/advice/health-safety/coronavirus-guidance/coronavirus-faqs.html</a>

### Questions for Consideration

#### Data

Who are the families that are now living in poverty/facing disadvantage and how do we know? Are these different families than before? (due to impact of COVID 19)

What data will be useful? Pre lockdown/post lockdown.

Are there new patterns of inequity which are emerging as a result of school closures and learning at home?

In considering the current context and in the analysis of data, how might the focus of our PEF approaches change?

#### Partnerships

To what extent can we involve children and young people, parents and partners in decision making around Pupil Equity Funding?

What partnerships can we consider to maximise the impact of our interventions? – 3<sup>rd</sup> Sector, other schools?

#### Planning

How can equity of support be delivered during blended learning?

What consideration needs to be given to sustainability?

How are we focussing on equity and disproportionate support – both in school and when learning outside of school?

What was working prior to lockdown and how can this we build on this?

What will engagement in blended learning look like for those who are facing disadvantage? How can we mitigate any barriers?

Are we considering research and evidence based approaches to inform our planning for PEF?

How can we consider approaches that cost little or no money? Think about using the Education Endowment Foundation and the National Improvement Hub.

To what extent are we building staff capacity through Professional Learning, collaboration and research?

How do we balance long term plans for families living in intergenerational poverty with being responsive to those facing situational poverty?

#### Impact

What impact might we see on the poverty related attainment (and wellbeing) gap in our school following the school closures?

How can the impact of approaches be tracked and monitored?

During the period of blended learning, how will impact data be collected – by who, how often, where?

Should our planning have short, medium and long term outcomes?

Is our PEF planning responsive to any emerging needs of learners?

How are our planned outcomes based around the 5 key data sets – attainment, attendance, exclusion (inclusion), participation and engagement?

### Learning and Teaching

How are we planning learning 'beyond school' for our most disadvantage learners? Consider outdoors and community resources and opportunities.

How do we ensure the 'blend' of learning is right for our targeted groups and how will we monitor this?

Are we planning 'intensified' support for young people living in poverty?

Can we find ways to maximise the support and time in school for vulnerable young people?

Does our Curriculum Rationale have equity and the design principles of CfE at the forefront?

Some young people are 'flourishing' while learning at home – what key lessons can we take from this to apply in a school context?

### Cost of the School Day

Are we ensuring that the learning we send home does not depend on any specific resources?

How well have we reviewed our procedures to ensure that we are mitigating against additional barriers that may prevent children and young people from participating in all aspects of their current education?

How are we regularly communicating with our families who face disadvantage and ensure we collect their views?

How well are we providing any additional resources that families may need for learning at home?

Are our learning at home activities a balance of online and offline?

How do we ensure that we share regular and up to date information about support that may be available i.e financially?

# Promoting Connection while Physical Distancing

### Pass the Wave/ Dab

One student starts and throws the wave/ dab to another student saying their name

1

### Pass the Hot Potato

One student starts and throws the hot potato to another student saying their name

2

### Pass the Same Sound

One student starts and throws a sound to another student saying their name

3

### Pass a Different Sound

One student starts and throws a sound to another student saying their name and the new student throws a different sound

4



8

### Complete the Story

One student starts off with a word/phrase, then nominates another student to add their word/ phrase

7

### Concept Tag

One student thinks of a concept and draws a picture, then nominates another student to draw something related

6

### Pictionary

Give one student a concept to draw or act out, other students have to guess

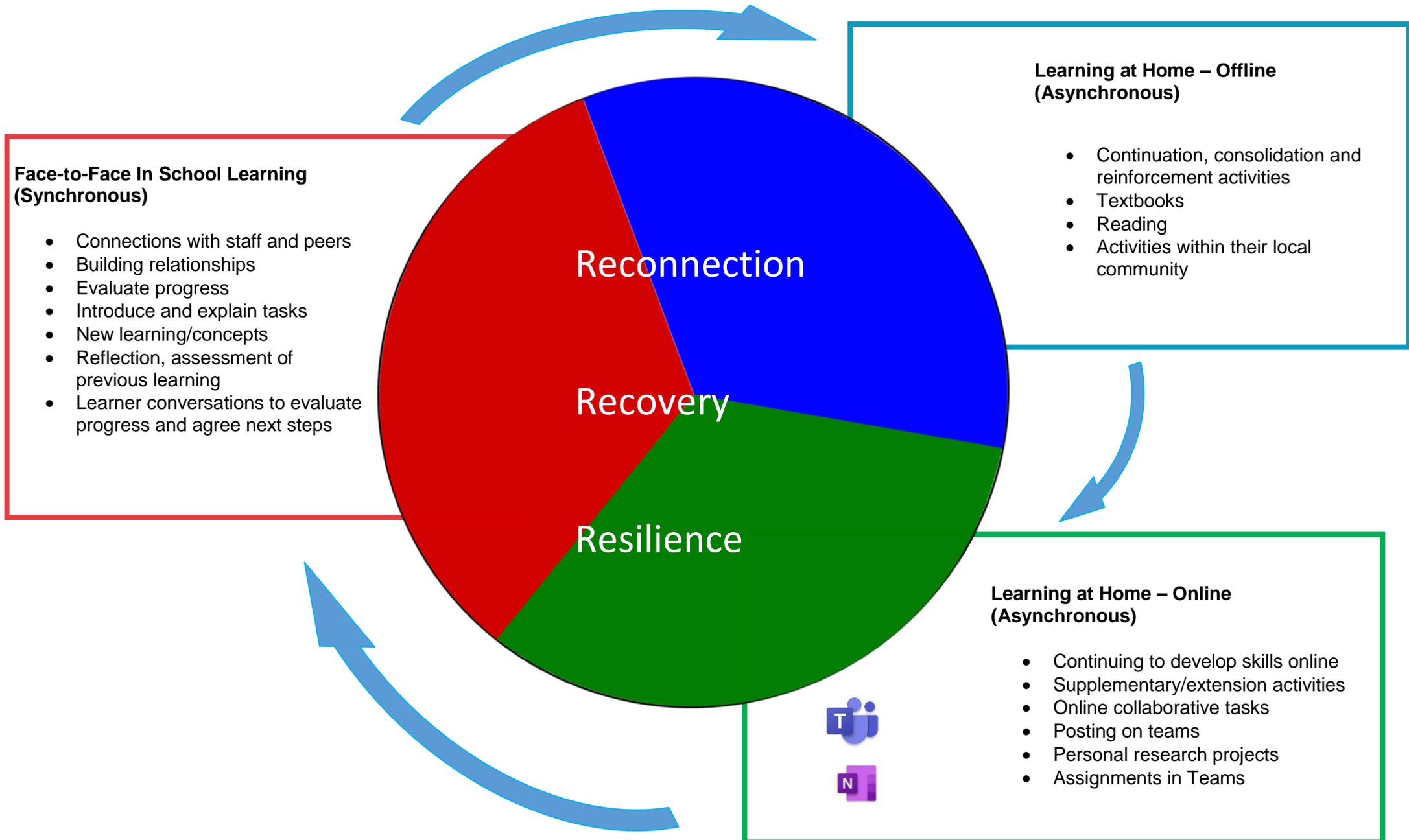
5

### Teacher Tag

One student starts with a question on a mini whiteboard, everyone completes then student nominates the next student to be the teacher.



What a typical week/fortnight could look like?





### Face-to-Face In School Learning (Synchronous)

- Discussion on keeping active and why this is important.
- Lesson on impact of activity on heart and lungs
- Introduction to group collaborative space and how to use this to create collaborative documentation. Co-construct SC around active poster/booklet
- Personal writing – how I feel today and why. Discussion on different feelings and what we can do to help ourselves.
- Class debate on having TV in bedrooms and impact on sleep

### Learning at Home – Offline (Asynchronous)

- Take part in some physical activity
- Keep sleep diary and identify one thing to improve sleep
- someone might behave with this emotion
- Interview someone in your community about their physical activity and how it makes them feel.
- Draw a portrait of a person showing an emotion. Write two sentences about this emotion. Be prepared to share your drawing in class and see if others can identify the emotion and how

LI:

- I am aware of and able to express my feelings
- I can talk with others about different feelings I have had.
- I can listen to or read a story and identify the feelings of a character.
- I can give a least two examples of how people's feelings affect their behaviour
- I can take part in fitness activities for an extended period of time
- I understand the importance of physical activity and sleep

SC: To be co-constructed with learners during their face-to-face learning

## Week 1 - HWB

- I am aware of and able to express my feelings and am developing the ability to talk about them. HWB 1-01a
- I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them HWB 1-02a
- I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave. HWB 1-04a
- Within and beyond my place of learning I am enjoying daily opportunities to participate in physical activities and sport, making use of available indoor and outdoor space. HWB 1-25a
- I am aware of the role physical activity plays in keeping me healthy and know that I also need to sleep and rest, to look after my body. HWB 1-27a

### Learning at Home – Online (Asynchronous)

- Watch <https://www.bbc.co.uk/bitesize/clips/z7hmhyc>
- In your groups collaboration space on OneNote create an information booklet or poster about getting and staying active and living healthily.
- Listen to the story 'The Way I Feel' and on our HWB channel write about how you think the characters feel. Read others posts too.



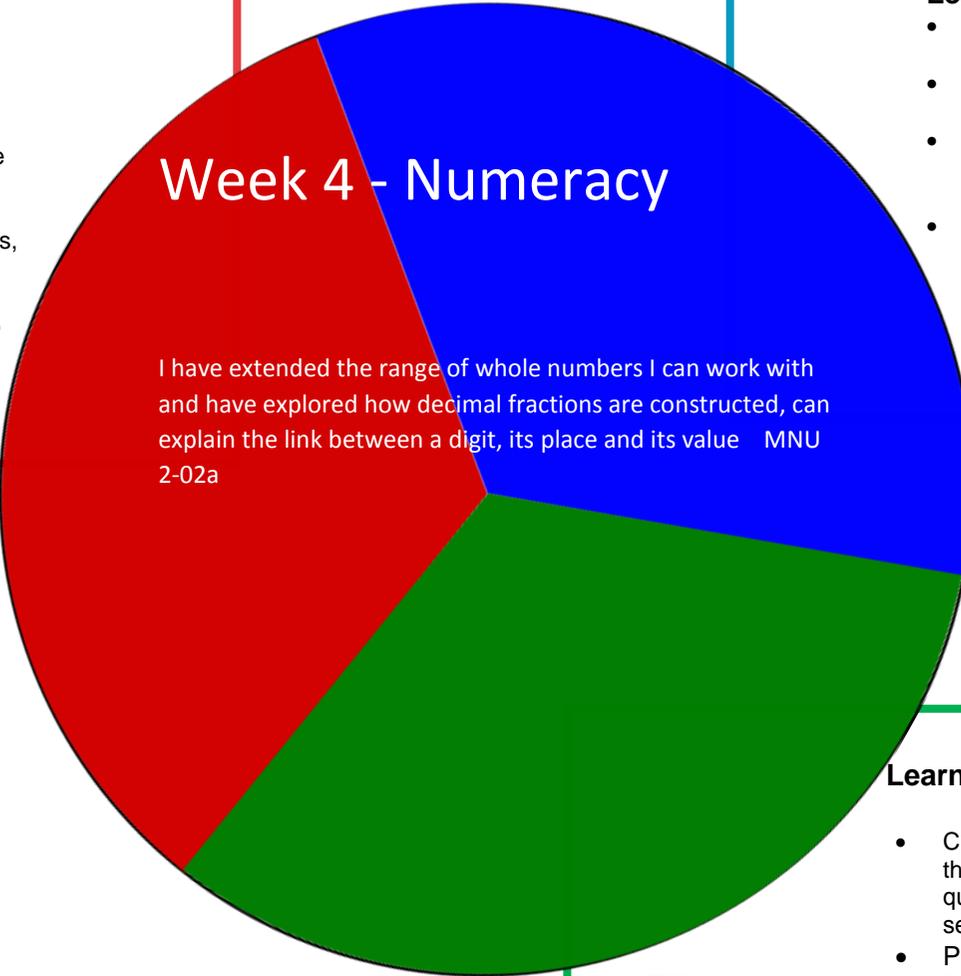


### Face-to-Face In School Learning (Synchronous)

- Place value work
- Use number sentence cards to create larger numbers in words and digits
- Represent 4 digit whole numbers using base 10, place value counters, place value charts etc.)
- Use number lines to count on and back in 10s, 100s and 1000s
- Sequence a range of numbers beyond 1000, e.g. 6479, 4259, 4601, 5219 from smallest to largest and vice versa.
- SHM6 P 1-3
- <https://rich.maths.org/2646/note>

### Learning at Home – Offline (Asynchronous)

- Find numbers between 1000 and 1 000 000 in the environment – books, newspapers, online etc.
- In the environment identify where you might find large quantities of items i.e. grains of rice
- Ask family members to write out 8 numbers between 1000 and 1 000 000 – place these in order and write them out in words.
- SHM6 pages 4 and 5



LI:

- I can use my knowledge to explain the link between a digit, its place and its value
- I can say, read, order, write the forward and backward number sequence up to 1 000 000.
- I can confidently identify and represent whole numbers to a million and beyond using numerals, words and number lines.
- I can place non-consecutive numbers in order of size up to 1 000 000.

SC: To be co-constructed with learners during their face-to-face learning

### Learning at Home – Online (Asynchronous)

- Create your own questions to ask others ie What is the value of 5 in the number 14 596? Add these questions to your groups' collaborative space and see if you can answer each other's questions.
- Place value assignment on teams
- [http://www.math-play.com/Place-Value-Millionaire/place-value-millionaire-game\\_html5.html](http://www.math-play.com/Place-Value-Millionaire/place-value-millionaire-game_html5.html)




## School and Early Years - Staff Induction

### Working in school during Phase One to Three of COVID-19 recovery

#### Introduction

During June, some staff will return to school to arrange and carry out transition sessions for our Early Years into P1 children and our P7 children who are moving up to High School. There will also be staff in school preparing for the school re-opening to pupils on Tuesday 11 August. These preparations will include clearing classrooms of all soft furnishings and soft toys. Any unnecessary resources that may be tempting for pupils to touch and that are not easily cleaned, any surplus furniture. The aim is to maximise space and to create a learning environment that is positive while also minimalistic and uncluttered. Each individual child will require their own pack of stationary to be prepared. We can use existing stationary, from the classroom as this has been quarantined for well over the recommended 72 hours, some staff will be asked to come in prepare these for us.

#### Staff / Pupils safety

##### **Putting staff first**

At the forefront of our return to school your health and wellbeing is of vital importance. If you feel concern, overwhelmed or are struggling with workload, please come and speak to me so that we can work through solutions. Shetland Islands Council also has a dedicated support page with links to the Council Welfare Support Officer – Wendy Borrill and can be found at <https://www.shetland.gov.uk/covid-19-information-for-staff/wellbeing.asp>

If you are vulnerable / shielding or living with someone who is shielding – please consider the specific individual worker risk assessment and let me know if you would us to complete one together. <http://intranet2/Policy/layouts/OSSSearchResults.aspx?k=covid-19%20risk%20assessment&cs=This%20Site&u=http%3A%2F%2Fintranet2.shetland.gov.uk%2FPolicy>

Please use the **6 Principles of Nurture** in your interactions with pupils and listen to their concerns and share as appropriate.



<https://www.epinsight.com> | Twitter - @EPInsight

**Supporting post-lockdown education  
Using the six principles of nurture**

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**6. The importance of transitions**

- Explore feelings about the return to school by asking for letters, drawings or videos.
- Make an online virtual tour to show the layout of classrooms, corridors and communal areas.
- Help children anticipate new routines through verbal/visual countdowns, rhythm or music.
- Consider transitional objects which help the child to feel connected and held in mind.

**5. All behaviour is communication**

- Playfulness to reduce stress – personalised greetings and fun rehearsals of new routines.
- Acceptance of the child's thoughts and feelings - "You loved spending time with your parents every day and it's sad to leave them".
- Curiosity to help elicit the child's views - "I noticed you've been quiet since coming back...".
- Empathy - "I know this is really tough for you. The classroom looks so different from the last time you were here".

**4. Language is a vital means of communication**

- "Name it to Tame it" - talk through difficult situations like a story.
- Use emojis, short scripts and role-plays to recognise and regulate emotions - "I am feeling \_\_\_ because..." and "When I feel \_\_\_, I can...".
- Use warm and welcoming language - "I've missed seeing your smile"; "When I saw \_\_\_ on TV, it reminded me of you".
- Agree on simple, concise and factual statements about the passing of relatives, typical responses to grief and coping methods.

**1. Learning is understood developmentally**

- Rather than "catching up", we may need to revisit previous topics & concepts.
- Opportunities for play and activities which evoke laughter and satisfaction should be initially prioritised over academic expectations.
- Provide meaningful, practical and multi-sensory experiences for new learning, with tasks which are broken down into small steps and actively modelled.
- Consider attachment needs - tasks which can be completed with little support vs time-limited bursts of independent working and regular reassurance from staff.

**2. The classroom offers a secure base**

- Consider a whole-school Social story, which acknowledges the difficulties of the lockdown, welcomes the children back to school, shows how things will be different and explains why.
- Emphasise structure and predictability - visual scheduling; seating plans; clear labelling of new areas for storing resources and possessions.
- Identify designated places for relaxation and calming sensory input.
- Create a sense of belonging by decorating a wall with photos of the children and key staff.

**3. The importance of nurture for wellbeing & self-esteem**

- Notice their strengths and creativity during the lockdown - ask parents for photos and videos of rainbow paintings, homemade dens, Joe Wicks workouts, etc.
- Offer choice in new tasks and routines, as a way of providing control and promoting autonomy.
- Celebrate and remind them of success - keep a book or box with evidence of their effort and achievements.
- Give hope during more challenging tasks by praising their effort and persistence and emphasising how we learn through practise, mistakes and small steps.

### **Entering and exiting the building for staff**

The entrance and exit for all **staff** will be the main front door. There is hand sanitiser available on the signing in table. On arrival to the school, please sanitise your hands in the porch and then go through and wash them in the staff toilets. Please wash your hands before leaving.

### **Entering / exiting the building for pupils at every occasion**

From August we will be having staggered arrival and departure times for all pupils. It is anticipated that:

- 
- 

During staggered arrival and departures, doors will be propped open.

### **Reducing virus transmission in the workplace**

Any child or staff member who presents as being unwell with any cold symptoms, not just a cough or fever, should not be attending the setting. Any child or staff member whose parents/family members live in the same house are displaying symptoms should not be attending the setting.

If a child is sent home, the person collecting child should be given a leaflet explaining how long the child should be off for.

All staff should also be aware of the information poster for staff to adhere to.

Careful consideration of resources available will be done to ensure that these are easy to clean. Staff ensure there are not too many unnecessary resources out.

Cleaning staff will be present through the school day to clean hand contact points such as door handles, light switches, furniture, handrails, IT equipment, desks, phones, flush plates, taps, dispensers, toilets, canteen / food preparation areas. Cleaners will also provide a service at the end of the day to ensure that door handles, floors etc. are cleaned.

**Please read the COVID-19 return to work / school checklist and risk assessment for measures to prevent / reduce virus transmission.**

The school will be provided with a PPE pack. This is to be used in the event a pupil shows signs of COVID-19 and while awaiting pick up. If any of the following supplies begin to run short please alert the Janitor, who will arrange for replacements.

- Milton
- Disposable cloths for cleaning surfaces throughout the day
- Disposable gloves and aprons
- Hand sanitizers
- Tissues
- Surface cleaner

- A few of the Hazmat suits (white boiler suits for when someone is sick)

When moving around the school please keep left. It has been advised that incidental meetings in the corridor are deemed low risk. Our corridors are less than 2 metres wide. Signage will be in place to remind us.

### **Isolation Room**

The **X** room has been identified as the Isolation Room. If anyone becomes ill, they must be taken to the Isolation Room ensuring they do not touch any touch points along the way. This will need to be done in a sensitive manner ensuring the child is not alarmed or upset.

Please inform the school office so that parents can be contacted. Parents will pick up from the Isolation Room. Siblings will also leave the school at this time; a member of staff will take them out to the car park to meet the parent.

**Please ensure you find time to read the information about the isolation room and procedures for use. Please sign when read. If you have had training in using PPE, please let me know.**

### **Handwashing**

Staff and children should wash their hands on entering the setting. Please ensure that the children wash their hands thoroughly before snacks and lunch. Try to discourage touching of their faces and encourage more regular washing of hands in general, but without adding any worry to the children. Staff can assist with hand washing for those who have difficulty – please make this consistent with the same member of staff doing it with the same child.

### **Physical Distancing**

Physical distancing measures fall into two broad categories:

- increasing separation
- decreasing interaction

Physical distancing applies to staff, children, parents (and any others who may attend the school) and any external contractors.

Physical distancing should be considered in all relevant areas of schools, including classrooms, indoor and outdoor spaces, car parks and those not used for learning and teaching, e.g. entrance halls, staff rooms, kitchens and janitorial areas. Shetland Islands Council has advised that cloakrooms are not used by pupils and coats / bags should be placed on the back of their chairs.

Pupils will be organised into “bubbles” and will only operate within that bubble when they are in school. Classrooms will be organised so that pupils are seated 2m apart. The use of the outdoors space where possible, for learning opportunities, will be encouraged. Staff should practice physical distancing guidance and stand 2m apart throughout the day.

Staff will need to bring in their own lunch, preferably in their own cool bag. Keep use of fridge to a minimum – try not to pile food in front of others to avoid contamination. If you use the microwave, please wipe down the handle and keypad after use. All shared cups

must go through the dishwasher and not be simply washed / rinsed in the sink. If staff would rather have their own use cup please come and go with it to avoid use by others.

Packed lunches will be provided for children and will be delivered to the classrooms for eating.

The staff room will be used minimally, staff are encouraged to eat their lunch and take breaks in their classrooms.

### **Cleaning and hygiene measures**

Input cleaning measures in your school

**Please read the COVID19 return to work / school checklist and risk assessment for familiarisation of cleaning and hygiene measures.**

### **Building Safety**

Our building safety checks have been carried out and are up to date.

**Please read the COVID19 return to work / school checklist and risk assessment for familiarisation of building safety measures.**

### **Policies and Procedures**

Policies and procedures can be found on the school Teacher Pool and copies are available in the school office.

### **Risk Assessments**

The COVID-19 return to work / school checklist and risk assessment has been completed and approved by Shona Thompson and the various unions. A hard copy will be kept in the school office. You will also be emailed a copy for reading.

### **Fire Procedures**

Remain as normal and evacuation of the building needs to be done so in an orderly manner.

### **Administration of Medicines**

Remain as normal.

### **PIN Forms**

Please complete PIN forms as you normally would.

### **Clothing**

You may want bring in a spare set of clothing, should disposal of the clothing you are wearing be required in the event of someone becoming unwell within the setting. If you would like to shower before leaving the building, this can be arranged. It is advised you wash clothes when you get home and wear a new set of clothes each day you are in work.

### **Cloths and Tea Towels**

Disposable cloths are to be used and are available in the setting. Try and use kitchen towels if required for drying dishes.

### **Complaints**

Any complaints about the service should be brought to the attention of the Head Teacher.





