# Notice of Meeting and Agenda

## Cabinet

**Venue:** Council Chambers/Hybrid,
Midlothian House, Dalkeith, EH22 1DN

**Date:** Tuesday, 24 October 2023

**Time:** 11:00

**Executive Director : Place**

**Contact:**
Clerk Name:     Democratic Services
Clerk Telephone:
Clerk Email:     democratic.services@midlothian.gov.uk

**Further Information:**

This is a meeting which is open to members of the public.

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**1      Welcome, Introductions and Apologies**

**2      Order of Business**

Including notice of new business submitted as urgent for consideration at the end of the meeting.

**3      Declaration of Interest**

Members should declare any financial and non-financial interests they have in the items of business for consideration, identifying the relevant agenda item and the nature of their interest.

**4      Minute of Previous Meeting**

**5      Public Reports**

**6      Private Reports**

No items for discussion

## 7 Date of Next Meeting

The next meeting will be held on Tuesday, 28 November 2023 at 11am.

# Minute of Meeting

## Cabinet

| Date | Time | Venue |
|---|---|---|
| Tuesday 5 September 2023 | 11.00 am | Council Chambers, Midlothian House, Buccleuch Street, Dalkeith |

**Present:**

| | |
|---|---|
| Councillor Parry (Convener) | Councillor Alexander |
| Councillor Cassidy | Councillor McKenzie |
| Councillor Scott | |

**Religious Representatives:**

| | |
|---|---|
| Ms Elizabeth Morton | |

**In attendance:**

| |
|---|
| Dr Grace Vickers, Chief Executive |
| Kevin Anderson, Executive Director Place |
| Fiona Robertson, Executive Director, Children, Young People and Partnerships |
| Morag Barrow, Joint Director Health and Social Care |
| Nick Clater, Head of Adult Services |
| Derek Oliver, Chief Officer Place |
| Saty Kaur, Chief Officer Corporate Solutions |
| Michelle Strong, Education Chief Operating Officer |
| Lorrette Nicol, Service Manager, Children's Services, Partnerships and Communities |
| Janet Ritchie, Democratic Services Officer |
| Hannah Forbes, Democratic Services Assistant |

## 1 Welcome, Introductions and Apologies

Councillor Parry welcomed those in attendance to the meeting of Cabinet.

Apologies were then noted on behalf of Councillor McManus and Anne-Theresa Lawrie

## 2 Order of Business

The Order of Business was as detailed within the agenda.

## 3 Declarations of interest

No declarations of interest were received.

## 4 Minutes of Previous Meetings

4.1 The Minute of the Meeting of the Cabinet held on the 30 May 2023 was submitted and approved as a correct record.

4.2 The Action Log of Cabinet was submitted and noted.

## 5. Reports

| Agenda No. | Report Title | Presented by: |
|---|---|---|
| 5.1 | Adult Health and Social Care Q1 Performance Report 2023/24 | Head of Adult Services |
| **Outline of report and summary of discussion** | | |

Nick Clater, Head of Adult Services provided an overview of the Q1 Performance Report 2022/23 highlighting the progress of key sections and some of the main challenges as contained within the report and thereafter responded to questions and comments raised by Elected Members.

The Head of Adult Health Services in responding to a question raised with regards to alcohol deaths advised that the substance misuse workers have spent so long managing the drug issues that they feel less skilled in manging alcohol issues but attention is now focussed on alcohol harm as it is now getting greater prominence and training will be provided to staff for managing this issue. In responding to further questions, he also provided an update on the drug deaths and the age group this mainly affects now and the issues with prescribed drugs and the main problems being benzodiazepines.

Councillor McKenzie on behalf of Councillor McManus expressed his congratulations on the hard work of the team and especially the Dementia team in Danderhall who had been nominated for Team of the Year in the NHS Lothian Celebrating Success Awards.

The Chair expressed congratulations to the staff at No 11 for all their hard work and also expressed her condolences to the families of the 4 people who died this year.