<b>Meeting(s):</b>	<b>Shetland Islands Council</b>	<b>2 July 2020</b>
<b>Report Title:</b>	<b>Islands Deal</b>	
<b>Reference Number:</b>	<b>DV-12-20-F</b>	
<b>Author / Job Title:</b>	<b>Neil Grant, Director – Development Services</b>	

<b>1.0 Decisions / Action Required:</b>
<p>1.1 Shetland Islands Council is asked to:</p> <p>1.1.1 NOTE the progress that is being made on securing an Islands Growth Deal.</p> <p>1.1.2 DELEGATE authority to the Chief Executive, or her nominee, in consultation with the undernoted Members, to continue to engage with Scottish Government and UK Government to secure an Islands Deal quantum announcement and agree formal Heads of Terms:</p> <ul style="list-style-type: none"><li>• Political Leader</li><li>• Depute Leader</li><li>• Convener</li><li>• Chair of Development Committee</li><li>• Chair of Education and Families Committee</li><li>• Chair of Environment and Transport Committee</li></ul>
<b>2.0 High Level Summary:</b>
<p>2.1 This report provides an update on the work to develop an Islands Growth Deal and seeks endorsement for the next steps in the programme, with the aim of securing a funding announcement from, and Heads of Terms with, UK and Scottish Governments.</p>
<b>3.0 Corporate Priorities and Joint Working:</b>
<p>3.1 The Islands Deal provides an opportunity to attract significant Government inward investment for Shetland, and aligns closely with strategic objectives set out in the Council's 'Our Plan 2016-20', Shetland's Partnership Plan, 10 Year Plan and SIC Economic Development Strategy.</p> <p>3.2 The current Islands Deal proposals have been developed with local partner organisations.</p>

#### 4.0 Key Issues:

- 4.1 Shetland Islands Council continues to work with Comhairle nan Eilean Siar and Orkney Islands Council to put forward the case for a joint Islands Growth Deal. There has been ongoing engagement with both UK and Scottish Governments at various levels over the past few years, with Members being kept up to date on the iterations of the Deal proposals.
- 4.2 In November 2019, the Islands submitted detailed proposals to both UK and Scottish Governments. A series of themed workshops with civil service policy leads followed in March this year. These provided an opportunity to discuss the Islands' projects in more detail.
- 4.3 The Islands Deal proposal consists of Island-specific projects as well as cross-island innovation programmes. Shetland's Island-specific projects have been developed with partner organisations locally and have been considered by the Shetland Programme Board to have strong strategic alignment with Shetland's Partnership Plan, 10 Year Plan and Economic Development Strategy outcomes, as well as Government strategic objectives. These projects are:
- Energy Hub
  - Dales Voe Ultra Deep Water Decommissioning
  - Knab redevelopment
  - Shetland Space Centre
  - Shellvolution
  - Ladies Drive development
- 4.4 There is also interest in scoping joint Island programmes across the three Islands and these currently include:
- Skills, Talent Attraction and Entrepreneurial Support
  - Islands' Centre for Net Zero Carbon
  - Creative Islands and Wellbeing
  - Fit for Future Islands Housing Design
- 4.5 The Islands' Councils continue to engage with UK and Scottish Governments with the aim of securing a quantum announcement. Most recently, the Islands' Council Leaders and Chief Executives met with the Cabinet Secretary for Transport, Energy and Connectivity and a priority remains to secure agreement with UK Government. Work also continues on Shetland's projects, with officers to produce Outline Business Cases in line with the UK Treasury business case methodology. Appropriate authority is being sought to ensure that the Council can respond effectively during the decision-making process that secures Heads of Terms.
- 4.6 The original objectives for the Islands Deal were to create the conditions that would allow the harnessing of our unique islands assets and help address some of the key economic and social challenges across the Islands. The need to secure investment through a Deal becomes even more important when considering the impact of COVID-19 on our islands. As such, it is regarded as a high priority and features in the Council's Recovery and Renewal Framework.

<b>5.0 Exempt and/or Confidential Information:</b>	
5.1	None.
<b>6.0 Implications</b>	
<b>6.1 Service Users, Patients and Communities:</b>	Securing UK and Scottish Government funding for key Shetland projects through a growth deal has the potential to make a significant contribution to the Partnership Plan vision of making Shetland a place where “everyone is able to thrive; living well in strong, resilient communities; and where people and communities are able to help plan and deliver solutions to future challenges”.
<b>6.2 Human Resources and Organisational Development:</b>	None.
<b>6.3 Equality, Diversity and Human Rights:</b>	None.
<b>6.4 Legal:</b>	None.
<b>6.5 Finance:</b>	<p>There are no financial implications arising from this report. The Deal proposal at this stage focuses on funding being sought from UK and Scottish Governments. Although no SIC funding has been committed to the projects outlined in the Deal proposal, local authority contributions to project costs is a feature of growth deals. Islands Deal projects will be developed in line with Treasury business case methodology and any request for Council funding will be subject to the established Gateway Process for the management of Capital Projects.</p> <p>The costs of supporting the programme are being met from existing staff resource and budget provision. Any future requirements for revenue funding to support the development of the Deal will be sought from the Council’s Change Fund.</p>
<b>6.6 Assets and Property:</b>	None.
<b>6.7 ICT and New Technologies:</b>	None.
<b>6.8 Environmental:</b>	None.
<b>6.9 Risk Management:</b>	Islands Deal Programme governance documentation includes a strategic risk register, which is monitored by the Board at each meeting. This helps to identify key risk areas and develop mitigating measures to help avoid impacts on the programme.
<b>6.10 Policy and Delegated Authority:</b>	Owing to the strategic nature of the Islands Deal programme, a decision is sought from Shetland Islands Council, as the principal decision-making body on the Council’s Policy Framework.

<b>6.11 Previously Considered by:</b>	Policy and Resources Committee	9 September 2019
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**Contact Details:**

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**Date Cleared:** 24 June 2020

**Appendices:** None

**Background Documents:** None



<b>Meeting(s):</b>	<b>Shetland Islands Council</b>	<b>2 July 2020</b>
<b>Report Title:</b>	<b>Shetland Islands Regional Marine Plan – Maintenance and Development 2020/21</b>	
<b>Reference Number:</b>	<b>DV-08-20-F</b>	
<b>Author / Job Title:</b>	<b>Thomas Coutts, Acting Executive Manager – Economic Development</b>	

<b>1.0</b>	<b>Decisions / Action Required:</b>
1.1	That Shetland Islands Council RESOLVE to APPROVE the commission of NAFC Marine Centre to undertake ongoing maintenance and development of the Shetland Islands Regional Marine Plan in 2020/21, at a total cost of £44,214.38.
<b>2.0</b>	<b>High Level Summary:</b>
2.1	This report proposes that funding of £44,214.38 be approved for the commission of NAFC Marine Centre to provide ongoing development and maintenance of the Shetland Islands Regional Marine Plan in the financial year 2020/21.
<b>3.0</b>	<b>Corporate Priorities and Joint Working:</b>
3.1	<p><u>Delivery on Corporate Priorities</u></p> <p>Developing and maintaining the Shetland Islands Regional Marine Plan helps meet the following goals stated in the Council Plan 2016-20:</p> <p>“We will have an economy that promotes enterprise and is based on making full use of local resources, skills and a desire to investigate new commercial ideas”;</p> <p>“We will have a culture of helping new businesses to start up and businesses to grow...”;</p> <p>“Will be investing development funds wisely to produce the maximum benefit for Shetland’s economy”.</p>
<b>4.0</b>	<b>Key Issues:</b>
4.1	The Council previously adopted the Shetland Islands' Marine Spatial Plan as supplementary guidance to the Shetland Local Development Plan (LDP) in 2015. The Shetland Islands Regional Marine Planning Partnership has since commenced work on the next plan, ‘The Shetland Islands Regional Marine Plan’ (SIRMP). This reflects the requirements under the Marine (Scotland) Act 2010 and the National Marine Plan 2015 for Scottish Marine Regions to produce Regional Marine Plans.
4.2	Development and maintenance of the SIRMP is undertaken by NAFC Marine Centre. In addition to writing policy documents and producing the local marine

atlas, the Marine Spatial Planning team at the NAFC fulfils Shetland's legal requirements under the National Marine Plan by jointly forming with the Council one of the partners in the Shetland Islands Marine Planning Partnership. To help develop the SIRMP, the Marine Planning Partnership ensures industry, community, recreation, environmental and public sector stakeholder involvement through an advisory group and public consultation of the draft SIRMP.

- 4.3 The SIRMP aligns with the objectives set out in the LDP's policy for Coastal Development, and provides an overarching policy framework to guide marine development and activity out to 12 nautical miles. It incorporates authoritative spatial data on the marine environment, its various uses and assets, and is widely acknowledged as an international exemplar for the future of marine management. The policy framework of the SIRMP in line with Scotland's National Marine Plan (2015) and it will be used to assess marine development applications for marine licences (by Marine Scotland), works licences and marine planning applications (by Shetland Islands Council), and leases by the Crown Estate Scotland.
- 4.4 The key benefits of the SIRMP are:
- providing a plan-led approach to the management of Shetland's coastal and marine waters;
  - facilitating a more integrated and informed decision making process;
  - minimising conflicts of interest between marine users, activities and developers; and
  - enabling long-term protection and use of Shetlands' coastal and marine waters.
- 4.5 The Marine Spatial Planning team also lever in external funding to NAFC Marine Centre in order to produce specific project outputs – examples being Shetland's Regional Locational Guidelines for Marine Renewables, and the Council's Biosecurity Plan.
- 4.6 Activities undertaken by NAFC Marine Centre in the course of developing and drafting the SIRMP in 2019/20 included:
- Consulting on a Regional Marine Plan for Shetland:
    - NAFC and SIC launched the public consultation on the draft SIRMP from September to December 2019
    - This involved developing promotional materials, public consultation events and online consultations to gather community views on marine issues to inform development of the SIRMP;
  - Developing supporting assessments looking at the impacts of the SIRMP, including:
    - Equalities Impact Assessment
    - Children's Rights and Wellbeing Assessment
    - Habitats Regulation Appraisal
    - Business and Regulatory Impact Assessment
    - Strategic Environmental Assessment Scoping Report
  - Responding to Marine Scotland on behalf of the Marine Planning Partnership with regard to license applications.
- 4.7 The knowledge and expertise built up in the course of operating the SIRMP means that this service is not readily obtainable from more than one supplier, service provider or contractor – hence satisfying the Council's Contract Standing Orders (where the value of goods is between £10,000 and £50,000) insofar as competitive

tendering is not required in this instance. This must be demonstrated to the satisfaction of the Director of Development Services, as required under the Contract Standing Orders, prior to contract award. This is appropriate for an annual contract where the value of goods is between £10,000 and £50,000 – in order to put the service provision on a longer term footing a procurement exercise may be necessary; this would be more appropriate when the merger of Shetland College, NAFC Marine Centre and Train Shetland is at a more advanced stage.

4.8 Costs provided are based on planned activity for 2020/21 as follows:

- Responding to national marine license applications on behalf of the Marine Planning Partnership
- Maintain spatial data within the Plan
- Provide SIC with spatial data to assess Marine Planning and Works Licence Applications
- Act as secretariat for the SIRMP Advisory Group
- Summarise and publish consultation responses
- Provide updates to Marine Scotland and Ministers (as appropriate) on the progress of the Plan
- Amend the SIRMP and its policies in line with consultation responses
- Complete all required assessments for marine plan statutory adoption (BRIA, CRWIA, EQIA)
- Undertake monitoring of the impacts of the marine plan, as required within SEA legislation
- Identifying and filling data gaps to inform future planning

**5.0 Exempt and/or Confidential Information:**

5.1 None.

**6.0 Implications :**

<p><b>6.1 Service Users, Patients and Communities:</b></p>	<p>There are significant tangible benefits to Regional Marine Planning for all users of the marine environment, upon which Shetland's economy is based. Participation in Marine Spatial Planning encourages sustainable and considered utilisation of our marine resources, promotes stakeholder engagement and provides an outstanding data resource.</p>
<p><b>6.2 Human Resources and Organisational Development:</b></p>	<p>None.</p>
<p><b>6.3 Equality, Diversity and Human Rights:</b></p>	<p>None.</p>
<p><b>6.4 Legal:</b></p>	<p>None.</p>

<b>6.5 Finance:</b>	The proposals to commission NAFC Marine Centre to carry out maintenance and development of the Shetland Islands Regional Marine Plan will be met from within approved budgets.
<b>6.6 Assets and Property:</b>	None.
<b>6.7 ICT and New Technologies:</b>	None.
<b>6.8 Environmental:</b>	<p>The SIRMP aligns with the objectives set out in in the LDP’s policy for Coastal Development, as detailed below:</p> <p>“Proposals for developments and infrastructure in the coastal zone (above Mean Low Water Mark of Ordinary Spring Tides ) will only be permitted where the proposal can demonstrate that:</p> <ul style="list-style-type: none"> <li>• It will not have a significant impact, either individually or cumulatively, on the natural, built environment and cultural heritage resources either in the sea or on land;</li> <li>• The location, scale and design are such that it will not have a significant adverse impact;</li> <li>• It does not result in any deterioration in ecological status or potential for any water body or prevent it from achieving good ecological status in the future ;</li> <li>• There is no significant adverse impact on other users of marine resources, and/ or neighbouring land.</li> </ul> <p>Proposals for marine aquaculture developments or amendments to existing fish farm developments will require to have regard to the Shetland Islands’ Marine Spatial Plan.”</p>
<b>6.9 Risk Management:</b>	There are no significant issues for the Council.
<b>6.10 Policy and Delegated Authority:</b>	<p>This report has been prepared with regard to the following objective of the Council’s Economic Development Strategy 2018-2022:</p> <p>“Link skills, research and development to economic need.”</p> <p>The Economic Development Strategy 2018-2022 was approved by the Development Committee on 01 October 2018 [Min Ref: 24/18] and by the Council on 31 October 2018 [Min Ref: 50/18].</p> <p>The Development Committee has delegated authority to implement decisions within its remit, in accordance with Section 2.3.1 of the Council’s Scheme of Administration and Delegations.</p>

	As the subject of this report is covered by existing policy the Development Committee has delegated authority to make a decision.	
<b>6.11 Previously Considered by:</b>	n/a	

**Contact Details:** Thomas Coutts, Acting Executive Manager – Economic Development  
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**Date Cleared:** 23 June 2020

**Appendices:** None.

**Background Documents:** Draft [Shetland Islands Regional Marine Plan](#)

END





<b>Meeting(s):</b>	<b>Shetland Islands Council</b>	<b>02 July 2020</b>
<b>Report Title:</b>	<b>Infrastructure Directorate Performance Report – 2019/20</b>	
<b>Reference Number:</b>	<b>ISD-09-20-F</b>	
<b>Author / Job Title:</b>	<b>John R Smith - Director of Infrastructure Services</b>	

**1.0 Decisions / Action required:**

- 1.1 The Council should **NOTE** the;
- plans and progress in 2019/20 and
  - proposals for 2020/21 activity and priorities

**2.0 High Level Summary:**

2.1 This report summarises the activity and performance of the Infrastructure Directorate. It is intended to help the Council analyse performance against its key objectives and responsibilities and against Corporate Plan and Shetland Partnership Plan outcomes.

**3.0 Corporate Priorities and Joint Working:**

3.1 Effective Planning and Performance Management are key aspects of Best Value and features of “Our Plan”, the Council’s Corporate Plan 2016-2020.

**4.0 Key Issues:**

**Progress on Key Objectives and Outcomes**

4.1 The following highlights key Infrastructure activity and issues during 2019/20.

**4.2 Waste Management**

4.2.1 The Zero Waste Shetland Partnership – a community based approach to waste awareness and prevention activities – will now be taken forward under the Shetland Climate Change Programme with actions developed as part of the Shetland Climate Change Plan described below.

4.2.2 An Outline Business Case (OBC) for future Energy Recovery Plant arrangements has been completed in partnership with Shetland Heat Energy and Power (SHEAP) and Shetland Charitable Trust (SCT). The recommendation of that OBC was that asset transfer between organisations was not the best way forward at this time. The OBC did recommend that

further development of joint operating arrangements should be implemented between the Council and SHEAP to ensure strategic alignment and most efficient operations.

- 4.2.3 The recycling shed at Gremista was completed and commissioned. The planned public launch events around its opening had to be curtailed due to COVID19 but the shed has been functioning throughout the crisis and is an important component of the Zero Waste Shetland programme.

#### 4.3 **Climate Change**

- 4.3.1 A Climate Change strategic programme and Shetland Energy Hub strategic business case were approved by Council at its last cycle of meetings.

- 4.3.2 Work is now being undertaken to engage across the Council and with agency, community and business partners to develop a draft Shetland Climate Change Plan. This plan will provide a local dimension to the Scottish Government Climate Change Plan for Scotland. It will focus on the Council's obligations and duties as a public body to address climate change for its estate and services; and will investigate with the Shetland Partnership the overall Shetland response to this issue.

- 4.3.3 The draft plan had targeted this cycle of Council meetings, because of Covid19 and the delayed publication of the Climate Change Plan for Scotland – 2020 this timetable has slipped. A Shetland Energy Sources survey has been conducted on the Council's behalf and will be another important building block for this plan.

- 4.3.4 The Shetland Climate Change plan will be developed and brought forward once it is possible to conduct extensive consultation to ensure that it is developed collaboratively. An integrated response with all partners remains essential if sustainable progress is to be made on this matter.

#### 4.4 **Roads**

- 4.4.1 The Council approved a Strategic Outline Programme for the Cullivoe road and the proposals for the programming of other aspects of the Strategic Roads Network at its March meeting. Information gathering for option appraisal on the Cullivoe Road has been progressed; however, there have been some unavoidable delays. Further decisions on both matters will be sought at the September cycle of Council meetings.

#### 4.5 **Ferry Operations**

- 4.5.1 Funding asks for Fair Ferries Revenue and Capital funding has been provided to Scottish Government and Transport Scotland. Matters are also being progressed through Inter-island Transport Group meetings with SG, TS, SIC, OIC, HiTrans and ZetTrans. Outline Business Cases are being progressed for (i) Revenue costs (ii) Fair isle route (iii) Whalsay route.

## 4.6 Airports

- 4.6.1 Business cases for resurfacing of Tingwall Airstrip and consideration of any other capital investment requirements are now being investigated for future reporting to Council. It is anticipated that will now be the subject of September cycle reporting.
- 4.6.2 A business case for the licensing of Foula Airstrip, is also being progressed to the same timeline.

## 4.7 Ports and Harbours

- 4.7.1 Significant Ports and Harbours activity has been dedicated to supporting the Shetland Energy Hub project and the Clair Oilfield Export – Option appraisal. Both of these matters are the subject of reports on this agenda.
- 4.7.2 In addition to its routine annual maintenance plans and regimes, Ports and Harbours has undertaken the following significant projects.
- Scalloway Fish Market – Substantially complete, now replanning opening date.
  - Toft Pier – Partially completed – new completion programme now being developed with the contractor.
  - Foula Harbour and Ferry Terminal water depth had reduced due to silting, and dredging works to return the area to its original depth was done in August 2019
  - Linkspan Life Extension Project - This project will see the ten existing smaller linkspans (Type A) and three larger linkspans (Type B) which are currently in service refurbished. It is anticipated that works will take place over a three year phased period at the various Ferry Terminals during 2020-2022 with work starting in Skerries.
  - In addition to ad-hoc fender repairs during this financial year, large scale fender repairs are planned for Mid Yell. This project has been delayed, but the works should be advertised in the near future in line with the easing of construction restrictions.

## Infrastructure Services Directorate Risks and Service Challenges

- 4.8 Key risks and service challenges with most direct relevance to the Environment & Transport Committee are;

- 4.8.1 There are increasing **risks in operating ferry services with aging vessels and terminals**; both in terms of escalating costs and service interruptions. This creates an ongoing budget pressure on the service and directorate budgets.
- **Corrective Action-** A comprehensive link span repair and life extension programme is being finalised and the Council is pursuing capital funding for a vessel replacement programme from the Scottish Government.

- **Corrective Action-** Options for accessing additional vessel capacity to manage dry-docking and breakdown cover for the Councils Inter-Island ferry fleet are being actively investigated.
- 4.8.2 **Climate change and carbon management** targets have been adopted by UK and Scottish Governments. The Council will need to consider Shetland's response in this area.
- **Corrective Action** – A Climate Change Strategic Programme has been approved by Council. A Shetland Climate Change Plan” is now being developed with partners.
- 4.8.3 Significant activity is being undertaken to work with SVT and other partners to **retain existing Oil business and examine opportunities for new business** around the “Shetland Energy Hub”.
- **Corrective Action** - Active engagement with local, industry and government partners to promote the case for existing and new business for Shetland.

## Infrastructure Financial Performance - 2019/20 Draft Outturn

### General Fund

- 4.9 The Directorate has spent £25.989m on General Fund revenue during 2019/20; an overspend of £532k compared to the approved budget of £25.457m. This overspend mainly relates to additional costs for vessel maintenance across the fleet for breakdown and unanticipated deterioration.
- 4.10 The Directorate has also spent £4.980m of its General Fund capital budget of £6.246m. This underspend relates mainly to less major capital life extension works on ferry vessels than anticipated, with the focus on revenue repairs and maintenance. A request for budget carry forward of £550k will be included in the 2019/20 Outturn Report for ongoing projects which have slipped.

### Harbour Account

- 4.11 The return from Ports & Harbours Operations totals £17.684m which is an increase of £4.121m above the approved budget. This increase in surplus is mainly due to additional tanker movements, and less terminal revenue maintenance, with the focus on capital works.

There was rental income from the Shetland Gas Plant of £643k. This was £707k under budget as no throughput income was received during the year due to the low gas price.

- 4.12 Ports & Harbours Operations spent £7.547m on capital in 2019/20, which is an underspend of £1.045m against the approved budget. This mainly relates to the Tug Jetty Cathodic Protection project which has not been progressed, pending further consideration of the way forward. A request for budget carry forward of £275k will be included in the 2019/20 Outturn Report for ongoing project slippage.

## 2020/21 Look Ahead

- 4.13 A number of Infrastructure Services key projects and actions will continue into future years as they require sustained activity to deliver their objectives. Most significantly among those are;
- A contribution to Climate Change mitigation and adaption plans and partnerships scoping across the Council, agency partners, business, communities and individuals.
  - Increasingly as wider partnership develops the contribution of the Infrastructure Department is likely to become more technically focused, with engagement and delivery led from a wider base of services and agencies.
  - Ferry terminal redevelopment within the Ferry Service Review.
  - Ferry linkspan life extension programme and Ferry terminal waiting room / toilet programme including Foula, Skerries and Ulsta facilities.
  - Roads network strategy.
  - Scottish Transport Infrastructure Review and any connections to future Fixed Links considerations.
  - Key Harbour account issues will remain resolution of the Clair Export – Option appraisal and Shetland Energy Hub progress.
- 4.14 These projects will continue to report to relevant Council Committees for decisions as required and feature in the upcoming financial planning and budgeting activity for 2020/21, which the Council is currently undertaking.
- 4.15 Key financial issues for the Infrastructure Services Directorate going into 2020/21 will be the position on Fair Ferry Funding and Ferry replacement projects and the Climate Change initiatives. Further discussion and reporting on these matters will be part of the Councils 2020/21 budget planning activity. Key Harbour Account Financial issues will relate to the financial performance of the Port of Sullom Voe.
- 4.16 Clearly the Infrastructure department and its services have been significantly affected by COVID19 in common with everyone else. It is of considerable credit to Infrastructure staff that a wide range of core services were sustained safely throughout this period, this includes;
- road gritting when required during the early weeks,
  - refuse collection and disposal throughout, including continued recycling
  - safe ferry and internal air services for essential travel and business activity
  - the elimination of cash handling on ferries to promote customer and staff safety,
  - continued provision of burial services in a sympathetic and dignified manner
  - emergency and urgent response for building repairs across the Councils estate,
  - environmental health and trading services to maintain general public safety,
  - emergency and urgent vehicle maintenance and repairs to keep essential staff moving and the flexible deployment of additional fleet assets to support social care staff in particular, and
  - full services for oil tankers, aquaculture, internal ferries and the Shetland fishing fleet at Council ports and harbours to keep key business sectors operating
- 4.17 Adjusting and reinstating our full range of services, and helping get other Council services back towards renewal, will be an ongoing task for the rest of the year. We

expect that challenge to be met effectively and safely, and look forward to contributing to significant recovery and renewal.

4.18 We also believe that we have learned a number of valuable lessons and had the opportunity for useful innovation during this difficult period and are determined to continue to build on that learning experience going forward.

## **5.0 Exempt and/or confidential information:**

5.1 None

## **6.0 Implications :**

### **6.1 Service Users, Patients and Communities:**

Effective performance management and continuous improvement are important duties for all statutory and voluntary sector partners in maintaining appropriate services for the public. The Directorate uses customer feedback and complaint analysis to drive service change and service improvement.

### **6.2 Human Resources and Organisational Development:**

There are a number of actions in this service plan with potential staffing implications. Care is taken to ensure that staff are involved and informed about changes that might affect them, that HR are closely involved and that relevant Council policies are followed.

Ensuring staff feel valued and supported especially through periods of challenge and change is a key consideration for the Directorate Management team. Any changes that have an impact on Council employees will be carried out in line with Council policies and procedures that will include staff and trade union consultation.

### **6.3 Equality, Diversity and Human Rights:**

The Directorate uses Equalities Impact Assessment (EIA) to ensure its services are supporting those most in need and not making inequalities worse. This report relates to performance monitoring and so does not, in itself, require an EIA.

### **6.4 Legal:**

The Directorate delivers statutory services, monitoring performance provides assurance that statutory requirements are met and the Council complies with its duties in delivering Services.

### **6.5 Finance:**

The draft outturn position for 2019/20 on the General Fund is an overspend of £532k on revenue, and an underspend of £1.266m on capital as detailed in paragraphs 4.8 and 4.9 above. A total of £550k of the capital underspend relates to slippage required in 2020/21 for ongoing projects.

The draft outturn position for 2019/20 on the Harbour Account is an increased surplus of £4.121m on revenue and an underspend of £1.045m on capital, as detailed in paragraphs 4.10 and 4.11 above. A total of £275k of the capital underspend relates to slippage required in 2020/21 for ongoing projects.

	<p>The rental income from the Shetland Gas Plant was £643k for base rental only as no throughput income was received in 2019/20 due to the low gas price during the year.</p>
<p><b>6.6 Assets and Property:</b></p>	<p>A number of the actions in the Directorate Plan relate to maintenance and replacement of Infrastructure and Council assets to maintain delivery of services to the people of Shetland. The aging infrastructure, skills shortage and pressure on capacity in the private sector are creating challenges to maintain service delivery within budget.</p>
<p><b>6.7 ICT and new technologies:</b></p>	<p>Telematics are a key enabler for fleet management and remote sensing and control equipment will be key for energy efficiency and carbon management.</p>
<p><b>6.8 Environmental:</b></p>	<p>The Directorate leads the delivery of the Council's Carbon Management Plan and delivers a programme of works to reduce energy usage across the Council's assets including Harbours.</p>
<p><b>6.9 Risk Management:</b></p>	<p>Embedding a culture of continuous improvement and customer focus are key aspects of the Council's improvement activity. Effective performance management is an important component of that which requires the production and consideration of these reports. Failure to deliver and embed this increases the risk of the Council working inefficiently, failing to focus on customer needs and being subject to negative external scrutiny.</p> <p>Risk management is a key component of the performance cycle and the Directorate Plan actions are determined to be priorities to manage the Directorate risks.</p> <p>It is recognised that the working arrangements for many staff have been significantly different during the pandemic and there is a risk that failing to recognise the impact on managers and staff and planning for longer term changes to may lead to poor performance and increased absence</p>
<p><b>6.10 Policy and Delegated Authority:</b></p>	<p>The Council's Constitution – Part C - Scheme of Administration and Delegations provides in its terms of reference for Functional Committees (2.3.1 (2)) that they;</p> <p>“Monitor and review achievement of key outcomes in the Service Plans within their functional area by ensuring –</p> <p>(a) Appropriate performance measures are in place, and to monitor the relevant Planning and Performance Management Framework.</p> <p>(b) Best value in the use of resources to achieve these key outcomes is met within a performance culture of continuous improvement and customer focus.”</p>

	This report would normally go to the Environment and Transport Committee and the Harbour Board but in current circumstances, and changes to the meetings schedule, it has been agreed that Directorate Performance reports will go to full Council.	
<b>6.11 Previously considered by:</b>	<i>None</i>	

**Contact Details:**

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**Appendices:**

None

**Background Documents:**

- Our Plan 2016-2020
- Council Medium Term Financial Strategy
- Infrastructure Directorate Plan 2019/20
- Climate Change Strategic Outline Programme



<b>Meeting(s):</b>	<b>Shetland Islands Council</b>	<b>2 July 2020</b>
<b>Report Title:</b>	<b>Development Directorate Performance Report – 2019/20</b>	
<b>Reference Number:</b>	<b>DV-07-20-F</b>	
<b>Author / Job Title:</b>	<b>Director of Development Services</b>	

**1.0 Decisions / Action Required:**

- 1.1 That the Council discuss the contents of this report and make any relevant comments on the achievements of the Directorate during 2019/20, progress against the priorities set out in the Directorate Plan (2019/22) and contribution to forward plans.

**2.0 High Level Summary:**

- 2.1 This report summarises the activity and performance of the Development Directorate for 2019/20, enabling Members to analyse its performance against the Directorate’s Service objectives and the Corporate Plan outcomes.

**3.0 Corporate Priorities and Joint Working:**

- 3.1 Effective Planning and Performance Management are key aspects of Best Value and features of “Our Plan”, the Council’s Corporate Plan 2016-2020.

**4.0 Key Issues:**

- 4.1 The Directorate’s objectives as detailed in the Directorate Plan are the outcomes the Directorate aims to deliver in the year. We said **“what we must do in 2019/20”** was:
- Ensure alignment between Shetland’s Partnership Plan, the Council’s Our Plan 2016-2020 and key Development Directorate policies in order to improve the long term outcomes related to Participation, People, Place, and Money within the Plan.
  - A key element is enablement of a 10 year plan to attract people to live, work, study, and invest in Shetland.
  - At the same time we will continue to:
    - reliably and safely deliver our day to day services that meet the needs of our customers;
    - meet our statutory requirements and deliver compliant services;
    - deliver our objectives to ensure the Corporate Plan commitments are met;
    - maintain our existing assets;

- protect the environment and reduce the environmental impact of our activities;
- address inequality- supporting those most in need and not making inequalities worse;
- provide best value for the public funds invested in our services.

4.2 During 2019/20 the Development Directorate achieved the following progress, which is recorded against the four priorities of the Shetland Partnership Plan; PARTICIPATION, PEOPLE, PLACE and MONEY, the main focus of the Development Directorate's activity being in the PLACE priority.

- **Shetland's Partnership Plan 2018-28**, Governance arrangements are now in place, with appointment of Management and Leadership Team, and Partnership Network. Delivery Plans have been identified for each of the four priorities.

## PLACE

### 4.2.1 Enable Development to Happen

- **Local Development Plan (LDP)**: The Call for sites process has recently been completed and responses are being evaluated. Housing Land Audit has also been completed, and the Housing Needs and Demands Assessment is in the final stages of being resubmitted for appraisal
- **Scalloway Making Places Project** has achieved very good community engagement and will help to establish the community priorities and how they can be achieved in future place and service plans. This will ultimately contribute to planning policy for the area.
- **Town Centre Capital Grant Fund**: The Scottish Government made available an allocation of £205k to the Council to be invested in town centres to encourage their diversification, and increase footfall. The Scottish Government have provided a one year, COVID-19 related extension to complete projects by September 2021. Projects in Lerwick and Scalloway have been agreed and are currently being implemented, including: redevelopment of old youth centre (phase1), Church Road pedestrian facilities, Lerwick arts and culture trail, tourism infrastructure, and civic space improvements.
- **Scottish Government's Regeneration Capital Grant Fund**: The Council was successful in submitting bids for capital grant funding on behalf of community-led local development projects. Through the Regeneration Capital Grant Fund, £132k was secured for development of parking at the Hoswick Visitor Centre, and £1.32m has been approved for the Cullivoe Industrial Estate and Marina

### 4.2.2 Increase the Supply of Housing Across all Tenures

- **'Building for the Future in Shetland'**: Workshops involving builders and developers identified three priority issues which are being progressed: Workforce Development (ii) Business Development, and (ii) Procurement. We are currently working on a Shetland Procurement Framework, and a framework for Mid-Market Rented accommodation.
- **'Strategic Housing Investment Plan (SHIP)'**: The current 5 year SHIP programme target is for 339 new units of affordable accommodation, or an

average of 68 units per year over the next 5 years. When combined with private sector build these numbers are intended to meet the housing challenge of the 10 year plan to attract people to Live, Work, Study and Invest in Shetland.

- **Knab Site Masterplan:** A Masterplan for the site was adopted as planning guidance by the Council on 11 June 2019 [Min Ref 39/19] with a condition to further engage local residents on traffic flow and parking issues. The Masterplan has subsequently won several awards. Workshops with Architecture and Design Scotland were held in January 2020 to help explore Low Carbon design of the site and A&DS are continuing to work with the project. The Project details and phasing are currently being developed by a multi-discipline Project Board and Project team. A project schedule and time line is currently being developed with assistance from 7N Architects. Detailed site demolition scopes have been concluded and will shortly be tendered.

#### 4.2.3 Develop Shetland's Skilled Workforce

- **Colleges Merger:** The Ministerial Merger Business Case (MMBC) was approved by Shadow Board, the board of trustees of SFTC and SIC by 22 April 2020 (SIC Min Ref. 28/20). It was approved by UHI and sent to the Scottish Funding Council (SFC) on 8 May 2020. Each college is now undertaking a formal consultation process on the MMBC due to report back to SFC by 12 August 2020. The projected timeline for vesting of the new college indicates this will be summer 2021 but assumptions are affected by uncertainties in legislative capability due to elections, BREXIT and the current COVID crisis.
- **Curriculum Review:** Is taking place in respect of courses delivered at Shetland College and NAFC Marine Centre. Colleges are working on identifying employer's requirements and ensuring future courses meet local needs. Shetland College is also contributing to work with Skills Development Scotland and local initiatives on employability in this challenging period.
- **Developing the Young Workforce (DYW):** Work with the Children's Service, Adult Care Service, Corporate Services, stakeholders and businesses to increase the number of modern apprentices, and relationships with Businesses, Colleges and Schools.
- **Centre for Rural Creativity (CRC):** This project is now making significant progress and is achieving notable inward investment for local research activity, for example the 'Home and belonging project' (£190k) and other smaller research grants. Professor Keith McIntyre has been appointed as Interim Director of the CRC to continue the progress of the project which began under Mark Sheridan. The first group of students completed the MA Art and Social Practice course in December 2019, and 38 students are currently enrolled on the course for commencement in 2020/21. The CRC has undertaken projects to support creative industries in Shetland through Knowledge Exchange vouchers (Shetland FirWords, Shetland Film Archive). The CRC is engaged in the development of UHI's Islands Strategy

#### 4.2.4 Achieve Sustainable and Affordable Internal and External Transport Links

- **Fair Funding of Internal Ferry Services:** Outline Business Case, Socio-Economic cases have been prepared for Fair Isle, Whalsay capital investment requirements and the revenue options for inter-island ferry services. These were

agreed by Council on 26 June 2019 [Min Ref 44/19], after a period of public consultation.

The Northern Isles Inter-island Transport Working Group (involving Scottish Government, Transport Scotland, Shetland Islands Council, Orkney Islands Council, ZetTrans, HiTrans) has also concluded its work and reported to the Scottish Government.

Based on the above analysis, the Council has submitted a revenue ask of £9.4m for 2020/21, and a further ask for projected capital spending. These asks were not reflected in the budget settlement for 2020/21.

- **Public, School and Adult Social Care Transport:** A Business case for Public, School, and Adult Social Care was agreed by Council (Min Ref. 60/19) and ZetTrans (Min Ref. 29/19) on 6 November 2019. The specifications agreed in the Business Case were tendered and the outcome reported to the Council (min. ref. 17/20) and ZetTrans (min. ref. 05/20) on 13 February 2020. The Business Case process concluded that the public and school transport networks could be maintained with a reduction in overall expenditure of £500K. The new contracts will commence in August 2020.
- **Internal Air Service:** Inter-island Air Service Outline Business case has been prepared and presented to the Council on 26 June 2019 and 25 September 2019 [Min Refs 45/19 and 60/19] and ZetTrans on 27 June 2019 (Min. Ref. 18/19) and 26 September 2019 (Min Ref. 22/19). Tingwall airstrip was confirmed as the preferred mainland location for Inter island flights. The agreed flying route specification was tendered and awarded to existing provider Airtask Group. New air contracts commenced on 1 April 2020.
- **Northern Isles Ferry Services:** The current contract has formally been awarded to Serco to run from 30 June 2020 until 30 June 2026, with the option of a further two years.
- **Strategic Transport Projects Review (STPR2):** We continue to engage with the process to develop Scottish Government Transport 20 year policy, including exploration of fixed links options, and due to conclude and report at end of 2020 subject to the impacts of COVID-19 on the overall timetable.

#### 4.2.5 Support for Local Businesses and Entrepreneurs

- **Islands Deal:** The Islands Deal project continues to be developed across the three OIOF islands, and was submitted to the UK and Scottish Governments in November 2019. Workshops were held with UK and Scottish Government policy leads in March. Outline Business Cases will now be developed for each of the projects and cross Islands themes. A separate report on the Islands Deal is being presented at this meeting.
- **Shetland 600MW Interconnector:** Engagement with the Regulator, Ofgem, and network operators to secure the HVDC interconnector. Ofgem are currently consulting on their 'Minded to' position regarding a 600MW HVDC interconnector. Establishment of the electrical interconnector is also strategically important to the future development options for the Sullom Voe Terminal, and Oil and Gas transition to renewable energy.

- **Shetland Space Centre Project:** Development Services are currently engaging with Shetland Space Centre Ltd, the UK Space Agency and other key private sector stakeholders to identify how this very significant opportunity can best be supported and facilitated by the Council. The project includes both satellite launch and satellite tracking and data download development.
- **Grant Support to Businesses and Communities** – Through the Economic Development Grant Scheme, 10 local business and community projects were supported in 2019/20, with grant funding actual spend totalling £208k.

#### 4.2.6 Resilient Rural Communities

- **Islands with Small Populations:** work progressed to embed the project, through the creation of a Locality Plan. Consultation events were put on hold, in early March 2020, due to COVID-19. These are being rescheduled for June 2020 / July 2020, online, so the timeline for completion of the Plan will be delayed by three months. This work is seen as the mechanism to involve the more remote island communities in Shetland's Recovery and Renewal planning.
- **LEADER** – In 2019/20, the Shetland LEADER Local Action Group approved funding of £180,818 to 6 local community projects. The LEADER 2014-2020 Programme closed to new applications on 31 December 2019, with a total of £2.025m committed to 37 local and 2 co-operation projects

#### 4.2.7 Achieve High Speed Broadband and Full Mobile Coverage to all Shetland Settlements

- **North Isles Fibre Network:** Implementation of the public sector fibre network to Yell and Unst is progressing, the works were tendered and awarded. Work had begun and was progressing quickly, but then halted during the COVID lockdown.

### Staff Achievements

4.3 The following examples capture just some of the notable performances of our teams in living our Values, of providing excellent service by taking personal responsibility and working well together:

- The COVID-19 crisis and lockdown in late March 2020 presented huge challenges to the Council in continuing to provide services. The early formation of the Shetland Business Resilience Forum and the Shetland Community Resilience Forum, the Caring for People Plan and the Single Point of Contact provided by the Community Hub all worked well in facilitating and maintaining contact with businesses, community stakeholders and members of the public. These will also will provide an opportunity for learning for the future. Much of these strategic frameworks were led and facilitated by the Community Planning and Development Service.
- During the crisis, the Housing Service continued to provide Emergency Housing and essential front-line services to the Council's tenants. These presented significant challenges, particularly in the initial stages when tenant meetings and interaction protocols were being established.

- During the COVID-19 crisis, Business Gateway staff have been active in making contact with local businesses and organisations to provide advice and guidance, as well as signposting to sources of financial support from the UK and Scottish Governments.
- In the immediate aftermath of the lockdown, staff from Economic Development and Highlands and Islands Enterprise worked together to get in touch with local businesses and organisations to gather insights and information on the risks and challenges facing the local economy – local businesses reported that they were very appreciative of the time taken to get in touch and valued having someone to discuss their issues with; and
- Delivery of Scottish Government Business Support Schemes has been undertaken by Economic Development staff, with valuable support from Community Planning & Development and Finance. Over £7.5m of grant funding has been provided to businesses and organisations via the Coronavirus Business Support Fund and the Newly Self Employed Hardship Fund to date.
- The Planning Service continues to receive and progress applications for land and sea development and building warrants whilst working entirely from home. A significant amount of time is being spent on Viking Energy Windfarm related matters, working with the Staney Hill project team on the Quality Audit process, and the Knab Masterplan implementation.
- Using the website and the Developers' Workshop email group of agents, architects etc., the Planning Service has provided updates on the current situation, including information on legislative changes and guidance from the Scottish Government on Planning and Building Standards.
- Hjaltland Housing Association said that the Planning Service response to the current situation has been "superb".
- The Transport Planning team commenced a programme of activity to promote and encourage 'active travel'. Whilst use of public transport has been disrupted by COVID-19, active travel has increased and is being encouraged as one of the "new normal" streams of the Recovery and Renewal Plans.

### **Financial Performance**

- 4.4 The Directorate has spent £16.2m against an annual approved revenue budget of £13.7m, leading to an overspend of £2.5m. Budget carry forwards of £0.18m are being requested in the Overall Outturn report also on today's agenda.
- 4.5 The projected overspend is primarily due to an increase in the provision for pension cessation costs upon merger, in relation to the NAFC Marine Centre UHI (£1.8m), and ongoing operational costs in relation to Shetland College (£1.1m) for which funding from the Scottish Funding Council (SFC) was originally anticipated in the lead up to the proposed merger. These overspends are partially offset by savings in Transport Planning £0.2m, Economic Development £0.2m, and Housing £0.1m. See Appendix 1 for further information.
- 4.6 The Directorate has spent £0.4m against an annual approved capital budget of £0.2m, however grant income will offset this cost.

4.7 The Housing Revenue Account (HRA) required £0.393m more from the HRA Reserve than budgeted. See Appendix 2 for further information.

### **Risk and Service Challenges**

4.8 Performance monitoring and performance reporting must also consider the areas of risk arising from our operations, the service challenges the directorate faces, actions and projects which have not progressed as planned, and where we do not meet Performance Indicator Benchmarks:

- Colleges Integration – There will be an impact on the 2020/21 Directorate budget, resulting from the new vesting timescales.
- Homelessness and Temporary Accommodation - we continue to experience significant pressure on housing stock particularly in the Lerwick area where there is a high demand for single person accommodation, leading to long periods in temporary accommodation. This is being addressed through the Strategic Housing Investment Plan in trying to rebalance the proportion of stock of the right size.
- Islands with small populations - we are already experiencing reducing numbers in some of the communities and difficulties in meeting need, for example, island fire crew required for island air services. Good progress is being made in engagement with these communities to develop future plans through the Islands with Small Populations project.
- We continue to experience difficulty in recruiting to posts within the service notably Planning Service posts where there is an acute national shortage of qualified staff. The Planning Service has undertaken a successful pilot project, supported by Human Resources and Corporate Services, to recruit to vacant posts which resulted in successful recruitment to some of the vacancies.

However, this situation is not limited to Planning, as Economic Development and Community Planning & Development Services are also working with vacancies.

### **5.0 Exempt and/or Confidential Information:**

5.1 None.

### **6.0 Implications:**

#### **6.1 Service Users, Patients and Communities:**

Effective performance management and continuous improvement are important duties for all statutory and voluntary sector partners in maintaining appropriate services for the public. The Directorate uses customer feedback and complaint analysis to drive service change and service improvement.

#### **6.2 Human Resources and Organisational Development:**

There are a number of actions in this service plan with staffing implications. Care is taken to ensure that staff are involved and informed about changes that might affect them, that HR are closely involved and that relevant Council policies are followed. Ensuring staff feel valued and supported especially through

	<p>periods of challenge and change is a key consideration for the Directorate Management team.</p> <p>Recruitment continues to be an issue in some services.</p>								
<b>6.3 Equality, Diversity and Human Rights:</b>	The Directorate carries out Integrated and Equalities Impact Assessments to ensure its services are supporting those most in need and not making inequalities worse.								
<b>6.4 Legal:</b>	The Directorate delivers statutory services, monitoring performance provides assurance that statutory requirements are met and the Council complies with its duties in delivering Services.								
<b>6.5 Finance:</b>	<p>The Development Directorates final outturn position is (£2.481m) more than their approved budget, broken down by Committee as follows:</p> <table style="margin-left: 40px;"> <tr> <td>Development</td> <td>(£1.522m)</td> </tr> <tr> <td>Education &amp; Families</td> <td>£0.063m</td> </tr> <tr> <td>Environment &amp; Transport</td> <td>£0.189m</td> </tr> <tr> <td>Shetland College Board</td> <td>(£1.212m)</td> </tr> </table> <p>The Housing Revenue Account required an additional contribution of £0.393m, resulting in a contribution of £1.518m to balance.</p>	Development	(£1.522m)	Education & Families	£0.063m	Environment & Transport	£0.189m	Shetland College Board	(£1.212m)
Development	(£1.522m)								
Education & Families	£0.063m								
Environment & Transport	£0.189m								
Shetland College Board	(£1.212m)								
<b>6.6 Assets and Property:</b>	A number of the actions in the Directorate Plan relate to maintenance and replacement of Development and Council assets to maintain delivery of services to the people of Shetland.								
<b>6.7 ICT and New Technologies:</b>	Limitations of the Shetland wide Broadband and Mobile networks impact on delivery of services which require remote access to digital networks and databases.								
<b>6.8 Environmental:</b>	The Directorate works closely with Infrastructure and other Directorates to reduce energy usage and carbon emissions.								
<b>6.9 Risk Management:</b>	<p>Embedding a culture of continuous improvement and customer focus are key aspects of the Council's improvement activity. Effective performance management is an important component of that which requires the production and consideration of these reports. Failure to deliver and embed this increases the risk of the Council working inefficiently, failing to focus on customer needs and being subject to negative external scrutiny.</p> <p>Risk management is a key component of the performance cycle and the Directorate Plan actions are determined to be priorities to manage the Directorate risks.</p>								
<b>6.10 Policy and Delegated Authority:</b>	The Council's Constitution – Part C - Scheme of Administration and Delegations provides in its terms of reference for Functional Committees (2.3.1 (2)) that they;								

	<p>“Monitor and review achievement of key outcomes in the Service Plans within their functional area by ensuring –</p> <p>(a) Appropriate performance measures are in place, and to monitor the relevant Planning and Performance Management Framework.</p> <p>(b) Best value in the use of resources to achieve these key outcomes is met within a performance culture of continuous improvement and customer focus.”</p> <p>However, Development Committee business will be taken as part of the Shetland Islands Council meeting due changes to the meeting schedule as a consequence of the ongoing COVID-19 pandemic.</p>	
<b>6.11 Previously Considered by:</b>	None.	