Morag Barrow, Joint Director Health and Social Care highlighted that in celebrating success there were two other teams also nominated as part of the health side and the award ceremony will be held this week.

| Decision |
| --- |
| The Cabinet noted the content of the report and progress made and agreed to forward the report to the Performance Review and Scrutiny Committee. |

| Action |
| --- |
| Democratic Services |

| Agenda No. | Report Title | Presented by: |
| --- | --- | --- |
| 5.2 | Children's Services Partnerships and Communities Q1 Performance Report 2023/24 | Service Manager, Children's Services Partnerships and Communities. |

| Outline of report and summary of discussion |
| --- |
| Lorrette Nicol, Service Manager presented this report on behalf of Joan Tranent, providing an overview of the Q1 Performance Report 2022/23, highlighting the progress of the key sections and the challenges as contained within the report and thereafter responded to questions and comments raised by Elected Members.<br><br>In responding to a question from the Chair with regards to child protection and any rise in domestic abuse cases, the Service Manger advised that this is not a new or increasing issue but there is an increased awareness and services are responding more robustly to it.<br><br>Councillor Scott expressed her thanks for all the work to support families in remaining together but raised concerns with regards to the number of children with ASN and complex and enduring needs on the waiting list and if there was anything that could be done with regards to resources.  In responding the Service Manager highlighted that if children and young people are referred, an assessment can be undertaken which is not dependent on a formal diagnosis and highlighted the importance of ensuring that this was a shared responsibility in going forward.<br><br>In responding to a further question raised by Councillor Scott with regards to unaccompanied asylum-seeking children and the number of mandated places to fill the quota, the Service Manager advised that this was difficult to estimate but highlighted the significant rise and that this will have an impact on resources going forward. |

| Decision |
| --- |
| The Cabinet noted the content of the report and progress made and agreed to forward the report to the Performance Review and Scrutiny Committee |

| Action |
| --- |
| Democratic Services |

| Agenda No. | Report Title | Presented by: |
|---|---|---|
| 5.3 | Corporate Solutions Q1 Performance Report 2023/24 | Chief Officer Corporate Solutions (Acting) |
| **Outline of report and summary of discussion** | | |

Saty Kaur, Chief Officer (Acting) provided an overview of the Q1 Performance Report 2022/23 highlighting the progress in the key sections and outlined some of the main challenges as contained within the report and thereafter responded to questions and comments raised by Elected Members.

Councillor Cassidy expressed his thanks for the in-depth report and the positive move in adapting to the customer's needs, however he noted that there was slippage in local procurement. Ms Kaur in responding advised that this was an annual figure and that this was calculated on a local government benchmarking framework indicator and calculated around post coding and provided an explanation on to the reasons why these figures are not accurate. Ms Kaur did advise that the number was low and that there was ongoing work to improve this and provided a brief update on some of the work in progress.

In responding to a question raised by Councillor McKenzie regarding sent mail. Ms Kaur provided a brief update on the work ongoing in the revenue department and that work will progress to be done mainly online and that this was all part of the wider transformation work, so we are much more efficient in providing our services.

Councillor Cassidy raised that there had only been one Midlothian Enterprise meet the buyer this year and how do we reach out to local businesses, it was agreed this would be taken away as an action by the Chief Officer Place.

| **Decision** |
|---|
| The Cabinet noted the content of the report and progress made and agreed to forward the report to the Performance Review and Scrutiny Committee. It was agreed that reaching out to small local businesses would be taken away as an action. |
| **Action** |
| Chief Officer, Place/Democratic Services |

| Agenda No. | Report Title | Presented by: |
|---|---|---|
| 5.4 | Education Q1 Performance Report 2023/24 | Education Chief Operating Officer |
| **Outline of report and summary of discussion** | | |

Michelle Strong, Education Chief Operating Officer provided an overview of the Q1 Performance Report 2023/24 highlighting the progress in positive destinations, staff absence, invoice payments, audit actions and delivery of the strategic outcomes. Ms Strong also outlined the work undertaken with regards to attendance, exclusions, complaints and attainment and thereafter responded to questions and comments raised by Elected Members.