**Contact Details:**

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 Date Cleared: 25 June 2020

**Appendices:**

Appendix 1 – Revenue Outturn Position 2019/2020  
 Appendix 2 – Housing Revenue Account Outturn Position 2019/20

**Background Documents:**

[Directorate Plan 2019-22](#)



## Development Services Department

## 1. Revenue Outturn Position 2019/20

Development Services Department	2019/20 Revised Annual Budget £000	2019/20 Outturn £000	Budget v Outturn Variance (Adv)/Pos £000
<b>Development Committee</b>	<b>6,958</b>	<b>8,480</b>	<b>(1,522)</b>
Director of Development Services	1,769	3,442	(1,673)
Community Planning & Development	871	884	(13)
Economic Development	1,663	1,479	184
Housing	1,485	1,389	96
Planning	1,169	1,285	(116)
<b>Education &amp; Families Committee</b>	<b>348</b>	<b>284</b>	<b>63</b>
Community Planning & Development	348	284	63
<b>Environment &amp; Transport Committee</b>	<b>6,745</b>	<b>6,556</b>	<b>189</b>
Transport Planning	6,745	6,556	189
<b>Shetland College Board</b>	<b>(346)</b>	<b>865</b>	<b>(1,212)</b>
Shetland College	(513)	577	(1,090)
Train Shetland	166	288	(122)
<b>Total Development Services Outturn</b>	<b>13,705</b>	<b>16,186</b>	<b>(2,481)</b>

Explanations for the main outturn variances by service are set out below:

### 1.1 Director of Development - Outturn overspend (£1.673m) (95%)

- Increased provision for pension cessation costs for the NAFC Marine Centre UHI, upon merger – (£1.809m);
- Ongoing costs associated with supporting the College Merger project, for which there is no SFC funding support - (£0.135m);
- Offset by a reduction in support provided to Shetland College to meet leasing property costs now removed - £0.154m; and
- A reduced draw on Aquaculture and Fisheries Research Support Grant funding - £0.143m

### 1.2 Economic Development - Outturn underspend £0.184m (11%)

- Lower than anticipated Economic Development Project grant funding provided in year - £0.145m; and
- Reduced spend on Town Centre Fund due to some delays - £0.092m (note a request is being made in the Overall Outturn report to carry this budget forward to meet these committed costs)

### **1.3 Housing – Outturn underspend £0.096m (6%)**

- The main reduction is in relation to rented properties for temporary accommodation as we have ended a number of leases this year in line with our Rapid Rehousing Transition Plan action plan (£50k)

### **1.4 Planning – Outturn overspend (£0.116m) (10%)**

- Reduced income from planning fees, building warrants and marine development fees – (£0.171m); and
- Offset by savings on staffing costs due to ongoing difficulty in recruiting to vacancies - £0.073m

### **1.5 Community Planning & Development – Outturn underspend £0.063m (18%)**

- Reduced spend on staffing costs due to vacancies and maternity £0.063m.

### **1.6 Transport Planning – Outturn underspend £0.189m (3%)**

- Minor changes to routes and increased income reduced the cost of public bus services provided by ZetTrans, and funded by the Council £0.117m;
- Changes to some special needs and social work transport provision, with a move to parental mileage, reduced costs £0.077m;
- Some school transport routes were no longer required, reducing costs £0.054m; and
- Offset by an increase in contribution to ZetTrans to meet costs associated with Business Cases (£0.054m)

### **1.7 Shetland College \* – Outturn overspend (£1.090m) (213%)**

- Provision was made in the approved budget for SFC funding to meet ongoing costs, however SFC clarified that they would only meet costs post merger (£0.963m); and
- Additional staffing costs associated with the Senior Management function (£0.133m)

### **1.8 Train Shetland \* – Outturn overspend (£0.122m) (73%)**

- Increased staffing costs in Vocational Services to support an increased number of Modern Apprentices (£0.076m);
- Reduced income from short courses (£0.100m); and
- Offset by additional income for Vocational Services £0.032m

\* A more detailed report on Shetland College and Train Shetland will be prepared for the Shetland College Board, including a review of all income and expenditure in Shetland College (rather than the controllable RMA position reported here).

## Housing Revenue Account

## 1.0 – Housing Revenue Account Outturn Position 2019/20

Description	2019/20 Revised Annual Budget £000	2019/20 Outturn at Quarter 4 £000	Budget v Outturn Variance at Quarter 4 (Adv)/ Pos £000
<b>Expenditure:</b>			
Supervision & Management	867	901	(34)
Repair & Maintenance	2,333	2,863	(529)
Void Rents & Charges	171	191	(21)
Garages	30	44	(15)
Capital Funded from Current Revenue	-	-	-
Capital Charges - Dwellings	1,279	1,241	38
<b>Total: Expenditure</b>	<b>4,680</b>	<b>5,241</b>	<b>(561)</b>
<b>Income:</b>			
Interest on Revenue Balances	-	(5)	5
Rents - Dwellings	(6,847)	(6,865)	18
Rents - Other ie garages/sites etc	(242)	(246)	4
<b>Total: Income</b>	<b>(7,089)</b>	<b>(7,116)</b>	<b>27</b>
<b>Net HRA Revenue - (Income)/Expenditure</b>	<b>(2,409)</b>	<b>(1,875)</b>	<b>(534)</b>
HRA Capital Expenditure	3,554	3,632	(78)
HRA Capital Receipts	(20)	(238)	218
<b>Net HRA Capital - (Income)/Expenditure</b>	<b>3,534</b>	<b>3,394</b>	<b>141</b>
<b>Contribution to/(from) HRA Reserve</b>	<b>(1,126)</b>	<b>(1,519)</b>	<b>393</b>
<b>Overall Total</b>	<b>-</b>	<b>-</b>	<b>-</b>

Explanation of the main variances at quarter 4 are set out below:

### 1.1 Repair & Maintenance – Outturn overspend (£529k) (23%)

The HRA overspend was mainly due to an increased requirement for contracted and hired services to maintain standards in properties. Stores and Material cost were also overspent, (£0.074m) due to inflation on materials.

Planned Maintenance and Social Adaptation budget were overspent by (£0.124m) and (£0.068m) respectively. This was due to the timing of contracts and the new statutory requirement for fire detection systems in all properties to

be upgraded. In order to meet the May 2021 deadline this work was commenced although it was not included in the original budget. The capital expenditure budgets were overspent by (£0.78m). Timing of contracts is a factor and effort was made in March 2020 to ensure contractors settlements were made timeously as lockdown commenced. This has been off-set by unbudgeted capital receipts for housing sales with all outstanding right to buy settlements being concluded, £0.218m.

## 2.0 - Capital Outturn Position 2019/20

Capital Projects	2019/20 Revised Annual Budget £000	2019/20 Outturn at Qtr 4 £000	Budget v Outturn Variance at Qtr 4 (Adv)/ Pos £000
Heating Replacement Program	660	696	(36)
Housing Quality Standard	2,140	2,838	(698)
Vehicle Replacement Programme	98	97	1
Structural Remedial Works	500	-	500
Accessible Adaptions	156	-	156
			-
<b>Total Controllable Costs</b>	<b>3,554</b>	<b>3,632</b>	<b>(77)</b>

An explanation for the significant outturn variances by service is set out below.

### 2.1 Housing Quality Standard – Outturn overspend - (698k) (33%)

The overspend is due timing of works as this is a rolling programme.

### 2.2 Structural Remedial Works – Outturn underspend - £500k (100%)

The underspend is due to the timing of expenditure as this is a rolling programme of work. Scalloway Cruden project is ready for tender, however was delayed due to lockdown - £200k

### 2.3 Accessible Adaptions – Outturn underspend - £156k (100%)

The projected is due to fewer properties being identified as requiring accessible adaptations during the year. Ready for tender, however delayed due to lockdown - £50k



<b>Meeting(s):</b>	<b>Shetland Islands Council</b>	<b>02 July 2020</b>
<b>Report Title:</b>	<b>Children’s Services Directorate Performance Report – Quarter 4, Period to 31 March 2020</b>	
<b>Reference Number:</b>	<b>CS-11-20-F</b>	
<b>Author / Job Title:</b>	<b>Helen Budge, Director of Children’s Services</b>	

<b>1.0</b>	<b>Decisions / Action required:</b>
1.1	That Shetland Islands Council discusses the contents of this report and make any relevant comments on progress against priorities to inform further activity and the planning process for the remainder of this year and the next.
<b>2.0</b>	<b>High Level Summary:</b>
2.1	This report summarises the activity and performance of Children’s Services Directorate for the fourth quarter of 2019/20, the three months up to March 2020.
<b>3.0</b>	<b>Corporate Priorities and Joint Working:</b>
3.1	<p>The information in this report is consistent with the following corporate priorities:</p> <p>Effective Planning and Performance Management are key features of the Council’s priority towards Young People (Our Plan 2016-2020):</p> <p><i>“The new Anderson High School and Halls of Residence will have been built and will be providing an excellent learning environment as part of an efficient and effective schools service.</i></p> <p><i>Children and Young People, particularly those from vulnerable backgrounds and in care, will be getting the learning and development opportunities that allow them to fulfil their potential.</i></p> <p><i>Shetland Learning Partnership will be providing opportunities for young people to gain workplace experience and vocational qualifications while at school, giving them the skills they need to get jobs or continue into further education.</i></p> <p><i>Vulnerable children and Young People in need of our care and support will continue to be protected from harm.</i></p> <p><i>Young people will feel that their voices are being heard by the council, having regular opportunities to have a say on the issues that affect them.</i></p>

*More children will be taking part in physical and cultural activities – developing healthy lifestyles to help them play a full and active part in Shetland community life.”*

*“Excellent financial management arrangements will make sure we are continuing to keep to a balanced and sustainable budget, and are living within our means”.*

*“People who use our services will experience excellent standards of customer care”.*

*“We will have found ways of filling our ‘hard to fill’ posts and increased the number of ways that Young People can join our work-force”.*

*“The needs of the most vulnerable and hard-to-reach groups will be identified and met, and services will be targeted at those that need them most.”*

*“More money will be going towards ‘spend to save’ initiatives, providing resources to fund innovative ways of working that save money but help us achieve our desired outcome”.*

#### **4.0 Key Issues:**

##### **Financial Performance**

- 4.1 The draft outturn for the Children’s Services Directorate is £45.190m; an underspend of £0.590m compared to the Directorate’s approved revenue budget of £45.780m, however £0.690m of specific grant funding (including Early Learning and Childcare and Pupil Equity Funding) requires to be carried forward, reducing the underspend to an overspend of (£0.100m).
- 4.2 In relation to capital, there is an underspend of £0.421m compared to the Directorate’s approved capital budget of £2.036m, this is due to Children Resources new residential build project slippage.
- 4.3 Appendices E and F are attached for detailed information on the Revenue and Capital outturn position.

##### **Directorate Achievements in 2019/20**

- 4.4 During the fourth quarter of 2019/20 Directorate’s achievements included:
- Due to a COVID-19 outbreak in Shetland, the Children’s Services department made the decision to close all schools and early learning and childcare settings across Shetland with the exception of Fair Isle, Fetlar and Foula Primary Schools from Monday 16 March 2020, a week earlier than schools across Scotland.
  - The ‘Growing Our Own Teachers’ programme at the UHI programme progressed during this quarter with six Shetland Islands Council employees awarded bursaries, on the proviso of confirming their places on the UHI’s PGDE course, to undertake the programme in 2020-21.
  - The Quality Improvement Team’s new programme of Team Improvement Visits to schools continued with constructive and engaging visits to Brae High School and Sandwick Junior High School and subsequent reports shared with their respective school communities.

- Cunningsburgh Primary School's follow-up Education Scotland visit in November 2019 was published, commending the work of staff in the setting and the central Children's Services team for the improvements made since the 2018 inspection.
- Shetland Library was rated 'Very Good' for Readers' Experience and 'Good' for Learning Culture after two How Good is our Public Library assessments
- In February 2020, Shetland Library moved 25,000 books and 10 staff into temporary premises as refurbishment of the old library got underway.
- In March 2020 Shetland Library launched online newspapers and increased eBook stock in response to lockdown. In the last two weeks of March 2020 over 100 new members signed up for e-services and eBook issues more than doubled.
- The Shetland Public Protection Committee hosted a development day on 2 March, which involved a group of young people and staff across the Shetland Partnership.
- The Emotional Wellbeing and Resilience project has established a Strategic Group to drive the project forward.
- Staff from Islesburgh have successfully worked in partnership with the Adult Learning Services to provide a permanent teaching space for adult learning classes in the community centre.
- Eight community sports hubs across Shetland have been supported to deliver a range of projects and training opportunities.
- The refurbishment of Port Arthur Play area at Scalloway was completed including the landscaping and seeding works.
- The expansion of Early Learning and Childcare progressed.

#### **5.0 Exempt and/or confidential information:**

5.1 None

#### **6.0 Implications:**

<b>6.1 Service Users, Patients and Communities:</b>	There is involvement of service users and communities in a number of the projects. The impacts vary in the specific areas of work.
<b>6.2 Human Resources and Organisational Development:</b>	There are no direct implications arising from this report, however, where reviews have the potential to impact on staff within Children's Services, we will ensure that appropriate consultation and communication takes place with trade unions and employees in line with agreed Council policies and procedures. The ability to fill our hard to fill posts will make a significant positive impact on our workforce delivering Council services. This has resulted in the need to use agency staff in some parts of the directorate, which comes at additional cost.
<b>6.3 Equality, Diversity and Human Rights:</b>	There are no direct implications arising from this report. The Council is required to make sure our systems are monitored and assessed for any implications in this regard. Delivering these services makes a positive difference to the outcomes of Looked After Children and other vulnerable young people.
<b>6.4 Legal:</b>	There are a number of projects and key actions within Children's Services quarter performance overview that have

	legal implications. Legal advice will be sought as matters progress to ensure that Shetland Islands Council complies with all statutory requirements.	
<b>6.5 Finance:</b>	This report demonstrates that the services under the remit of the Education and Families Committee are due to spend <b>less</b> than their Council approved revenue and capital budgets by £1,011. However, specific revenue funding for Early Learning and Childcare and Pupil Equity Funding and the slippage from Capital projects will require to be carried forward into 2020/21, this amounts to £1,173m. Once carry forwards/slippage are taken into account the service is overspent by £0.162m.	
<b>6.6 Assets and Property:</b>	There are no asset or property implications arising from this report.	
<b>6.7 ICT and new technologies:</b>	There are no ICT implications arising from this report.	
<b>6.8 Environmental:</b>	There are no environmental implications arising from this report.	
<b>6.9 Risk Management:</b>	<p>Embedding a culture of continuous improvement and customer focus are key aspects of the Council's improvement activity. Effective performance management is an important component of that which requires the production and consideration of these reports. Failure to deliver and embed this increases the risk of the Council working inefficiently, failing to focus on customer needs and being subject to further negative external scrutiny.</p> <p>The use of agency staff has been necessary to ensure the safe delivery of services.</p>	
<b>6.10 Policy and Delegated Authority:</b>	<p>The Council's Constitution – Part C - Scheme of Administration and Delegations provides in its terms of reference for Functional Committees (2.3.1 (2)) that they;</p> <p>“Monitor and review achievement of key outcomes in the Service Plans within their functional area by ensuring –</p> <p>(a) Appropriate performance measures are in place, and to monitor the relevant Planning and Performance Management Framework.</p> <p>Best value in the use of resources to achieve these key outcomes is met within a performance culture of continuous improvement and customer focus.”</p> <p>However, this report will be taken as part of the Shetland Islands Council meeting due changes to the meeting schedule as a consequence of the ongoing COVID-19 pandemic.</p>	
<b>6.11 Previously considered by:</b>	None	N/A

**Contact Details:**

Helen Budge, Director of Children's Services  
[Helen.budge@shetland.gov.uk](mailto:Helen.budge@shetland.gov.uk)  
01595 744064

Report finalised: 23 June 2020

**Appendices:**

Appendix A – Projects and Actions  
Appendix B – Performance Indicators and Sickness Absences  
Appendix C – Complaints  
Appendix D – Risks Managed by Children's Services  
Appendix E – Draft Capital Outturn Position  
Appendix F – Draft Revenue Outturn Position

**Background Documents:**

None

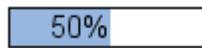
END



# Appendix A - PPMF Projects and Actions - Children's Services Directorate

Generated on: 23 June 2020

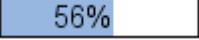
## Shetland Partnership Plan 2018-2028

People		Individuals and families thrive and reach their full potential					
Code & Title	Description	Long-term Outcome	Dates		Progress	Progress Statement	
DP138 Northern Alliance			Planned Start	01-Sep-2015		The Regional Improvement Plan 2019 has been confirmed, outlining how the Northern Alliance intends to reduce inequalities and target improvements in the four national priorities in the National Improvement Framework.	
			Actual Start	16-Aug-2016			
			Original Due Date	01-Jul-2020	Expected success		
			Due Date	01-Jul-2020			
Completed Date		Likely to meet target					
Lead	Collaborate effectively in the Northern Alliance to improve aspects of Children's Services delivery.	Progress made in closing the attainment gap. Closer working on education policy and wider Children's Services.			The workstreams for the new plan are:		
Children's Services Directorate; Quality Improvement; Schools					<ul style="list-style-type: none"> <li>• Curriculum</li> <li>• Raising Attainment and Closing the Poverty Gap</li> <li>• Sustaining Education in Our Communities</li> <li>• Leadership</li> </ul>		

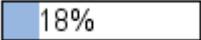
- 211 -

Code & Title	Description	Long-term Outcome	Dates		Progress	Progress Statement
DP139 Excellence and Equity in Scottish Education	Implement locally the key priorities from the Delivery Plan including the National Improvement Framework: <ul style="list-style-type: none"> <li>• Parental Involvement</li> <li>• Youth Participation</li> <li>• National Improvement Framework</li> <li>• The Governance Review</li> </ul>	Progress made in closing the attainment gap.	Planned Start	01-Jun-2016	 	<p>A separate report on Education Reform and the Joint Agreement, Progress in Shetland Islands Council, was presented to the Education and Families Committee for noting in November 2019, including an update on our work progressing the three locally identified actions:</p> <ul style="list-style-type: none"> <li>• reviewing the role of teaching Head Teachers, including management time for Early Learning Child Care School Managers. Progress was made through this review and next steps will be identified;</li> <li>• reviewing Clerical Staffing; and reviewing Devolved School Management. There is no capacity to take these forward, at this stage.</li> </ul>
			Actual Start	01-Jun-2016		
			Original Due Date	01-Jul-2020	Expected success	
			Due Date	01-Jul-2020	  Likely to meet target	
Completed Date						
Lead						
Children's Services Directorate; Quality Improvement						

Code & Title	Description	Long-term Outcome	Dates		Progress	Progress Statement	
DP140 Developing the Young Workforce (DYW)	Young people are ready for employment and almost all achieve positive destinations on leaving school.	Operational teams and strategic teams meet the 39 recommendations relating to vocational and Youth employment as laid out in the DYW report.	Planned Start	01-Apr-2016	 	<p>Funding has been extended to 2021 and now sits with Shetland Islands Council. A Developing the Young Workforce Coordinator has been appointed.</p> <p>Another successful Careers Event at the Anderson High School was held on 9 September, with seventy two employers and universities participating. 657 visitors were recorded attending and feedback from employers and participants has been evaluated.</p> <p>Shetland DYW Group participated in the national campaign 'No wrong path' which was well received on social media.</p> <p>The DYW has now engaged with 78 new employers. A number of these are interested in and have since advertised for Modern Apprentices or have recruited Graduate apprentices. The</p> <p>Shetland College UHI is now offering a further two Foundation Apprenticeships: one for Business Skills and one for Civil Engineering.</p> <p>There has also been an increase in Partnership Agreements between schools and employers.</p> <p>One of DYW KPIs is to identify the number of pupils who have not had a meaningful work placement by S5. Work has been undertaken to identify pupils and 10 pupils across Shetland have missed this opportunity. Schools have been notified and will ensure an offering is made.</p>	
			Actual Start	01-Dec-2015			
			Original Due Date	31-Mar-2017	Expected success		
			Lead	Due Date	31-Mar-2021		
			Quality Improvement; Schools	Completed Date			

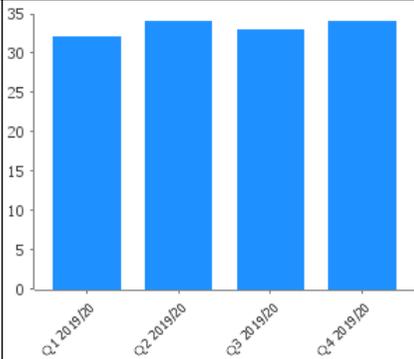
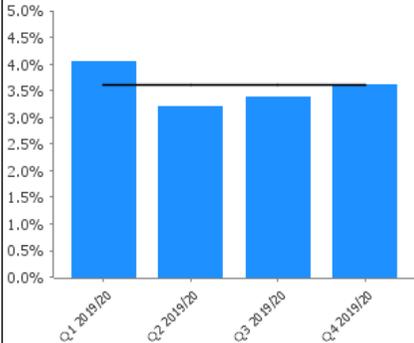
Code & Title	Description	Long-term Outcome	Dates		Progress	Progress Statement	
DP141 Early Learning and Childcare	Develop the provision early learning and childcare to meet national requirements.	Shetland to be able to offer 1140 hours of early learning and childcare by 2020 (Scottish Government policy target).	Planned Start	14-Feb-2018	 	<p>56% of settings are now delivering 1140 hours. All entitled two year olds have access to the 1140 hours. Six childminders are delivering blended placements. Planning is now underway for the next settings to expand in April 2020.</p>	
			Actual Start	14-Feb-2018			
			Original Due Date	31-Mar-2020	Expected success		
			Lead	Due Date	21-Mar-2022		
			Quality Improvement	Completed Date			

Code & Title	Description	Long-term Outcome	Dates		Progress	Progress Statement
DP145 Residential and Foster Care	Build capacity in our residential and foster care resources.	Children requiring to live out with their family can do so in the Shetland community unless there is a significant level of need that cannot be met from within Shetland resources	Planned Start	01-Nov-2015	 	Construction is now underway and progressing well.
			Actual Start	01-Nov-2015		
Original Due Date			30-Nov-2016	Expected success		
Lead			Due Date	01-Apr-2020	 Significant issues, likely failure to meet target	
Children's Services Directorate			Completed Date			

Code & Title	Description	Long-term Outcome	Dates		Progress	Progress Statement
DP148 Emotional Wellbeing Project	Improved emotional wellbeing and resilience for our children and young people.	Improved emotional resilience and intelligence for all children and young people. Sustain children in their families, when it is the right thing to do. Vulnerable children achieve equality in achievement of a positive destination.	Planned Start	01-Jun-2016	 	The Emotional Wellbeing and Resilience Strategic Overview Group has kicked off work on the pre-birth to 5 years age range, as an initial focus with frontline staff.
			Actual Start	01-Jan-2019		
Original Due Date			01-Jun-2022	Expected success		
Lead			Due Date	31-Dec-2023	 Likely to meet target	
Children's Services Directorate			Completed Date			

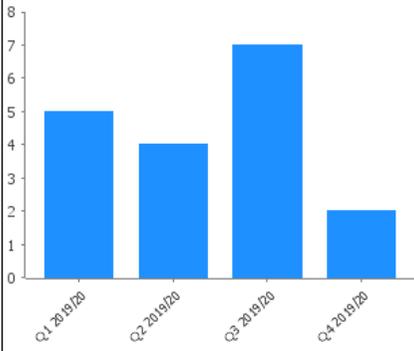
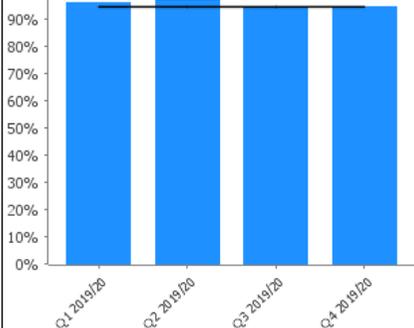
# Appendix B PPMF Performance Indicators (Quarterly)- Children's Services Directorate

Generated on: 23 June 2020

Code & Short Name	Previous Years		Quarters				Q4 2019/20	Target	Graphs	Past performance & future improvement Statements
	2018/19	2019/20	Q1 2019/20	Q2 2019/20	Q3 2019/20	Q4 2019/20				
	Value	Value	Value	Value	Value	Value				
CF12 Number of Looked After Children (at end of reporting period)	35	34	32	34	33	34			For monitoring purposes only, no targets are set on the numbers of Looked After Children.	
OPI-4C-B Sick %age - Children's Services Directorate	3.6%	3.5%	4.0%	3.2%	3.4%	3.6%	3.6%		Sickness Levels have increased slightly and are in line with target.	

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Code & Short Name	Previous Years		Quarters				Q4 2019/20	Q4 2019/20 Target	Graphs	Past performance & future improvement Statements									
	2018/19	2019/20	Q1 2019/20	Q2 2019/20	Q3 2019/20	Q4 2019/20													
	Value	Value	Value	Value	Value	Value													
OPI-4G-B Employee Miles Claimed - Children's Services Directorate	233,361	186,710	45,815	30,205	44,623	66,067		<table border="1"> <caption>Employee Miles Claimed - Children's Services Directorate</caption> <thead> <tr> <th>Quarter</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Q1 2019/20</td> <td>45,815</td> </tr> <tr> <td>Q2 2019/20</td> <td>30,205</td> </tr> <tr> <td>Q3 2019/20</td> <td>44,623</td> </tr> <tr> <td>Q4 2019/20</td> <td>66,067</td> </tr> </tbody> </table>	Quarter	Value	Q1 2019/20	45,815	Q2 2019/20	30,205	Q3 2019/20	44,623	Q4 2019/20	66,067	No target has been set for this measure. For monitoring purposes. Pool cars are not yet as available as staff require.
Quarter	Value																		
Q1 2019/20	45,815																		
Q2 2019/20	30,205																		
Q3 2019/20	44,623																		
Q4 2019/20	66,067																		
SQ15 No. of Primary pupils with <90% attendance	291	342	203	171	325	342	175	<table border="1"> <caption>No. of Primary pupils with &lt;90% attendance</caption> <thead> <tr> <th>Quarter</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Q1 2019/20</td> <td>203</td> </tr> <tr> <td>Q2 2019/20</td> <td>171</td> </tr> <tr> <td>Q3 2019/20</td> <td>325</td> </tr> <tr> <td>Q4 2019/20</td> <td>342</td> </tr> </tbody> </table>	Quarter	Value	Q1 2019/20	203	Q2 2019/20	171	Q3 2019/20	325	Q4 2019/20	342	Quality Improvement Officers are monitoring this with their respective schools.
Quarter	Value																		
Q1 2019/20	203																		
Q2 2019/20	171																		
Q3 2019/20	325																		
Q4 2019/20	342																		
SQ16 No. of Secondary pupils with <90% attendance	369	419	223	263	364	419	250	<table border="1"> <caption>No. of Secondary pupils with &lt;90% attendance</caption> <thead> <tr> <th>Quarter</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Q1 2019/20</td> <td>223</td> </tr> <tr> <td>Q2 2019/20</td> <td>263</td> </tr> <tr> <td>Q3 2019/20</td> <td>364</td> </tr> <tr> <td>Q4 2019/20</td> <td>419</td> </tr> </tbody> </table>	Quarter	Value	Q1 2019/20	223	Q2 2019/20	263	Q3 2019/20	364	Q4 2019/20	419	Increase from previous quarter. QIOs will continue to monitor attendance rates monthly.
Quarter	Value																		
Q1 2019/20	223																		
Q2 2019/20	263																		
Q3 2019/20	364																		
Q4 2019/20	419																		

Code & Short Name	Previous Years		Quarters				Q4 2019/20	Graphs	Past performance & future improvement Statements
	2018/19	2019/20	Q1 2019/20	Q2 2019/20	Q3 2019/20	Q4 2019/20			
	Value	Value	Value	Value	Value	Value			
GD-04 Number of people moving into employment through Employability Pathway	9	18	5	4	7	2		 <p>The Youth &amp; Employability Team are currently supporting 73 participants through the pathway with an additional 9 being supported but not registered due to COBID-19 lockdown.. The main barriers that participants face are long term unemployment, mental health issues, long term physical illness and low skills. We are working with people from all over Shetland aged 16 - 65 years. The referrals for the pathway are mostly from Job Centre Plus, social work and Skills Development Scotland. At the moment we are working with 4 young people who are Looked After. We provide a variety of activities to participants, group work activities, job search, training courses, qualifications and awards as well as work placements and work taster sessions. Two people gained employment in 2019-20 Quarter 4.</p>	
SQ04 Attendance rates - primary school pupils	95.45%	95.63%	96%	97.1%	94.9%	94.5%	94.9%	 <p><b>Performance:</b> Yearly government figures continually show Shetland to be performing above the last published national average of 94.9%. <b>Improvement:</b> To be monitored quarterly to maintain high levels.</p>	

Code & Short Name	Previous Years		Quarters				Q4 2019/20	Target	Graphs	Past performance & future improvement Statements
	2018/19	2019/20	Q1 2019/20	Q2 2019/20	Q3 2019/20	Q4 2019/20				
	Value	Value	Value	Value	Value	Value				
SQ05 Attendance rates - secondary school pupils	93.2%	93.03%	94.5%	94.3%	92%	91.3%	91.2%	<p>A bar chart showing quarterly attendance rates for secondary school pupils in 2019/20. The y-axis represents the percentage of attendance, ranging from 0% to 90% in 10% increments. The x-axis lists the four quarters: Q1 2019/20, Q2 2019/20, Q3 2019/20, and Q4 2019/20. The bars show attendance rates of 94.5% in Q1, 94.3% in Q2, 92% in Q3, and 91.3% in Q4. A horizontal line is drawn across the chart at the 91.2% target level, which is below the Q4 bar.</p>	<p><b>Performance:</b> Yearly government figures continually show Shetland to be performing above the latest published national average of 91.2%.</p> <p><b>Improvement:</b> :To be monitored quarterly to maintain high levels</p>	

## Appendix B (cont) - Sickness Absences - All Directorates (for comparison)

**NOTE:** Sickness absences are seasonal, therefore quarters are compared to the same quarters in previous years

Generated on: 23 June 2020

Short Name	Years			2 years ago	Last year	This year
	2017/18	2018/19	2019/20	Q4 2017/18	Q4 2018/19	Q4 2019/20
	Value	Value	Value	Value	Value	Value
Sickness Percentage - Whole Council	4.1%	4.2%	3.9%	5.3%	4.7%	3.8%
Sick %age - Chief Executive's "Directorate"	2.9%	2.8%	1.5%	5.9%	3.2%	1.4%
Sick %age - Children's Services Directorate	3.6%	3.6%	3.5%	5.4%	4.2%	3.6%
Sick %age - Community Health & Social Care Directorate	6.3%	5.9%	5.8%	7.0%	7.1%	5.5%
Sick %age - Corporate Services Directorate	2.6%	1.6%	1.8%	2.4%	1.9%	2.0%
Sick %age - Development Directorate	2.9%	4.3%	3.1%	3.7%	3.9%	3.4%
Sick %age - Infrastructure Directorate	3.3%	3.9%	3.5%	4.6%	4.5%	3.3%

## Appendix C - Complaints - Children's Services Directorate

This shows all complaints that were open during the Quarter.  
 Frontline complaints should be closed within 5 working days  
 Investigations should be closed within 20 working days

Generated on: 23 June 2020

### Failure to provide a service

ID	Stage Title	Received Date	Status	Closed Date	Service /Directorate	Days Elapsed	Complaint Upheld?
COM-19/20-1023	Investigation	04-Feb-2020	Closed	18-Feb-2020	Schools	10	Upheld

### Standard of service received

ID	Stage Title	Received Date	Status	Closed Date	Service /Directorate	Days Elapsed	Complaint Upheld?
COM-19/20-1028	Investigation	07-Feb-2020	Closed	06-Mar-2020	Schools	21	Partially Upheld
COM-19/20-1029	Investigation	07-Feb-2020	Closed	03-Apr-2020	Schools	40	Partially Upheld
COM-19/20-1030	Investigation	27-Jan-2020	Alert		Schools	106	

### Dissatisfaction with Council policy

ID	Stage Title	Received Date	Status	Closed Date	Service /Directorate	Days Elapsed	Complaint Upheld?
COM-19/20-1033	Frontline	26-Feb-2020	Closed	06-Mar-2020	Schools	7	

### Behaviour/Attitude of staff

ID	Stage Title	Received Date	Status	Closed Date	Service /Directorate	Days Elapsed	Complaint Upheld?
COM-19/20-1020	Investigation	27-Jan-2020	Closed	27-Feb-2020	Schools	23	Partially Upheld
COM-19/20-1032	Frontline	04-Mar-2020	Closed	12-Mar-2020	Schools	6	Partially Upheld
COM-19/20-1036	Investigation	16-Mar-2020	Closed	01-May-2020	Schools	34	Partially Upheld

Directorate



Risk Register - Childrens Services

Manager Helen Budge



Details	Risk type	Responsible Officer	Risk Ref	Last Review date	Next Review Date
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EC0017 - Economic / Financial - Other - Children's Services is required to make significant savings as part of the organisation's Medium Term Financial Plan. If savings projects fail or are delayed, the Service/ Directorate will fail to make the required savings, organisation wont meet requirements of MTFP. Children's Services continues to work towards realising efficiency. In addition there has been some increase in budget for off-island specialist placements. However, a recent and significant pay award has increased the overall payroll budget, and supply cover is both costly and not included in budgets.	Economic / Financial - Other	Helen Budge	EC0017	23/03/2020	23/08/2020
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Triggers	Consequences	Control Measures	Control Status	Current Risk Rating	Previous Current Rating
Savings project fails, delay, political change of direction, consultation proposal called in.	Failure to make the required savings, Organisation does not meet the requirements of the Medium Term Financial Plan.	<ul style="list-style-type: none"> <li>Children's Services continues to work towards realising efficiency savings</li> <li>Helen Budge</li> </ul>	In Progress	Very High	

**Review Comments** Reviewed for date 23/03/2020

Details	Risk type	Responsible Officer	Risk Ref	Last Review date	Next Review Date
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Children's Services has a large cohort of staff with many specialist posts. Shetland is a small place with a limited pool of labour. Also, unemployment is low. Vacant posts are difficult to fill, and this is acute in some areas. Retirement or resignation, particularly in specialist posts, can lead to recruitment costs, on-going vacancies and pressure on remaining staff. This is a particular challenge within education. There is a review of IJB scope and in relation to Children's Social work currently taking place and this be an additional pull on staff time.	Key staff - loss of	Helen Budge	EC0022	23/03/2020	23/08/2020
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Triggers	Consequences	Control Measures	Control Status	Current Risk Rating	Previous Current Rating

Risk Register - Childrens Services

Retirement, resignation, any issue that leads to a staff member leaving or no longer being in post.	Recruitment costs, vacant posts, pressure on remaining staff. Gaps in education, some pupils can't access their subject choices. Potential issues with competency can result in further staffing challenges.	<ul style="list-style-type: none"> <li>• <b>Recruitment and selection policy is being reviewed, transfer agreement for in place to support the efficient use of resources.</b> Regular monitoring of workforce profile information including recruitment and retention is carried out to be able to respond appropriately where there are hot spots in terms of no staff. However there are other challenges re supply and lack of qualified available supply. A new children's Social Work structure is in place. <i>Helen Budge</i></li> </ul>	In Progress	<table border="1"> <tr><td style="background-color: red; color: white;">High</td></tr> <tr><td>12</td></tr> <tr><td>Major</td></tr> <tr><td>Possible</td></tr> </table>	High	12	Major	Possible
High								
12								
Major								
Possible								

**Review Comments** Reviewed for date 23/03/2020

Details	Risk type	Responsible Officer	Risk Ref	Last Review date	Next Review Date
Organisation works within the, sometimes conflicting requirements for confidentiality, to meet FOISA requests, adress complaints, and the completing requirements to comply with DPA and met service needs, and be transparent and publicly accountable. There is a balance between managing the service and in respect of individual service users, and lastly the fast-changing digital world and Education apps present challenges.	Deadlines - failure to meet	Helen Budge	EC0020	30/05/2019	30/08/2020

Triggers	Consequences	Control Measures	Control Status	Current Risk Rating	Previous Current Rating				
Failure to meet legislative timescales and provide information, e.g FOISA, Complaints procedure and annual reporting not on time	Vulnerable to external scrutiny and litigation.	<ul style="list-style-type: none"> <li>• <b>System and plan in place to ensure new complaints and FOI requests are recorded and managed consistently.</b> Service is always striving to ensure information is shared appropriately. Where there has been an instance of sharing data inappropriately, steps are taken to ensure it cannot happen again. <i>Wendy Lowrie</i></li> </ul>	In Progress	<table border="1"> <tr><td style="background-color: orange;">Medium</td></tr> <tr><td>9</td></tr> <tr><td>Significant</td></tr> <tr><td>Possible</td></tr> </table>	Medium	9	Significant	Possible	
Medium									
9									
Significant									
Possible									

**Review Comments** Reviewed for date 30/05/2019

Details	Risk type	Responsible Officer	Risk Ref	Last Review date	Next Review Date
Children's Services has a large number of staff across many services. A failure or lapse in professional standards, or unforeseen incident could cause or lead to injury or harm to staff in the course of their employment, impact on communities, litigation, liability, press interest.	Accidents /Injuries - Staff/Pupils/ Clients/Others	Helen Budge	EC0016	23/03/2020	23/08/2020

Triggers	Consequences	Control Measures	Control Status	Current Risk Rating	Previous Current Rating				
Failure or lapse in professional standards / unforeseen incident	Injury or harm to staff in the course of their employment, Local press interest, impact on communities, litigation, liability	<ul style="list-style-type: none"> <li>• <b>CSMT to review PIN stats at the Directorate Safety Forum. Staff across the directorate participate in health and safety training.</b> Incident statistics analysis requested again 15 Oct 19. That will inform further plans to manage this risk. Risk assessments will be reviewed as the are moved to new online system. <i>Helen Budge</i></li> </ul>	In Progress	<table border="1"> <tr><td style="background-color: orange;">Medium</td></tr> <tr><td>9</td></tr> <tr><td>Significant</td></tr> <tr><td>Possible</td></tr> </table>	Medium	9	Significant	Possible	
Medium									
9									
Significant									
Possible									

**Review Comments** Reviewed for date 23/03/2020

Risk Register - Childrens Services

Details	Risk type	Responsible Officer	Risk Ref	Last Review date	Next Review Date	
<p>Children's Services manage services for children across the breadth of Shetland and in a range of contexts. In all areas of the department's work, every encounter matters.</p> <p>There are robust systems and procedures in place to support the early identification of risk. Preventative measures, effective communication, and information sharing to ensure that any changes or increased risk are identified quickly. Inter-agency Child Protection Training is led by Shetland Islands Council and overseen by the Shetland Public Protection Committee (SPPC) with training activity reported on a quarterly basis to SPPC.</p> <p>Children's Services is working to increase capacity in Shetland to provide accommodation for looked after children. This includes growth in the Foster Care and Residential Childcare Services, to reduce demand for more expensive out of area/ off island placements, and new accommodation building begins in Sept 2019.</p> <p>Child Protection - Children's Social Work manage high risk, complex situations in their work with families. This often requires significant resource provision to mitigate risks, and ensure the safety of children and young people. There are circumstances when Children's Social Work must accommodate children and young people away from home, and the Department's most significant risk is failure to appropriately accommodate looked-after children. Currently, there is a shortage of residential placements in Shetland and this results in placements being sought away from Shetland, which is undesirable, and comes at a high cost to the Council.</p>	Economic / Financial - Other	Helen Budge	EC0027	30/05/2019	30/08/2020	
Triggers	Consequences	Control Measures		Control Status	Current Risk Rating	Previous Current Rating
<p>Child requires an off-island placement, and the destination local authority chooses to recharge for the education element of the placement.</p> <p>Crisis or unanticipated escalation of a complex situation, which puts child at increased risk of harm.</p> <p>There is currently a shortage of residential placements in Shetland, and in some situations a specialist service may be required that cannot be provided in Shetland, such as secure accommodation or a parenting assessment unit.</p> <p>Failure to act quickly or to the extent that is required, because of restricted resources.</p>	<p>A child is exposed to harm for a longer period of time. This impacts on the child, the service and its staff, and sometimes the community. There is a financial risk, as placements have to be sought out with Shetland, which come at a high cost to the Local Authority.</p>				<p>Medium</p> <p>6</p> <p>Minor</p> <p>Possible</p>	

Risk Register - Childrens Services

	<p>• <b>From a resources perspective the risk is managed through the resource allocation panel</b>                  in terms of gatekeeping and through subsequent commissioning of placements via the national framework. The framework allows for all costs to be negotiated prior to placements starting.</p> <p>The five current priorities are:                  -carrying out condition and suitability surveys for schools estate to ensure that it is appropriate for the safe, efficient and effective delivery of services. This includes ensuring that buildings are used efficiently with spare capacity utilised, for example, by other services;                  -Employability - includes preparing children/ school leavers for current posts and those that will be available after service redesign, and apprenticeships in key areas. Focussing on innovating recruitment for Social Workers and Teachers, working with HR to look at vacancies, need to develop recruitment packs for trade fairs, ensure SIC vacancies are in Times Educational Supplement, and currently targeting reserve applicants (where suitable);                  - Early learning and childcare expansion;                  - Emotional wellbeing and resilience - for staff, pupils and all children with which we have contact. In the longer term, it is hoped that this will support young people to live well in Shetland, and will contribute to retaining a workforce of the future;                  -Residential care -starting building a new facility in Tingwall which will provide on-island accommodation and an opportunity to better support vulnerable children and young adults, particularly at points of transition and provides the opportunity to teach life skills.  <i>Helen Budge</i></p>	Implemented	
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**Review Comments** Reviewed for date 30/05/2019

Details	Risk type	Responsible Officer	Risk Ref	Last Review date	Next Review Date
Hayfield House is a large building with 96 staff. Management are required to ensure that all regular H & S checks and procedures are in place.	Health and safety - Statutory inspections	Helen Budge	EC0011	30/05/2019	30/08/2020

Triggers	Consequences	Control Measures	Control Status	Current Risk Rating	Previous Current Rating
<p>A Serious incident, including loss of life or serious injury, Loss of part or all of the building, Failure to ensure regular health and safety checks are carried out within Hayfield House could lead to a HSE inspection/ investigation. Could result in Legal and Financial Implications, Service delivery disrupted or stopped.</p> <p>Serious incident, including loss of life or serious injury; Loss of part or all of the building; Failure to ensure regular health and safety checks are carried out within Hayfield House</p>	<p>Legal and Financial Implications;                  Service delivery disrupted or stopped;                  Injury to person(s); staff absence;                  stress on colleagues; additional work;                  Reputational damage,</p>			<p>Medium</p> <p>4</p> <p>Major</p> <p>Rare</p>	

Risk Register - Childrens Services

	<p>• <b>All statutory requirements are in place and checked. Regular Safety Checks, Business Continuity Plan in place,</b>                  Building Services - PAT testing - annual                  Fire Risk Assessment and Plan reviewed annually                  Weekly fire alarm checks                  Yearly fire evacuation drills, risk assessments are carried out, up to date and shared.                  Annual check of fire fighting equipment                  Building checklist emailed to management team - 11 Oct 2016                  Monthly safety checks including emergency lighting etc                  Mandatory manager H &amp; S training  <i>Helen Budge</i></p>	<p>Approved</p>		
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**Review Comments** Reviewed for date 30/05/2019

Details	Risk type	Responsible Officer	Risk Ref	Last Review date	Next Review Date
<p>Children's Services operate within a complex legislative environment and is required to comply with national and local policies including equalities, etc, a breach of any of these could lead to a failure to meet statutory objectives, Care Inspectorate/ Health and Safety investigation, Poor report, censure, HSE improvement/ prohibition notice or prosecution.</p>	<p>Breach of Legislation - Data Protection, Human Rights, Employment Practice, Health and Safety etc</p>	<p>Helen Budge</p>	<p>EC0018</p>	<p>23/03/2020</p>	<p>23/11/2020</p>

Triggers	Consequences	Control Measures	Control Status	Current Risk Rating	Previous Current Rating
<p>Breach of standards/ procedures/ risk assessment controls, investigation following incident, inspection Concern has been raised regarding Care Inspectorate notifications and the efficacy of current approaches</p>	<p>Statutory objectives not met, Care Inspectorate/ Health and Safety, Poor report, censure, HSE improvement/ prohibition notice or prosecution</p>	<p>• <b>Wide-ranging GIRFEC training delivered and rolled out by CS staff inc to ASN service, implement of DPA training,</b>                  Comply with ERD policy to ensure training needs are met. FOISA training being provided for staff.                  All to be reviewed and redone.  <i>Helen Budge</i></p> <p>• <b>Risk Section has implemented new risk assessment system, is training staff to use, all risk assessments now carried out,</b>                  reviewed and shared. Risk management officer to present new online system to Head Teachers' meeting in February 2020.  <i>Helen Budge</i></p>	<p>Implemented</p> <p>Approved</p>	<p>Low</p> <p>3</p> <p>Significant</p> <p>Rare</p>	

**Review Comments** Reviewed for date 23/03/2020



## Education and Families Committee

## 2. Draft Capital Outturn Position 2019/20

Variance as at Q3  (Adv)/Pos £000	Service	2019/20 Revised Annual Budget at Q4 £000	2019/20 Draft Outturn at Q4 £000	2019/20 Budget v Outturn variance at Q4  (Adv)/Pos £000
0	Children Resources	435	0	435
701	Quality Improvement/Schools	1,601	1,615	(14)
<b>701</b>	<b>Total Controllable Costs</b>	<b>2,036</b>	<b>1,615</b>	<b>421</b>

An explanation for the main variances is set out below.

### 2.1 Children Resources - draft outturn underspend £435k

This underspend is due to a delay with new Residential Property project. An amendment was required on the Building Warrant, which resulted in the signing of the contract being later than anticipated, then building work was halted due to COVID\_19 restrictions.



## Education and Families Committee

## 1. Draft Revenue Outturn Position 2019/20

Variance as at Q3 (Adv)/Pos	Service	2019/20 Revised Annual Budget at Q4	2019/20 Draft Outturn at Q4	2019/20 Budget v Outturn Variance at Q4 (Adv)/Pos
£000	£000	£000	£000	£000
(68)	Director of Children's Services	2,290	2,438	(147)
(67)	Children and Families	1,338	1,435	(97)
157	Children's Resources	4,791	4,608	184
8	Library	939	922	16
446	Quality Improvement/Schools	35,190	34,515	675
(17)	Sport and Leisure	1,231	1,272	(41)
<b>458</b>	<b>Children's Services Directorate total</b>	<b>45,780</b>	<b>45,190</b>	<b>590</b>

An explanation for the main variances by service at quarter 4 is set out below.

#### 1.1 Director of Children's Services – draft outturn overspend (147k)

This overspend is due to ongoing service redesign of staffing across Children's Service and the regrading of clerical posts. There are also additional costs of £49k relating to COVID\_19 (Costs include additional cleaning materials, refund to parents for cancelled school trips and ongoing support to pupils who receive free school meals).

#### 1.2 Children and Families - draft outturn overspend (£97k)

Within this service area there are a number of social worker vacancies, resulting in a projected underspend of £193k. However, due to the nature of these posts it has become necessary to utilise agency staff to cover some of these vacancies, which is projected to result in an overspend of (£268k).

#### 1.3 Children Resources - draft outturn underspend £184k

This underspend is due to the ongoing restructure of Children's social work, there are several staff vacancies.

#### 1.4 Quality Improvement/Schools - draft outturn underspend £675k

This underspend is due to various specific grant income including Early Learning and Childcare (ELC) and Pupil Equity Funding (PEF) of £690k. This will be required to be carried forward into 2020/21.





<b>Meeting(s):</b>	<b>Shetland Islands Council</b>	<b>2 July 2020</b>
<b>Report Title:</b>	<b>Corporate and Executive Services – End of Year Performance Report 2019/2020</b>	
<b>Reference Number:</b>	<b>CRP-12-20-F</b>	
<b>Author / Job Title:</b>	<b>Christine Ferguson Director of Corporate Services</b>	

**1.0 Decisions / Action Required:**

1.1 That Shetland Islands Council:

- 1.1.1 DISCUSS the contents of this report;
- 1.1.2 COMMENT on the achievements of Corporate and Executive Services during 2019/2020;
- 1.1.3 COMMENT on the anticipated Risks and Services challenges of Corporate and Executive Services;
- 1.1.4 ADVISE managers of their views.

**2.0 High Level Summary:**

2.1 This report summarises the activity and performance of Corporate and Executive Services for 2019/2020, enabling Members to analyse the performance against the objectives set out in the current relevant plans, and in the Council’s Corporate Plan.

2.2 The Council’s Business Transformation Programme (BTP) and Service Redesign Programme (SRP) are currently being reviewed. The outcomes from that review will be presented to Shetland Islands Council.

2.3 Work to fully implement the Council’s Performance Management Framework (PMF), which was approved by Shetland Islands Council on 3 July 2019 (Min Ref 46/19) is ongoing. Full implementation of the revised arrangements was due to be completed during 2020/21. This work has stalled, temporarily, due to the requirement to prioritise the Council’s response to the Covid-19 pandemic.

**3.0 Corporate Priorities and Joint Working:**

3.1 Effective Planning and Performance Management are key aspects of Best Value and features of “Our Plan”, the Council’s Corporate Plan 2016-2020, which states:

*“Our performance as an organisation will be managed effectively, with high standards being applied to the performance of staff and services. Poor performance will be dealt with, and good service performance will be highlighted and shared.”*

**4.0 Key Issues:**

4.1 This report presents summary performance information regarding Corporate and Executive Services activities for 2019/2020.

4.2 In the Council's calendar of meetings for 2019/2020, specific performance monitoring meetings were removed and reports on performance, including progress reports and updates on specific topics/projects, were presented alongside other business.

4.3 A new joint Performance Management Framework (PMF) for NHS Shetland and Shetland Islands Council was approved by Policy and Resources Committee on 2 July 2019 (Min Ref:41/19) and by Shetland Islands Council on 3 July 2019 (Min Ref 46/19). This will see most performance data published on the new Council website and performance reports to the Council's Committees focussing on more in depth analysis and reporting on key issues and progress against outcomes. Work has started to map the capacity of existing performance management systems in directorates to do real time reporting for publication, and a pilot of this type of reporting is planned, however work has stalled on implementation of the Framework due to the need to prioritise resources to respond to the Covid-19 pandemic.

#### **4.4 Progress on Corporate Plan Outcomes**

Corporate and Executive Services lead on many of the '20 by 20' commitments in the Corporate Plan including:

- Excellent financial-management arrangements will make sure we are continuing to keep to a balanced and sustainable budget, and are living within our means.
- Our staff will have the highest possible standards of leadership and management, helping to create a culture that makes sure we achieve the things set out in this plan.
- Our arrangements for buying goods and services will be considered to be efficient and provide ongoing savings.
- We will be working in a more effective way, allowing us to cope with reduced resources. Processes that add no obvious value will have been replaced with more proportionate approaches based on effectively managing risks.
- Our approach to managing the risks we face will have resulted in a more risk-aware organisation that avoids high-risk activities.
- Our performance as an organisation will be managed effectively, with high standards being applied to the performance of staff and services.
- Poor performance will be dealt with, and good service performance will be highlighted and shared.
- We will be collecting more of the money due to us for the services we provide.
- More money will be going towards 'spend to save' initiatives, providing resources to fund innovative ways of working that save money but help us achieve our desired outcomes
- High standards of governance, that is, the rules on how we are governed, will mean that the Council is operating effectively and the decisions we take are based on evidence and supported by effective assessments of options and potential effects.
- We will have a better understanding of the number of assets we can afford with the resources we have available, and will have reduced the number of buildings we have staff in.
- We will have prioritised spending on building and maintaining assets and be clear on the whole-of-life costs of those activities, to make sure funding is being targeted in the best way to help achieve the outcomes set out in this plan and the community plan.
- Our staff and the public will feel more informed about the council's activities, through excellent communications systems.

## 4.5 Achievements in 2019/2020

The work of Corporate Services is wide ranging in its support to service delivery and service development across the Council. Listed below are some key achievements from 2019/2020 which reflect this:

- During 2019/20, work streams in the Business Transformation Programme (BTP) have continued to be supported by staff in Corporate and Executive Services; Given the progress made on a number of priorities in the BTP, the BTP Programme Board have agreed to review the Programme as the Council moves to one overall Change Programme;
- Corporate and Executive Services have prioritised support for a number of projects in the Council's Service Redesign Programme. This has included redirecting resources to focus on the College Merger Project, which ensured that the required Ministerial Merger Business Case was completed;
- A key development in 2019/2020, has been the strengthening of the Programme Management Office function in Corporate Services, through filling the role of Executive Manager, Change Programme and appointing a Projects Officer and a Change Programme Assistant;
- A new Communications Strategy was agreed by Shetland Island Council on 27 November 2019. The Strategy was developed through drawing on a wide range of views and comments received from staff at all levels across the organisation, and it sets a direction for the Council's communications work over the next three to five years;
- In 2019/20 Human Resources led on a significant piece of work to transform the Council's arrangements for Travel at Work. This work addressed an imbalance in the payment of allowances and enhancements highlighted in the Equal Pay Audit. The changes led to the removal of the lump sum Essential Car User payment, and the removal of the Casual Mileage Rate, and the universal application of HMRC mileage rates;
- As part of the Council's Fleet Review, Human Resources secured capital funding to purchase fifteen pool cars. These cars were allocated to the Care at Home Service to provide a travel solution for staff. This has supported the recruitment and retention of staff in this service area, particularly in the remoter parts of Shetland, and it has also helped to reduce the Council's carbon emissions;
- In 2019/2020 Human Resources piloted "Equally Safe at Work", an initiative led nationally by Close the Gap, which explores people's experience of gender equality at work and takes action to support the issues which are identified. For Shetland Islands Council, a staff survey was used, and following on from the outcomes of the survey, a new policy was introduced: Violence Against Women, A New Policy to Support Employees, and in addition, the Equality and Diversity Policy was updated. ;
- During 2019/2020 149 different staff members were supported and empowered by Counselling or Coaching through the Staff Welfare Service;
- Through the work of Workforce Development, in partnership with Edinburgh College a Professional Development Award in Childhood Practice has been introduced for our Early Learning and Childcare staff. The course meets the requirements of our I Grade Senior Practitioner post in Early Years, which allows career progression for those in this post on the lower grade, or those looking to study something related to their post. We are now providing the qualification needed at the correct level with modern content, at a reasonable price and Edinburgh College tailor made the course to be fully online and suitable for our remote location;

- Human Resources worked in partnership with Children's Services to secure Spend to Save funding for six bursaries of £12,000 each, to be paid to six Council employees to undertake their Post Graduate Diploma in Education in the 2020/2021. Human Resources have supported with the preparation of training agreements and access to bursaries. The idea was to enable those who would not normally be able to give up working to study, the opportunity to do so;
- The repopulation of 8 North Ness was substantially complete by the end of the calendar year 2019;
- The Property Asset Management Strategy, Implementation Plan was approved by Shetland Islands Council in June 2019;
- All of the planned capital works for 2019/20 to support the expansion of Early Learning and Childcare were achieved. This puts Shetland Islands Council ahead of most other local authorities in Scotland;
- Corporate Services successfully delivered a European Election, a General Election, and two local by-elections, one for the Scottish Parliament and one for Shetland Islands Council;
- Shetland Islands Council has now benefited from a full year of Audit Glasgow directing our programme of internal audit activities;
- Our Emergency Planning Service benefitted from additional temporary staffing resource to support the co-ordination of the Council's response to the Covid-19 crisis;
- ICT completed major upgrades of the Council's email system and virtual data storage infrastructure
- Our ICT service upgraded all of the Council's desktop computers from Windows 7 to Windows 10. In total, this is approximately 3500 machines. Many other councils have not yet managed to achieve this;
- At the end of March 2020, our ICT service supported the mobilisation of the Council's workforce, to work from home in the wake of the Covid-19 crisis. This was in excess of 1000 members of staff. In addition, they provided support and assurance to head teachers to give devices to pupils to take home to enable them to access remote learning when our schools closed. At any one time, there are now 500-600 staff connecting remotely into the Council's network. This work has included enabling switchboard services to operate, and providing Webex and Microsoft Teams services to facilitate virtual meetings to take place;
- Forty-five staff were trained in Data Protection Impact Assessments in 2019/2020;
- Legal Services have successfully recruited two trainee solicitors and one qualified solicitor, leaving now only one vacancy in the service;
- Payroll Services in Finance have implemented an upgrade to the CHRIS system which streamlines Employee Records Management, and thus improves the process of making returns to HMRC;
- Revenues and Benefits in Finance have also adopted an electronic workflow for applications for support. This has again, streamlined processing;
- Human Resources and Payroll Services have also commenced a project to digitalise more processes. This has commenced with a mapping exercise which has enabled waste to be eliminated from existing paper-based processing. Appropriate Firmstep forms are now being developed.

#### **4.6 Risks, and Service Challenges**

The ongoing unknown of Covid-19, will present a number of challenges in 2019/2020. These include:

- The impact of ongoing restrictions on the local construction industry which are likely to mean that projects will take longer to complete, and cost more;
- The need for Emergency Planning to support the redevelopment of Business Continuity Plans across the Council which are fit for purpose to deal with a number of different scenarios arising out of our community continuing to live with Covid-19;
- The need to progress the information governance, and data protection work which stalled in 2019/2020 to deliver on four separate elections;
- The need to prepare for Scottish Parliamentary elections in May 2021 which may need to be delivered differently as a result of the Covid-19 pandemic;
- Provision of robust connectivity throughout Shetland if staff are expected to continue to mostly work from home.
- The risk of further delay on major service redesign projects due to restrictions / constraints arising from Covid 19 and the opportunity costs as Covid 19 activities are prioritised.
- Continuing financial pressures exacerbated by additional spend on Covid 19 related activity.
- There will be challenges facing managers and staff as services begin working through their recovery and renewal that will have an impact on workforce sustainability.
- Ensuring the council puts in place appropriate health and safety control measures to protect our staff and the community.

#### **4.7 Opportunities**

- The Covid 19 pandemic has forced change and new ways of working on everyone. This has provided opportunities for Shetland Islands Council to make progress on transformational change. The Recovery and Renewal work, which is underway, will determine which aspects of this experience the organisation needs to build on to ensure services to the community of Shetland are sustainable and robust. In that regard, it will be essential for Corporate Services to continue to deliver on business transformation projects eg digital transformation

#### **4.8 Financial Performance**

- The Directorate is expecting to spend £12.394m on controllable revenue by the end of the year; an overspend of £489k compared to the Directorate's approved revenue budget of £11.905m. The projected overspend is mainly due to a lower negotiated lease and consultant costs for Scatsta Airport (£234k), additional non-domestic rates for properties owned not budgeted for (£62k), giving discretionary relief on non-domestic rates (£161k), insurance claims being higher than the average claim level (£83k) and higher costs for computer maintenance agreements (£98k). This has been offset by staff vacancies across the directorate £175k and a proposed carry forward of external ring-fenced grant income of £136k.
- Fund Manager Fees are non-controllable with a projected revenue outturn position of £1.007m, an underspend of £380k compared to the approved budget of £1.387m as a result of asset transfers to fund managers with higher fee levels not being concluded as quickly as anticipated.
- The capital spend for the Directorate is anticipated to spend £16.625m by the end of the year against a budget of £18.228m and underspend of £1.603m. The revaluation of SLAP properties resulted in acquisition costs underspend by £1.554m. Slippage on projects of £143k has been identified as required in

2020/2021. There has been an overall overspend on ICT projects of (£72k), mostly due to the new virtual server cost (£154k).

#### **5.0 Exempt and/or Confidential Information:**

5.1 None.

#### **6.0 Implications:**

<b>6.1 Service Users, Patients and Communities:</b>	Effective performance management and continuous improvement are important duties for all statutory and voluntary sector partners in maintaining appropriate services for the public. The Council uses customer feedback and complaint analysis, both internal and external to drive service change and service improvement.
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<b>6.2 Human Resources and Organisational Development:</b>	<p>Care is taken to ensure that staff are involved and informed about changes arising from service developments that might affect them; that HR are closely involved and that relevant Council policies are followed.</p> <p>Ensuring staff feel valued and supported especially through periods of challenge and change is a key consideration for the Corporate and Executive Services Management Team. The Human Resources Partnership Group (HRPG), Corporate Services Health and Safety Forum and Corporate Services Consultation Forum provide regular opportunities for staff representatives including representatives of recognised trades unions, to raise and discuss issues with managers.</p>
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<b>6.3 Equality, Diversity and Human Rights:</b>	The Council uses Equalities Impact assessments to ensure its services are supporting those most in need and not making inequalities worse.
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<b>6.4 Legal:</b>	The Council has a statutory duty to report its progress in achieving Best Value. This report is integral to complying with that obligation.
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<b>6.5 Finance:</b>	<p>This report demonstrates that the services under the remit of the Policy and Resources Committee are projecting to spend more than their Council approved revenue budget and less than their Council approved capital budget, with £143k slippage required in 2020/21.</p> <p>Further information is provided in section 4 paragraphs 4.8.</p>
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<b>6.6 Assets and Property:</b>	There are no implications for assets and properties arising directly from this report.
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<b>6.7 ICT and New Technologies:</b>	A number of items in the Directorate and Corporate Plans refer to ICT assets, access and security.
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	<p>The Council relies increasingly on digital connectivity and systems for the successful delivery of services to the community. The Council's response to Covid 19 has accelerated the use of digital solutions to many routine activities. New ways of working will need to be assessed as an integral part of the Council's Recovery and Renewal Framework.</p>	
<b>6.8 Environmental:</b>	<p>There are no environmental implications arising directly from this report.</p>	
<b>6.9 Risk Management:</b>	<p>Failure to deliver and embed effective performance management increases the risk of the Council working inefficiently, failing to focus on customer needs and being subject to negative external scrutiny.</p> <p>This report includes information regarding challenges and risks that have been a feature of the work undertaken by Corporate and Executive Services during 2019/20.</p>	
<b>6.10 Policy and Delegated Authority:</b>	<p>The Council's Constitution – Part C - Scheme of Administration and Delegations Section 2 - 2.2 Policy and Resources states that Policy and Resources Committee has overall delegated authority for performance management and reporting on behalf of the Council and responsibility for the development and performance monitoring of a range of corporate support services.</p> <p>Accordingly, the Corporate and Executive Services performance reports are ordinarily presented to the Policy and Resources Committee.</p> <p>However, Policy and Resources Committee business is currently being presented to meetings of the Council as a consequence of the response to the ongoing Covid 19 pandemic.</p>	
<b>6.11 Previously Considered by:</b>	None.	

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24 June 2020

**Appendices:** None

END





<b>Meeting(s):</b>	<b>Shetland Islands Council</b>	<b>2 July 2020</b>
<b>Report Title:</b>	<b>Corporate Risk Register report</b>	
<b>Reference Number:</b>	<b>CRP-13-20-F</b>	
<b>Author / Job Title:</b>	<b>Christine Ferguson Director Corporate Services</b>	

### **1.0 Decisions / Action required:**

- 1.1 That Shetland Islands Council:
- CONSIDER the content of this report and of the Corporate Risk Register attached as Appendix 1;
  - ADVISE the Chief Executive and Corporate Management Team of their views; and
  - ENDORSE the actions being taken by management to mitigate the risks described in Appendix 1.

### **2.0 High Level Summary:**

- 2.1 This report introduces the Council’s Corporate Risk Register, which is attached at Appendix 1. The Corporate Risk Register is complemented by the Confidential Corporate Risk Register, which is the subject of a separate report on today’s agenda.
- 2.2 The Council’s Corporate Management Team (CMT) reviews both the Corporate Risk Register and the Confidential Corporate Risk Register when it meets as the Council’s Risk Board.
- 2.3 The risks identified reflect the significant challenges facing the Council at this time. These include the Covid 19 pandemic, changes in Scottish Government and UK policy, BREXIT, increasing financial constraints and local and national skills shortages.

### **3.0 Corporate Priorities and Joint Working:**

- 3.1 The priorities set out in the Council’s Corporate Plan include:
- ‘Our approach to managing the risks we face will have resulted in a more risk-aware organisation that avoids high-risk activities’, and
  - ‘We will be an organisation that encourages creativity, expects co-operation between services and supports the development of new ways of working’.

The ongoing identification and monitoring of corporate risks are key components of that approach.

3.2	The Council is working closely with partner agencies through Shetland's Emergency Planning Forum in order to respond effectively to the Covid 19 pandemic. The Council is the lead agency locally for the Recovery and Renewal phases.
<b>4.0 Key Issues:</b>	
<p><b>Covid 19</b></p> <p>4.1 The Covid 19 pandemic has had a profound effect globally, forcing change in what we do and how we do it.</p> <p>4.2 Many of the risks to the Council and our community have been exacerbated by Covid 19. This is reflected in the risk register at Appendix 1. An update on the Council's response to Covid 19 is the subject of a separate report to the Council today.</p> <p>4.3 A Covid 19 Return to Work Checklist and Risk Assessment has been developed and is being used together with route maps for services as we work through the Recovery and Renewal phases of the pandemic.</p> <p>4.4 It is anticipated that Covid 19 will dominate our thinking for some time to come and it is important to make sure that we do not lose sight of the other risks the Council faces, which are described in Appendix 1.</p>	
<b>5.0 Exempt and/or confidential information:</b>	
5.1	None
<b>6.0 Implications :</b>	
<b>6.1 Service Users, Patients and Communities:</b>	Efforts to identify and monitor risks including those to communities who access services through partner-providers, help ensure that service users, services and communities are protected. The risks to service users, patients and communities arising from the Covid 19 pandemic are at the heart of the Emergency Planning Partnership response.
<b>6.2 Human Resources and Organisational Development:</b>	Both ORG0050 and ORG0032 refer to staff shortages and the increased workload challenges for existing staff.
<b>6.3 Equality, Diversity and Human Rights:</b>	An Equalities Impact Assessment is not required in connection with this report.

<b>6.4 Legal:</b>	<p>Legal risks are considered for all risks and included where necessary in the Corporate Risk Register.</p>
<b>6.5 Finance:</b>	<p>All risks can have a direct or indirect financial cost, whether in terms of the impact, or the cost of preventing a risk from happening.  Covid 19 is having a significant effect on the Council's financial position through additional costs incurred in the emergency response and ongoing changes to service delivery.  The pandemic has also had a detrimental effect on the Council's reserves.</p>
<b>6.6 Assets and Property:</b>	<p>Risks regarding financial sustainability consider the maintenance cost challenges in relation to the Council's estate and Shetland's infrastructure.  Covid 19 has the potential to require significant changes to property.  A Recovery and Renewal Accommodation Group has been set up jointly with NHS Shetland to share resources and to co-ordinate any work required.</p>
<b>6.7 ICT and new technologies:</b>	<p>The Covid 19 pandemic has highlighted the risks to Shetland caused by a lack of investment in digital connectivity.  Additional equipment has been purchased to support people to work from home.</p>
<b>6.8 Environmental:</b>	<p>The cost of maintaining Shetland's infrastructure is significant, and moves to more environmentally friendly assets and infrastructure require additional capital investment.  There are opportunities through the Recovery and Renewal phases of Covid 19 to retain some of the new ways of working introduced of necessity, which would contribute to environmental sustainability, reducing the carbon footprint.</p>
<b>6.9 Risk Management:</b>	<p>Risk assessment and risk management are a feature of everything we do and are critical to the Council's role in the community at this time.</p>
<b>6.10 Policy and Delegated Authority:</b>	<p>Policy &amp; Resources Committee requires the Corporate Risk Register to be reported periodically [<i>Min. ref. 43/17</i>]. The Risk Management Strategy forms part of the Policy Framework contained in Section A of the Constitution – Governance, which states that the management body for the Risk Management Strategy lies within the remit of the Policy and Resources Committee. Ensuring proper management of the Corporate Risk Register is therefore a delegated matter for the Policy and Resources Committee.</p> <p>Policy &amp; Resources Committee agreed the Risk Management policy, strategy and associated documents including the Risk Board terms of reference, [<i>Min. ref. 43/17</i>]. However, the Council instructed that the Corporate Risk Register should also be reported to the Council [<i>Min.Ref. SIC 20/16</i>] so that all Members</p>

	<p>are informed and involved in discussing the high level and strategic risks facing the Council.</p> <p>Currently, Policy and Resources Committee business will be taken as part of meetings of Shetland Islands Council due to changes to the meeting schedule as a consequence of the ongoing Covid 19 pandemic</p>	
<p><b>6.11 Previously considered by:</b></p>	<p>None</p>	

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23 June 2020

**Appendices:**

Appendix 1 – Corporate Risk Register

END

## Directorate Details

### Directorate



### Risk Register - Shetland Islands Council

Manager Maggie Sandison



Details	Risk type	Responsible Officer	Risk Ref	Last Review date	Next Review Date	
<p>Climate change / carbon - Climate is a fundamental determinant of all aspects of well-being all across the world. In Shetland we are keenly aware of our environment and the day to day effects climate has on our activities, social and economic opportunities, safety and lifestyles. There is a growing evidence base available on what climate impacts will be. The organisation has made significant steps forward in terms of understanding the scope of the challenge for Shetland and in establishing proposed approaches to manage that challenge. 15 "Key Consequences" were highlighted in the Scottish Climate Change Adaptation programme (2014), these will be highly significant across a wide spectrum of the Shetland environment, economy and society. It is internationally accepted that we are now experiencing a "climate emergency" and that significant steps need to be taken to prepare and deliver adaption and mitigation plans and actions.</p> <p>All public bodies have duties and obligations under legislation to produce adaption plans to help cope with these changes and to produce mitigation plans to reduce climate emissions against very challenging targets. These adaption and mitigation actions will require very significant resources and focus to deliver and will require review and potential restructure of many aspects of social and economic organisation and service delivery.</p>	Environmental - Other	John Smith	ORG0051		22/10/2020	
Triggers	Consequences	Control Measures		Control Status	Current Risk Rating	Previous Current Rating
<p>Physical: Climate event</p> <p>Community/ organisational: Organisations/ public bodies/ influencers and individuals fail to understand the magnitude of the challenge, fail to engage in debate, fail to co-ordinate and align plans, fail to work together to deliver the changes required to build resilience and mitigate against further climate change. Council and other public bodies fail to adequately co-ordinate and plan, fail to be effective catalysts for change. Silo working/ tensions and organisations working in different directions.</p> <p>Failure to understand and plan for the magnitude and scope of change required; failure to establish resilient</p>	<p>Organisation and Community: Some are not prepared/ not resilient in face of change and hence impacts are disproportionately severe. Some communities and some groups of individuals cannot access or benefit from new infrastructure/ service delivery mechanisms/ networks, and hence are disadvantaged. Community wellbeing is negatively impacted for an extended period of time.</p> <p>Work to build resilience and mitigate against impacts is delayed and is not</p>				<p>Very High</p> <p>25</p> <p>Extreme</p> <p>Almost Certain</p>	

Risk Register - Shetland Islands Council

<p>energy networks (generation, storage, distribution, access), social and community networks (delivery and access to services, transport). Financial: cost of change exceeds limited financial resources available.</p>	<p>as effective as planned. Financial: Impact on all services and across Shetland for an extended time. Depletion of reserves. Incurrence of borrowing and debt. Physical: Damage from storm, flood, increased impact from and frequency of damaging climate events, impact on industry/ agriculture/ community/ infrastructure/ housing.</p>	<p>• <b>This planning and activity has to take place in Shetland as critically as anywhere else.</b> Shetland Islands Council is obliged to act as part of it's duties as a public body, as are all other Government agencies. Shetland Islands Council also understands its leadership role in the Shetland community and has no doubt that there is a clear understanding and strong commitment across our community to play our part in addressing this global issue.</p> <p>Shetland Islands Council also recognises that the range of actions which will be required to achieve such a fundamental change will require widespread partnership. That will be needed right across Shetland and with the wider national and international community.</p> <p>We also recognise that it will be very important to understand the Shetland dimensions around particular issues and possible changes to avoid being left behind as general and national solutions are implemented outwards from the centre.</p> <p>We also understand that we will have to work actively to find solutions that meet Shetland needs and issues rather than just rely on centrally generated and sometimes inappropriate "one size" answers which may work elsewhere but not in Shetland.</p> <p>The scope of this challenge is so wide that all key service strategies and plans across the Council, and those of our partners, will need to be revised to ensure that appropriate consideration of "Climate Change" implications is fully reflected in each as an early activity in our overall response.</p> <p><i>John Smith</i></p>	<p>Proposed</p>		
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**Review Comments**

Details	Risk type	Responsible Officer	Risk Ref	Last Review date	Next Review Date
<p>COVID-19 is still a major focus of the Council. The Council continues to be directed by the Scottish Government on their COVID-19 Route Map and Framework for Decision Making. The documents sets out a route map for through and out of the crisis using phases where restrictions imposed are removed depending on the level of containment of the virus and also the R number in Scotland. The current discussions between the Council and the Scottish Government are around how restrictions can be removed but also re-imposed on a local area if there is an outbreak.</p> <p>The frequency of meetings of various groups and workstreams from the emergency phase is reducing in frequency and the focus is working alongside that with recovery and renewal.</p> <p>There is still significant partnership working continuing. Two Forums were created, the Shetland Business Resilience Forum and the Shetland Community Resilience Forum and these discussed and addressed concerns and issues. Their focus has also started to look at recovery and renewal for Shetland going forward.</p> <p>There has been a very detailed amount of work undertaken in relation to Care for People and creation of a Community Hub to address specific concerns in relation to individuals shielding and vulnerable.</p> <p>The Services across the Council have completed Service Planning Route Maps for the different phases</p>	Customer / Citizen - Other	Maggie Sandison	ORG0053	30/03/2020	30/08/2020

Risk Register - Shetland Islands Council

allowing an Accommodation Working Group to prioritise work required to facilitate the return to schools and also services into buildings. Risk Assessments have also been completed by Services for the requirements needed in order that they can re-occupy buildings.  
 This has also been seen as an opportunity to review how services are delivered and where from; the outbreak has necessitated working from home and the technology, equipment and facility to achieve that consistently, efficiently and effectively.

Triggers	Consequences	Control Measures	Control Status	Current Risk Rating	Previous Current Rating
Covid-19 pandemic, second wave, any new cases in Shetland	<p>Significant impact on staff and service users across Shetland.</p> <p>Vulnerable services include care homes because people with underlying health issues and the elderly are at particular risk. In addition, a minimum number of staff are required to operate the service.</p> <p>Loss of premises – where any staff member or other user of that building is diagnosed with Covid-19, or exhibits symptoms and has recently returned from a specific area, or has had contact with someone with a suspected or confirmed diagnosis – This could result in closure of schools, offices and other public building.</p> <p>Loss of people - staff and their contacts self-isolate, or are ill. Not enough staff to deliver essential services. Impact on service users, particularly acute impact on vulnerable service users such as those accessing care at home, or those who have underlying health conditions.</p> <p>Financial hardship, significant impact on those living in poverty. Financial impact on small businesses.</p> <p>A recurrence and re-imposition of lockdown could threaten the Council's ability to deliver essential services.</p>	<p>• <b>A range of controls are in place and working, as described in the Details of this risk.</b></p> <p>Shetland Islands Council will receive an update on the Council's covid-19 response and the Recovery &amp; Renewal Framework at its meeting on 2 July. In addition: SIC Emergency Plan is compatible with NHS Shetland Major Emergency Procedure, and multi-agency co-operation is in place. SIC is following NHS advice and guidance; Shetland Islands Council is liaising closely with NHS Shetland; The Shetland Emergency Planning Forum is guided by the Director of Public Health; All Executive Managers have revisited their business continuity plans in light of the current situation. As part of that response Emergency Planning and Resilience has stepped up communications and meetings of key stakeholders, and has clarified different risk scenarios.</p> <p>A significant amount of work has gone into planning and preparing for renewal - this includes different approaches to schools returning on 11th August - and this is a changing picture given the rapid developments nationally.</p> <p>ICT has carried out a significant review and analysis of equipment resources, and have identified additional resources which are available in light of three levels of hypothetical need.</p> <p>Various wider initiatives are in place by govt, businesses and organisations to mitigate impacts.</p> <p><i>Maggie Sandison</i></p>	In Progress	Very High	

**Review Comments** Reviewed for date 30/03/2020

Details	Risk type	Responsible Officer	Risk Ref	Last Review date	Next Review Date
<p>Preparatory work for a No Deal EU Exit was in place for the EU Exit date of 31-10-19. This was then extended to 31-01-20. A managed EU Exit meant there should be no major consequences for Civil Contingencies.</p> <p>A Food sub group was formed and oversaw the different aspects of pooling the information and</p>	Political - Other	Maggie Sandison	ORG0037	21/02/2020	21/08/2020

Risk Register - Shetland Islands Council

resources available in Shetland in relation to Food Security, Insecurity and Poverty.  
Both the Council's Tactical Team and the Food sub group were utilised in the response to COVID-19.  
They are still in place and can readily be re-activated towards EU Exit, if required.

Triggers	Consequences	Control Measures	Control Status	Current Risk Rating	Previous Current Rating
A lot of work directed towards EU Exit has been paused by the UK Government in the response to COVID-19. The expected frameworks, legislation and trade agreements may be in place, but without detail.	EU Exit and the framework that is agreed will have major consequences for the economy of Shetland and different sectors. Key social and economic risk factors include: Impacts on national migration policy which will limit the ability of workers to travel to the UK – this will particularly affect rural areas where industries such as food processing, construction, aquaculture, hospitality and social care are key employers with a reliance on an element of migratory workers, but where entry-level jobs may not meet proposed earnings thresholds. Impacts on population growth due to reduced migration – particularly in rural areas where population growth is driven by in-migration rather than natural growth.	<ul style="list-style-type: none"> <li><b>Revised Planning Assumptions are awaited</b> and this is on the Corporate Management Team agenda, which is currently meeting twice weekly. These will need to be reviewed and assessed against the current and projected response, recovery and renewal work being undertaken in relation to COVID-19.</li> <li>This will have to be reviewed by the Council's Corporate Management Team as there is a large commitment towards COVID-19 response as present, from across the Council and particularly in the Development Directorate.</li> <li>Changes to trading conditions – changes to how goods can traverse key trading routes such as the English Channel will have serious repercussions for exporting industries such as agriculture, fish catching and aquaculture, where international markets may be more economically important than the domestic market</li> <li>Finance and support for businesses and communities – rural areas of Scotland have benefitted significantly over the years from EU funding support designed to improve competitiveness of vulnerable areas, support community regeneration or promote regional development. The absence of this support threatens to hamper the development of rural areas and the ability to recover from COVID impacts through regeneration projects.</li> </ul> <p><i>Ingrid Gall</i></p>	Approved	Very High	

**Review Comments** Reviewed 21/02/2020

Details	Risk type	Responsible Officer	Risk Ref	Last Review date	Next Review Date
Need for investment in Shetland's infrastructure - The Council invested heavily in infrastructure at the time when the oil industry was taking off. This infrastructure was funded from income generated from the oil industry. That infrastructure is now ageing and will need to be replaced, however, the financial situation is now tighter which will mean that it will be challenging to finance this.	Physical - People / Property - Other	Christine Ferguson	ORG0021	21/02/2020	21/08/2020

Triggers	Consequences	Control Measures	Control Status	Current Risk Rating	Previous Current Rating
Need for Investment in Shetland's infrastructure	Challenge to finance the maintenance and/or replacement of existing infrastructure			Very High	

Risk Register - Shetland Islands Council

	<p>• <b>The current Asset Investment Plan focuses on</b>                  the maintenance of existing assets in order to prolong their useful economic lives. This should mitigate against the risk of immediate failure. In order to address the longer term replacement of assets, a Borrowing Policy was approved by Council on 11 December 2013.</p> <p>Other measures in place include: MTFP, budget monitoring and scrutiny, clear and robust roles and responsibilities for managers and financial procedures &amp; regs. A report on Long Term Asset Investment planning has been prepared and presented to the Council. It identifies the extent of future programmes, which will inform funding options. LTAI planning highlights the significant challenges - for example fair funding for ferries is a challenge that is larger than is manageable by the SIC and requires national input and support. Lobbying of Scottish Govt to be undertaken.</p> <p><i>Christine Ferguson</i></p>	Implemented	
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**Review Comments** Reviewed 21/02/2020

Details	Risk type	Responsible Officer	Risk Ref	Last Review date	Next Review Date
<p>Organisational challenges - The Council is undergoing a period of significant change against a background of significant external pressures from local and national factors, now and going forward. Various Transformation and Redesign projects are in progress in order to deliver an organisation that has the "Right Shape, Right Skills, Right Culture" for the future, with the MTFP being a key driver. BTP and SR projects are significant in terms of workload and staff input, particularly across Corporate Services at a time when the wider organisation is also challenged by difficulties in recruiting and a small local labour pool. National skills shortages are more acutely felt in Shetland as remoteness is an additional challenge to successful recruitment. The tertiary merger project is a significant piece of work, as are the various activities around the operation of the IJB.</p> <p>The Council is the biggest employer in Shetland so is key to the sustainability of communities in terms of service provision and employment.</p> <p>The workforce strategy sets out ten elements under the three themes:                      Right Shape: 1. Workforce Profiling and Planning, 2. Recruitment and Retention, 3. Pay and Reward, 4. Equality &amp; Diversity                      Right Skills: 5. Developing our Workforce, 6. Leadership &amp; Management, 7. Spotting and growing talent                      Right Culture: 8. Employee Engagement, 9. Health &amp; Wellbeing, 10. Continuous Improvement.</p> <p>The Council Values help shape and embed the "right culture" and are being threaded through the business of the Council with current focus including recruitment, induction and performance management.</p>	Change management failure	Christine Ferguson	ORG0050		16/10/2020

Triggers	Consequences	Control Measures	Control Status	Current Risk Rating	Previous Current Rating
<ul style="list-style-type: none"> <li>Revised budget post Scottish Govt settlement – budget-setting challenges, requirement to make savings now and in the future - the new MTFP places ambitious financial targets on the organisation;</li> <li>Implementing various pay and conditions requirements plus 3rd edition of JE scheme;</li> <li>The planned governance reviews,</li> </ul>	<p>The organisation cannot demonstrate "right shape, right skills, right culture" and hence struggles to deliver the services that communities require, within available resources;</p> <p>Impact on planned work particularly corporate/ strategic review and</p>			<p>High</p> <p>16</p> <p>Major</p> <p>Likely</p>	



Risk Register - Shetland Islands Council

<p>SVT processes Oil received through pipeline from East of Shetland (Brent &amp; Ninian Pipeline Systems) and West of Shetland (Clair Pipeline System). East of Shetland volumes are in long term decline but West of Shetland is forecast to increase significantly over the coming years and be sustained for a considerable period of time, c2050-60. There are however evaluations and negotiations ongoing between Clair system owners and SVT operator and owners about whether a long term contract for Clair/SVT can be agreed, or whether some by-pass option might be preferred. Without Clair volumes the medium / long term future of SVT would be in some jeopardy.</p>	<p>If SVT cannot secure long term business on a satisfactory commercial basis then there is a risk that the terminal would close in the medium term perhaps around 2025. A significant decline or cessation of Oil &amp; Gas activity at SVT would have very considerable economic, financial and social consequences.</p>	<p>• <b>The Council has recognised that there is a significant review process</b> being carried out at the moment between Clair and SVT. Discussions have been held with both parties and further discussions sought with the UK Oil &amp; Gas Authority (OGA). An internal/ external project team has been established to focus on this issue and specific items of technical advice are being considered with legal, financial and technical advisors. Engagement has been initiated through the Sullom Voe Association and Council SVA directors are being kept informed of developments as a sounding board. Further reports on progress and plans will be brought to Council through appropriate channels to ensure commercial confidentiality." <i>John Smith</i></p>	<p>In Progress</p>	<p>High 15 Extreme Possible</p>
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**Review Comments** Reviewed, remains current  
16/10/2019

Details	Risk type	Responsible Officer	Risk Ref	Last Review date	Next Review Date
<p>Social and economic impact from new Northern Isles ferries contract - Transport Scotland has reviewed the Northern Isles Ferry Service and began tendering the service in January 2019 with the aim of having a new contract awarded by the end of July 2019 and the contract commencing on 31 October 2019. At the point of tendering it is known that the service specification cannot meet even the short term economic and social needs of Shetland. If this position is sustained for any significant period of time then there will be serious constraints on important economic sectors such as aquaculture, fishing, engineering and fabrication, construction and tourism.</p> <p>Serco Northlink was announced at the end of Sept as the preferred bidder, but that was put on hold while the tender process was challenged in the courts. That challenge has now been withdrawn, and it is understood that the contract will proceed on the same basis. There has been reference to 'flexibility' in the service but there is no clarity on what that means nor how it would be accessed or implemented.</p>	Partnership working failure	Michael Craigie	ORG0046	03/10/2019	03/10/2020

Triggers	Consequences	Control Measures	Control Status	Current Risk Rating	Previous Current Rating
<p>Failure to agree and implement variations to the contract to put in place service and infrastructure improvements that adequately address short to medium economic and social need.</p>	<p>The contracted service does not meet the needs of Shetland, can't support the economic growth of Shetland and could trigger economic stagnation and decline. An opportunity to address societal inequalities is missed. Significant societal and economic impact is experienced in Shetland</p>	<p>• <b>Scottish Government has structured the contract so that it is "flexible"</b> and variations can be made to the contract to reflect changing economic and social needs.</p> <p>Resources will be applied to gather and submit evidence to Transport Scotland making the case for contract variations as soon as possible to address capacity constraints, reliability and costs for freight and passengers. <i>Michael Craigie</i></p>	Approved	<p>High 15 Extreme Possible</p>	

**Review Comments** Updated to show preferred bidder.  
03/10/2019

Details	Risk type	Responsible Officer	Risk Ref	Last Review date	Next Review Date
<p>Partnership working failure - Shetland Islands Council and specific Directorates, Services and sections are in a number of partnerships. Some have a legislative element and have a strategic directing role (the Community Planning Partnership, SADP, etc), some are entered into for the purpose of delivering services (Community Health and Social Care/ IJB, SIC Housing Service and Hjalmland Housing</p>	Partnership working failure	Christine Ferguson	ORG0040	27/03/2020	27/08/2020

Risk Register - Shetland Islands Council

Association). Many are contractual but for some, the partnership may exist only through an informal agreement. There is no formal list of the council's partnership arrangements or agreements.

Triggers	Consequences	Control Measures	Control Status	Current Risk Rating	Previous Current Rating
Partner fails (legally, financially, is wound up, becomes insolvent or goes into administration) or is no longer able to provide their part of the partnership. Grant or funding is cut to partner. Board resignation, difficulty in recruiting board members, failure to achieve buy-in from essential partners, volunteer fatigue.	If a partner fails, the responsibility to deliver service or function for which the partnership was formed, may fall to Shetland Islands Council. Contractual obligations such as leases may become the (moral or financial) responsibility of Shetland Islands Council. Financial responsibilities such as for pensions, may fall to Shetland Islands Council. Civil liabilities such as through claims, may fall to Shetland Islands Council in the event that joint liability exists.	<ul style="list-style-type: none"> <li>• <b>Various controls in place.</b></li> <li>All new admitted bodies comply with current requirements, all contracts are scrutinised by Legal Services / Governance and Law/ Finance staff.</li> <li>Assurance required that managers engage with Corporate Services BEFORE commencing service redesign programmes. Managers must adhere to Commissioning and Procurement framework.</li> <li><i>Jan R Riise</i></li> </ul>	Approved	High	

**Review Comments** Reviewed for date 27/03/2020

Details	Risk type	Responsible Officer	Risk Ref	Last Review date	Next Review Date
Unanticipated additional demand from a (fragile) community - The Council, along with a range of partners, is tasked with delivering services to the breadth of the population and to all communities. Development Service has a role in providing locality-specific services to support fragile / remote/ rural communities. The Council's MTFP requires significant savings to be achieved within a constrained timescale, and is pursuing an ambitious Business Transformation programme and Service Redesign Projects in order to meet those savings requirements.	Economic - Other	Neil Grant	ORG0045	21/02/2020	21/08/2020

Triggers	Consequences	Control Measures	Control Status	Current Risk Rating	Previous Current Rating
Any unanticipated increase in service need from a community, changing demographic or socio-economic situation relevant to a specific community.	Unanticipated additional demand on services may not be able to be met because of difficulty in recruiting or the unavailability of people to deliver that service, unbudgeted-for costs, impact upon services and resources, failure to act to the extent that is required or within the timescales required may exacerbate or fail to resolve or mitigate the challenges to that community.	<ul style="list-style-type: none"> <li>• <b>Planned control measures include:</b></li> <li>Impact of connectivity from broadband and transport links; working with communities to develop sustainable plans; Progressing 'Islands with small populations' project</li> <li><i>Neil Grant</i></li> </ul>	Proposed	High	

**Review Comments** reviewed 21/02/2020

Details	Risk type	Responsible Officer	Risk Ref	Last Review date	Next Review Date
Equal pay gap/ pay claims - The Equal Pay Audit carried out on 2015/16 pay resulted in a published pay gap of 11.21% in favour of men. This is calculated on basic pay, and when other pay elements and	Economic - Other	Denise Bell	ORG0044	21/02/2020	21/08/2020

Risk Register - Shetland Islands Council

allowances, except non-contracted overtime are included the gap increases to 16.23%. when non-contracted overtime is included the gender pay gap increases further to 20.05%. The Equality and Human rights Commission advise that any gender pay gap greater than 5% is of concern and action should be taken to address the gap.

Triggers	Consequences	Control Measures	Control Status	Current Risk Rating	Previous Current Rating
<p>Failure to address the identified issues, public / media scrutiny, equal pay claim from a member of staff, scrutiny by EHRC.</p>	<p>There is a risk that not addressing the equal pay gap identified in the Equal Pay Audit 2016 could lead to equal pay claims being made where pay inequalities exist. There is a risk that recruitment and retention of staff is detrimentally impacted by a failure to address barriers from gender, disability and race inequalities, and that this will impact on service delivery. A failure to realise the benefits of greater diversity in employment represents a waste of talent and an opportunity to address workforce and skills shortages. Occupational segregation means the clustering of employees with a particular protected characteristic into particular occupations or different levels of work. The published Equal Pay Statement 2017-2021 provides analysis that shows 97% of employees in the Marine occupational category are men, while 89% of employees in the Care occupational category are female. The data also shows an under representation of male employees in lower grades relative to their share of total employees, and an over representation at higher grades, with the reverse that case for female employees.</p> <p>These will also place a demand on resources and require specialist legal input, there will be financial pressure from legal costs and any damages, reputational damage and negative media coverage should there be equal pay claims, and a detrimental impact</p>	<p>• <b>Various significant activities are in place: The SIC Workforce Strategy,</b> Equal pay Statement; Equal pay Audit Action plan.</p> <p>A new council-wide approach is being developed in the Council's travel at work arrangements for implementation by 1 April 2019, a new pool car scheme has been approved for use by the care at home service to address inequalities identified through the equal pay audit.</p> <p>The council published its equal pay gap information in April 2019, and is carrying out a further equal pay audit.</p> <p><i>Denise Bell</i></p>	<p>Implemented</p>	<p>High</p> <p>12</p> <p>Major</p> <p>Possible</p>	

Risk Register - Shetland Islands Council

	on staff confidence and morale. Increased recruitment and retention difficulties are likely.			
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**Review Comments** Reviewed 21/02/2020

Details	Risk type	Responsible Officer	Risk Ref	Last Review date	Next Review Date
<p>Risk of harm to a child - Children's Services manage services for children across the breadth of Shetland and in a range of contexts. In all areas of the department's work, every encounter matters. There are robust systems and procedures in place to support the early identification of risk. Preventative measures, effective communication, and information sharing to ensure that any changes or increased risk are identified quickly. Inter-agency Child Protection Training is led by Shetland Islands Council and overseen by the Shetland Public Protection Committee (SPPC) with training activity reported on a quarterly basis to SPPC.</p> <p>Children's Services is working to increase capacity in Shetland to provide accommodation for looked after children. This includes growth in the Foster Care and Residential Childcare Services, to reduce demand for more expensive out of area/ off island placements, and new accommodation building begins in Sept 2019.</p> <p>Child Protection - Children's Social Work manage high risk, complex situations in their work with families. This often requires significant resource provision to mitigate risks, and ensure the safety of children and young people. There are circumstances when Children's Social Work must accommodate children and young people away from home, and the Department's most significant risk is failure to appropriately accommodate looked-after children. Currently, there is a shortage of residential placements in Shetland and this results in placements being sought away from Shetland, which is undesirable, and comes at a high cost to the Council.</p>	Accidents /Injuries - Staff/Pupils/ Clients/Others	Helen Budge	ORG0025	17/02/2020	17/08/2020

Triggers	Consequences	Control Measures	Control Status	Current Risk Rating	Previous Current Rating
<p>Crisis or unanticipated escalation of a complex situation, which puts child at increased risk of harm. There is currently a shortage of residential placements in Shetland, and in some situations a specialist service may be required that cannot be provided in Shetland, such as secure accommodation or a parenting assessment unit. Failure to act quickly or to the extent that is required, because of restricted resources.</p>	<p>A child is exposed to harm for a longer period of time. This impacts on the child, the service and its staff, and sometimes the community. There is a financial risk, as placements have to be sought out with Shetland, which come at a high cost to the Local Authority.</p>			<p>High</p> <p>12</p> <p>Major</p> <p>Possible</p>	



Risk Register - Shetland Islands Council

Review Comments		Reviewed for date				
		23/03/2020				
Details	Risk type	Responsible Officer	Risk Ref	Last Review date	Next Review Date	
Failure of medium term financial planning - The Medium Term Financial Plan covers the period from 2018/19 to 2023/24 and as an instrument to direct the organisation's budget setting and expenditure is prudent and in line with available resources. Over 75% of the Council budget is funded by the Scottish Govt. The local authority's annual grant from the Scottish Govt is expected to reduce in the short and medium term but is currently un-quantified, a reduction of 7.29% has been assumed across the MTFP period. This amount has been estimated based on a best case scenario of a possible growth of 2.7% and a worst case scenario of a reduction of 14.4% over the next 5 years.	Economic climate	Jamie Manson	ORG0039	21/02/2020	21/02/2021	
Triggers	Consequences	Control Measures		Control Status	Current Risk Rating	Previous Current Rating
Organisation's failure to plan or put in place sustainable services for future years, continued reductions to govt grant of an unanticipated or unknown magnitude.	If there is no adequate planning to take account of grant reduction then the Council will be unable to respond to the uncertainty presented by austerity which could result in knee-jerk decisions being made to balance budgets and/ or an unsustainable draw from Council reserves.	<ul style="list-style-type: none"> <li>• <b>Service redesign across all areas to identify and implement sustainable</b> levels of service going forward. Implementation of business transformation programme to support service redesign. Impact of 19/20 financial settlement is generally in line with MTFP expectations, however full funding of internal ferry services is not included which creates an immediate pressure of £2.9M on the Council's 19/20 budget (and on the MTFP). Settlement also reinforces the need for the Council to transform the way it provides services in the future in order to deliver the right outcomes in an efficient and cost-effective way (for the community), i.e. to proceed with the ambitious Service Redesign programme and Business Transformation Programme <i>Jamie Manson</i></li> </ul>		Implemented	High	
					12 Significant Likely	
Review Comments		Reviewed				
		21/02/2020				
Details	Risk type	Responsible Officer	Risk Ref	Last Review date	Next Review Date	
The SIC Pension Fund is currently not 100% funded. At 31 March 2017 triennial evaluation the Fund was 90% funded. The SIC Pension Fund, as well as the Council has a number of Scheduled and Admitted Bodies that have liabilities to fund over the long term. Admitted bodies failing or being unable to meet their contributions places risk from these arrangements on the Council, as the largest contributor to the Pension Fund.	Customer / Citizen - Other	Jamie Manson	ORG0034	21/02/2020	21/08/2020	
Triggers	Consequences	Control Measures		Control Status	Current Risk Rating	Previous Current Rating
Any circumstance that triggers a liability to crystallise	Financial impact, significant long term obligations on pension fund employers				High	
					12 Major Possible	

Risk Register - Shetland Islands Council

		<p>• <b>The 2017 Triennial valuation has been completed,</b> along with a revised Funding Strategy Statement (FSS). This provides an up-to-date funding position for the SIC Pension Fund along with a revised FSS to ensure the Funds deficit can be met over the long term. Deficits are estimated to be recovered over a period of less than 20 years. A review of the Pension Fund strategy was approved by the Pension Committee and Board on 22nd May 2018 and is now in progress. KPMG are advising us of options in relation to the Pension Fund investment Strategy in order to realise the Pension Fund Strategy objective of reaching 100% funding level by 2027.</p> <p>For Bodies seeking admission to the Pension Fund, if they are not a scheduled body with tax raising powers, they must provide a guarantee and/or bond to meet any liabilities should they default in the future. This mitigates the risk to the Fund in relation to new employers.</p> <p><i>Jamie Manson</i></p>	In Progress		
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**Review Comments** Reviewed  
21/02/2020

Details	Risk type	Responsible Officer	Risk Ref	Last Review date	Next Review Date
<p>AHS Knab site redevelopment failure/ delay - The old Anderson High School campus at the Knab is a large open site with a number of buildings on it. There are various access points to the campus and it is surrounded by residential properties. The school was vacated in Sept/ Oct 2017 when the service/ staff/ pupils, etc moved to the new build at the Clickimin.</p> <p>The Council has completed a Masterplanning Exercise, The Knab Masterplan was adopted as Supplementary Guidance to the Local Development Plan in June 2019, and the Project is now entering the implementation phase.</p> <p>A new project team has been formed to bring this forward, and planning permission is in place for demolition, which will soon be out to tender.</p>	Missed opportunities	Robert Sinclair	ORG0035	21/02/2020	21/02/2021

Triggers	Consequences	Control Measures	Control Status	Current Risk Rating	Previous Current Rating
Failure to properly plan for the future of the site	A failure to plan for the future of the site could lead to missed opportunities to capitalise on this asset, . There will be on-going costs associated with the site, rates, maintenance etc. and a risk of vandalism or other damage. There is also a risk of reputational damage if the site is not developed.	<p>• <b>The Council has undertaken</b> a master-planning exercise for this site. It was completed in June 2019 and approved by Council. Asbestos survey and preparatory work prior to demolition work are now complete.</p> <p>A project risk register has been prepared and details to various challenges and measures planned and in place to mitigate risks.</p> <p><i>Robert Sinclair</i></p>	In Progress	High	10 Extreme Unlikely

**Review Comments** Reviewed  
21/02/2020

Details	Risk type	Responsible Officer	Risk Ref	Last Review date	Next Review Date
Viewpoint survey findings and fall-out - A second organisation-wide Staff Viewpoint Survey was carried out in late 2017 for the purpose of gauging staff opinions and levels of engagement. The returns were analysed with the issues prioritised, and that information was reported to Directors, Managers and staff with Action Plans developed for services as well as a council-wide plan led by the Chief Executive. The comments made reflect concerns about the Council, recent changes, and the impact of	Missed opportunities	Denise Bell	ORG0031	27/03/2020	27/09/2020

Risk Register - Shetland Islands Council

those changes.

Triggers	Consequences	Control Measures	Control Status	Current Risk Rating	Previous Current Rating
Perception (real or imagined) that organisation, senior management or specific manager(s) will not/ have not acted upon the findings of the survey. No change evidenced, status quo despite assurances or promises to the contrary. Failure to communicate change to front-line staff, failure to embed change, so situation reverts to that which led to dis-satisfaction.	Disillusioned/ unhappy / disengaged staff, increased disillusionment following the expectation that the survey would make a difference, no confidence in manager or organisation, demotivated staff, poor commitment to Service, impact on Service and/or productivity. Staff retention issues - Increased turnover of staff with resulting recruitment costs and service impacts. Reputational damage, staff more likely to raise grievances. Stress, increase in sickness absence, perception that the whole exercise was a waste of public money.	<ul style="list-style-type: none"> <li>• <b>Ensure good two way communication between staff and management,</b> a new communications strategy is being developed to put in place a framework to deliver this that has been informed by the results of the Viewpoint Survey. PDPs and carried out and staff training needs are met. A new set of Values and Behaviours are now in place and promoted widely, the next stage is to embed these in to our business as usual. The Council's Workforce Strategy, Staff Development Policy and Personal Development Plan Policy set out clear direction and framework to ensure the tools are in place to make sure this happens. Directorate Consultation Forums are in place to bring together senior managers and staff representatives at least 4 times a year to exchange information and maintain communication throughout the organisation. The second Viewpoint Survey completed in January 2018 shows improvement in all factors. A new Viewpoint Action Plan is in place with a new approach taken using focus groups to deliver these actions. This is combined with providing opportunities for development for staff as part of the Council's talent management in leading or participating in these groups. Every opportunity is taken to encourage staff to reflect on the values and participate in focus groups. A new staff recognition scheme has been introduced and led by the Chief Executive. The Chief Executive has carried out three "meet the Chief Executive" sessions to open up channels of communication even wider. <i>Denise Bell</i></li> </ul>	Implemented	Medium	9 Significant Possible

**Review Comments** Reviewed for date 27/03/2020

Details	Risk type	Responsible Officer	Risk Ref	Last Review date	Next Review Date
Challenges to implement Corporate Address Gazetteer - The Corporate Address Gazetteer is a Scottish Government system that is populated by each Local Authority with address information for residential and domestic properties. The information in the gazetteer is increasingly being used by emergency services to locate properties, and the plan is to use it for the 2021 census, which is to be completed electronically for the first time. The data in the Shetland section of the gazetteer is less than satisfactory. ICT have taken on the role as Custodian and are working with colleagues across departments to improve the quality of the data.	Records/Research data/systems/security/confidentiality/ back-up.	Susan Msalila	ORG0048	21/02/2020	21/02/2021

Triggers	Consequences	Control Measures	Control Status	Current Risk Rating	Previous Current Rating
The gazetteer, which is required to support service delivery (e.g. for the census), does not function as required due to the poor quality of the data.	Impact on service, possible incidents of emergency services not being able to identify property locations, delay to census, national embarrassment, potential penalty from Scottish or UK Government.	<ul style="list-style-type: none"> <li>• <b>ICT has</b> taken on the responsibility for the post of Custodian, and work is ongoing to update and correct entries to ensure that the Gazetteer is fit for purpose for all uses. <i>Susan Msalila</i></li> </ul>	In Progress	Medium	9 Significant Possible

**Review Comments** Reviewed 21/02/2020

Risk Register - Shetland Islands Council

Details	Risk type	Responsible Officer	Risk Ref	Last Review date	Next Review Date
Workload/ pressure on organisation and on Corporate Services - Recent Council activities plus local / national issues have led to an increased workload for Services across the Council and within Corporate Services - and particularly for Finance, Governance and Law, ICT, Capital Programme and Human Resources. There is a limit to how much additional work staff can absorb - staff and services are considered to be at capacity. Currently many member of staff are working from home which poses a number of challenges in the way we work. Digital connectivity is an issue for some and new ways of working are required in response to the pandemic	Corporate/Community plan - failure to meet	Christine Ferguson	ORG0032	23/03/2020	23/03/2021

Triggers	Consequences	Control Measures	Control Status	Current Risk Rating	Previous Current Rating
Main triggers include: revised budget post Scottish Govt settlement, budget setting challenges - the requirement to make savings now and in the future, implementing various pay and conditions requirements plus 3rd edition of JE scheme, the tertiary review is a significant on-going piece of work, as are the various tasks and activities around the establishment and operation of the IJB. Governance and law workload includes governance reviews and organisation-wide project work. Service redesign work also requires significant staff time.	Impact on planned work including in particular important corporate/ strategic reviews and strategy development: there is a risk that work will not be scheduled or will not be completed on time, leading to missed opportunities and/or increased costs. Teams at capacity, stress on staff, potential sickness absence, any reduction in resources, e.g. from absences, or resources diverted, can lead to missed opportunities or deadlines/ impact on quality of work as well as difficulty in meeting timescales. Significant work/ strategic planning/ long-term vision is affected or displaced by urgent tasks, short deadlines, reactive work and external demands. Impact on quality of work, missed information, failure to take adequate account of all relevant information, poor quality input / information can lead to poor decision-making.	<ul style="list-style-type: none"> <li>• <b>Our Plan 2016-20 has been agreed. This explains the outcomes that the SIC wants to achieve by April 2020.</b> Our financial planning process is more robust and in line with other planning processes. The risks to Directorate and Service plans are articulated and considered in reports. The Risks for new initiatives including the allocation of resources are considered at Project start up and kept under review. <i>Christine Ferguson</i></li> <li>• <b>The effects of the Covid 19 pandemic</b> are being monitored and adjustments made where possible to ensure minimal disruption to services. <i>Christine Ferguson</i></li> </ul>	In Progress	Medium	
				9	
				Significant	
				Possible	
			In Progress		

<b>Review Comments</b>	Reviewed for date 23/03/2020
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Details	Risk type	Responsible Officer	Risk Ref	Last Review date	Next Review Date
Risk of harm to employees - Shetland Islands Council has circa 3,000 staff working across a range of services and a large geographic area. In 19/20, 599 Personal Incident Notifications were submitted for incidents and near misses involving employees, and of those, 16 incidents were required to be reported to the HSE under RIDDOR (Reporting of Incidents, Diseases, Dangerous Occurrences Regulations). xx EL claims. SIC staff, services and facilities also come into contact with members of the public, neighbours and passers-by, all of whom can be affected by Council's acts and omissions.	Accidents /Injuries - Staff/Pupils/ Clients/Others	Christine Ferguson	ORG0052		13/08/2020

Risk Register - Shetland Islands Council

Triggers	Consequences	Control Measures	Control Status	Current Risk Rating	Previous Current Rating
<p>Unanticipated incident that involves an employee. Any event, act or omission which results in harm to an employee, or which is considered a 'near miss'. Any event, act or omission which causes, or has the potential to cause, harm or injury to a member of the public.</p>	<p>Near miss or incident resulting in injury or harm, negative impact on injured person, investigation, bad publicity, HSE criminal and civil action, penalty/prosecution/ claim, financial loss, lost time, impact on service.</p>	<p>• <b>Health, safety and welfare policies in place, underpinned by procedures and monitoring</b>                      to ensure robust management of health and safety risk.                      Reporting of incidents, analysis of incident reports, monitoring at safety forums and Central Safety Consultative Committee.                      Programme of inspections, monitoring of systems and stats.                      Training programmes in place.                      Health and safety training for all managers.                      Premises compliance regime in place and monitored.  <i>Christine Ferguson</i></p>	In Progress	<p>Medium</p> <p>9</p> <p>Significant</p> <p>Possible</p>	

Review Comments

Details	Risk type	Responsible Officer	Risk Ref	Last Review date	Next Review Date
<p>Shortage of key staff/ skills - The Council is required to manage changes and challenges in its workforce and in some services across the organisation there are considerable challenges in recruitment, such as social work, teaching and other technical and professional posts. These difficulties are not limited to Shetland. Services must review the demands on services, consider strategies to attract and retain employees and they need accurate and timely data and analysis from the council's HR system to inform their decision making. Human Resources must ensure that effective use is made of information management and reporting to support services to enable effective workforce and succession planning. HR and Council services must work together to develop and review policies, procedures and the employment offer from the Council to minimise the risks of having insufficient staff to deliver council services.</p>	Employment issues	Denise Bell	ORG0018	21/02/2020	21/08/2020

Triggers	Consequences	Control Measures	Control Status	Current Risk Rating	Previous Current Rating
<p>Increase in staff turnover and inability to recruit staff to vacant posts .</p>	<p>Posts remaining unfilled due to failure to recruit which places strain on services to deliver and increases pressure on existing workforce. The relocation and interview expenses budget increases with the increasing need to recruit from outwith Shetland. We are also having to advertise more frequently with teaching posts in particular being difficult to fill. Services must engage proactively with HR in order to analyse the reasons why staff leave to minimise staff turnover. Working patterns, and terms and conditions of service should also be reviewed by services to remove any unnecessary barriers to</p>	<p>• <b>HR continually reviews the council's HR policies and processes to</b>                      ensure policies and procedures support the organisation to become more responsive and flexible in the deployment of existing staff. The Council's Workforce Strategy provides a framework to focus attention and prioritise work streams that identify and develop talent as well as increase the number of ways young people can join the organisation.                      Attracting and retaining staff is a priority and a pilot recruitment exercise to support the Planning service to fill large number of vacancies has tried a range of new approaches to try to increase and improve our ability to recruit.                      The Council's Market Forces Policy can be applied in appropriate circumstances. A business transformation project to streamline HR and payroll activities is being developed in order to increase self-service and improve workflow.  <i>Denise Bell</i></p>	Implemented	<p>Medium</p> <p>8</p> <p>Minor</p> <p>Likely</p>	

Risk Register - Shetland Islands Council

		employment.					
<b>Review Comments</b>		Reviewed 21/02/2020					
<b>Details</b>		<b>Risk type</b>	<b>Responsible Officer</b>	<b>Risk Ref</b>	<b>Last Review date</b>	<b>Next Review Date</b>	
<p>Malicious cyber attack - this could happen at any time. ICT and SIC have a host of security systems and approaches in place. However, an attack, successful or otherwise, can always happen. It may be impossible to tell whether there has been an attack, or what any attack has looked at/ taken/ copied. Any attack could result in compromise /damage to systems or reputation, data leak, loss of data or system downtime.</p>		Malicious damage/ vandalism/sabotage	Susan Msalila	ORG0029	27/03/2020	27/09/2020	
<b>Triggers</b>	<b>Consequences</b>	<b>Control Measures</b>			<b>Control Status</b>	<b>Current Risk Rating</b>	<b>Previous Current Rating</b>
Attack on the Council's network resulting in compromise/damage to systems or reputation, data leak, etc	Loss of data, system downtime	<ul style="list-style-type: none"> <li>• <b>Anti-virus and firewall defences, ICT security policy,</b> <ul style="list-style-type: none"> <li>, boundary appliance scan all incoming e-mail;</li> <li>Corporate anti-virus installed on all servers and workstations;</li> <li>Corporate firewalls, Systems support team ensure software and hardware are patched to the latest secure versions;</li> <li>Annual penetration testing resulting in security remediation actions, PSN and Cyber Essentials Plus certification;</li> <li>Regular internal system scans and reviews to ensure systems are up to date and secure. System monitoring for unusual activity, which may be linked to a cyber-attack</li> <li>Fortnightly Security Review meetings discuss and evaluate threats;</li> <li>Active participation in national Security forum CiSP, and implementation of advice from government bodies such as Secure Email Blueprint, Webcheck, and Secure DNS.</li> <li>Documentation of a Cyber Incident Response plan, including escalation points of contact at central government level, including Netcraft.</li> </ul> </li> </ul> <p><i>Susan Msalila</i></p>			Implemented	Medium	
<b>Review Comments</b>		Reviewed for date 27/03/2020					
<b>Details</b>		<b>Risk type</b>	<b>Responsible Officer</b>	<b>Risk Ref</b>	<b>Last Review date</b>	<b>Next Review Date</b>	
<p>Failure to deliver the College merger would result in an unsustainable tertiary sector within Shetland. A Full Business Case for merger was agreed in December 2018 and the subsequent Ministerial Merger Business Case (MMBC) was agreed by NAFC in April and the Council in May 2020. The target vesting date is now likely to be August 2021 – which would allow time for the necessary consultation, engagement from Scottish Funding Council (SFC) as well as formal consultation by the Scottish Government prior to Ministerial approval being sought.</p> <p>The overall delay to the project has directly impacted on stakeholders financially. SFTCT are experiencing financial challenges as a direct result, with transitional funding from the Council agreed in May 2020 for the current financial year. Delay was not factored into the Council's own 20/21 budget setting.</p> <p>The Shadow Board meets monthly and the Principal Designate took up post in early October 2019. The delays extend uncertainty for staff and students, following a number of years of uncertainty.</p> <p>The merger is a 'Phoenix' model which provides challenges, especially in relation to TUPE for having a legal entity in place prior to vesting for e.g. formal consultation.</p>		Professional - Other	Christine Ferguson	ORG0049	27/03/2020	27/09/2020	

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The most important goal is to achieve merger and to do so in the best way, as timescales become pressurised good practice and necessary diligence can become lost.  
 Director Corporate is now the Senior Responsible Officer for the project and there are dedicated Council project resources in place to support transition to the new college.  
 EIS have raised a number of concerns about the proposed governance model of the new entity (unincorporated), which includes a number of communications. It has also received press coverage. There were delays to registering the new entity but that was completed in November 2019. It is proposed that the new entity is unincorporated and registered as a charity.  
 External stakeholders are fearful that there may be project failure, even though public funds have been invested to over a number of years. They are concerned at the length of delays, lack of joint working as well as the level of scrutiny from EIS (which has included contact with Scottish Government).

Triggers	Consequences	Control Measures	Control Status	Current Risk Rating	Previous Current Rating
Project management failure; Partner failure; SFTCT insolvency; Lack of external financial support from SFC Inadequate transitional planning; Lack of joint working between stakeholders; Ministerial approval not obtained Delays as a result of C-19, Brexit or the 2021 May Scottish Elections	Merger failure; Failure to deliver a sustainable and affordable model for tertiary education, training and research; Partner may cease to exist; Impact on SIFP; Impact on Council budgets; Risk of staff being misinformed about their future, etc by other stakeholders; Risk of reputational damage by further delays; Loss of key staff/increase requests for early retirement; Change to Council decision taken in December 2018 / May 2020. Relationship damage and loss of confidence.	<ul style="list-style-type: none"> <li><b>The Director – Corporate represents the Council on the Merger Joint Working Group.</b></li> <li>The Council's College Merger Implementation Project Board currently meets weekly. Briefing notes are prepared and circulated to the Shetland College Board and/or elected members as required.</li> <li>Informal TUPE consultation meetings are held regularly with Unions and communication with staff is maintained (including circulating FAQs). The merger is a standing agenda item at HRPG meetings and a programme of JCC meetings are in place.</li> <li>The Council's Welfare Service is available to staff.</li> <li>The Council has in place dedicated project resources through the Change Programme as well as resources from within Corporate Service specialisms as required.</li> <li>UHI's Chief Operating Officer has now taken on a more active project role within the merger working group and the Shadow Board</li> <li>A Transition Board is being established which will take on the strategic function of the Shadow Board and also support TUPE consultation, etc.</li> <li><i>Christine Ferguson</i></li> </ul>	In Progress	Medium	

**Review Comments** Reviewed for date 27/03/2020

Details	Risk type	Responsible Officer	Risk Ref	Last Review date	Next Review Date
Uncontrolled release of data - The Council handles significant quantities of data including confidential and personal data on a daily basis. It is expected to be an exemplar of good practice and to maintain high standards of security and confidentiality at all times. Information management is managed within the legislative framework as set out by the Information Commissioner.	Breach of Legislation - Data Protection, Human Rights, Employment Practice, Health and Safety etc	Christine Ferguson	ORG0030	17/10/2019	17/10/2020

Triggers	Consequences	Control Measures	Control Status	Current Risk Rating	Previous Current Rating

Risk Register - Shetland Islands Council

<p>Data is released in an uncontrolled manner, accidentally or deliberately, and potentially without the knowledge of the organisation, because of a lack of training/ understanding, poor security, loss of paperwork or data-storing technology.</p>	<p>Release results in reputational damage or action against the organisation by the Information Commissioner. Financial loss/ fine. Negative media coverage and reputational damage. Possible disciplinary action, stress for staff. Loss of confidence in Services.</p>	<p>• <b>Current and planned controls -</b> There are systems and procedures in place to prevent the loss of data and information. All Directors are identified within the Information Management Strategy and Governance Structure as Senior Information Asset Owners, and as the owners of Information Management Risks they are responsible for ensuring that the risks are managed in accordance with Council policy and practice. The Information Governance Board regularly receives and addresses reports relating to data breaches, and also provides strategic overview in terms of the appropriate handling of the Council's records. A number of staff have now accessed training in basic Data Protection by accessing online training through iLearn. Work continues on implementation of the new Data Protection 2018 Act, including the creation of service Privacy Statements, reviewing personal information audits, management briefings and staff training. In particular, 30 officers have completed training on Data Protection Impact Assessments across all Directorates.</p> <p>Planned: Information management and improvement is a strand of the Business Transformation Programme 2016-2020. This is supported by an Information Management Strategy, which provides a framework for improvement and development of information management policies and procedures to ensure our services can work together in a smarter way. The Improvement Programme includes a number of work streams, including information security, business continuity, culture and training, all of which will contribute to further reducing the risks inherent with maintaining and processing large amounts of information, and will aim to keep these considerations at the forefront of business transformation projects. Governance, accountability and strategic direction for the Information Improvement Programme is provided by the Information Governance Board. The Board includes those who have management responsibility, accountability and ownership of information assets and this will be supplemented by the continued raising of awareness amongst, and further training of, managers, administrators and other staff in the proper handling of information. <i>Anne Cogle</i></p>	<p>Approved</p>	<p>Medium 8 Major Unlikely</p>
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**Review Comments** Control measure update by A Cogle  
17/10/2019

Details	Risk type	Responsible Officer	Risk Ref	Last Review date	Next Review Date
<p>Long term financial planning failure - fulfilling the Council duty of best value has been defined (in part) by the Accounts Commission as addressing and doing more long term planning. Failure to recognise the longer term factors that impact on Council finance and service delivery obligations and challenges may result in serious criticism from Audit Scotland and the Accounts Commission, while at the same time impacting on customers and the organisation at large.</p>	<p>Economic / Financial - Other</p>	<p>Jamie Manson</p>	<p>ORG0042</p>	<p>17/02/2020</p>	<p>17/02/2021</p>

Triggers	Consequences	Control Measures	Control Status	Current Risk Rating	Previous Current Rating

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<p>Failure to prepare and take account of longer term scenario planning and to make informed assumptions about the impact of those on services and finance. A trend in the one-off use of reserves to balance revenue budgets. Use of invested capital for one-off or recurring expenditure and failing to recognise the cost of that capital and the impact on future budgets.</p>	<p>If the Council operates unsustainably and without intervention it will have to increasingly rely on its reserves, the compounding effects of this eventually resulting in the depletion of reserves/investments and being no longer able to provide additional funds to support services in the General Fund budget. Reputational damage, the current expectations of customers not met and the Council outcomes not achieved.</p>	<p>• <b>Strong financial management arrangements in place, with MTFP refreshed and</b> reported to Council in August 2018. A clear and robust financial cycle of annual budget process, regular monitoring and annual accounts in place, with positive feedback from external auditors. Regular / annual review of MTFP based on adoption of current year's budget and any likely changes in wider local government funding environment.</p> <p>Work to review the LTFP is expected to commence over the next 12 - 18 months.</p> <p>Service redesign across all areas to identify and implement sustainable levels of service going forward. Implementation of business transformation programme to support service redesign. <i>Jamie Manson</i></p>	<p>Implemented</p>	<p>High</p> <p>5</p> <p>Extreme</p> <p>Rare</p>
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**Review Comments** Reviewed for date 17/02/2020