Councillor Scott expressed her thanks on the report and acknowledged the low attendance but was pleased that actions were taking place to resolve this and also the positive changes taking place with regards to exclusions.

The Chair commented on the percentage of care experienced school leavers entering positive destinations and expressed her congratulations to the team on the results for 2021/22.

In responding to a further question with regards to pupils not attending school and the reasons for this, Ms Strong advised that it is very complex and where there is anxiety they are working with the families to reduce the barriers; and referenced there are situations of financial concerns raised with pupils at high school who were holding down full time jobs during this cost of living crisis and advised that each case is looked at individually to ascertain the reasons for non-attendance and working with families and the school to try to resolve any issues. In responding to a further question Ms Strong highlighted the 1:1 device given to each child which helped to bridge the gap but that was no substitute to physically being in the building engaging with the teachers.

The Chair expressed her concerns on the figures on the S6 pupils and the impact the cost-of-living crisis has had on the young people.

| Decision |
| --- |
| The Cabinet noted the content of the report and progress made and agreed to forward the report to the Performance Review and Scrutiny Committee |

| Action |
| --- |
| Democratic Services |

| Agenda No. | Report Title | Presented by: |
| --- | --- | --- |
| 5.5 | Place Q1 Performance Report 2023/24 | Chief Officer Place |

| Outline of report and summary of discussion |
| --- |
| Derek Oliver, Chief Officer Place provided an overview of the Q1 Performance Report 2023/24 highlighting some of the key sections in Building Services; Housing Services, Neighbourhood Services, Planning Sustainable Growth & Investment, Property & Facilities Management and Protective Services as contained within the report and thereafter responded to questions and comments raised by Elected Members.

Councillor Alexander expressed her congratulations to the road team for their hard work and commented positively on the ongoing work with regards to the potholes, the benefit of collecting food waste, school meals uptake, energy efficiency in Midlothian and the work with the Rangers service and young people.

The Chair expressed her congratulations with regards to the time reduction with homelessness and temporary accommodation. Councillor Cassidy and Councillor McKenzie also expressed their congratulations to Wayne Clark and his team in the response time regarding pothole repairs and the attendance of Robbie Beattie in attending the Community Council and the fantastic work he has done. |

| Decision |
| --- |
| The Cabinet noted the content of the report and progress made and agreed to forward the report to the Performance Review and Scrutiny Committee |

| Action |
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| Democratic Services |
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| Agenda No. | Report Title | Presented by: |
|---|---|---|
| 5.6 | Midlothian Council Q1 Performance Report 2023/24 | Chief Executive |
| **Outline of report and summary of discussion** | | |
| Chief Executive, Grace Vickers in presenting this report advised that this report provides a summary of the actions in line with the Single Midlothian Plan and compliments the individual service reports presented by Officers today.  The Chief Executive further advised that there were 5 indicators which were off target, one relating to performance against revenue budget, one relating to invoices and 3 relating to complaints. | | |
| **Decision** | | |
| The Cabinet noted the content of the report and progress made and agreed to forward the report to the Performance Review and Scrutiny Committee | | |
| **Action** | | |
| Democratic Services | | |

| Agenda No. | Report Title | Presented by: |
|---|---|---|
| 5.7 | Lawfield Primary School Inspection Report | Education Chief Operating Officer |
| **Outline of report and summary of discussion** | | |
| The purpose of this report was to outline the outcomes of the inspection of Lawfield Primary School carried out by Education Scotland in January 2023.

In presenting this report the Education Chief Operating Officer, Michelle Strong outlined the background to the inspection and highlighted the main sections as contained within the report.  Ms Strong further advised that in summary the Inspectors felt that the school had made insufficient progress since the original inspection and that they would visit again within a 12-month period.  An action plan has been put in place from January 2023 – January 2024 by the head teacher, in partnership with the Midlothian Council education team and a range of officers are supporting the school in implementing the plan.  Ms Strong also advised that weekly progress meetings are taking place and interim reviews took place in April and June this year.  Due to a change in a leadership over the summer a temporary experienced head teacher is leading the school in the interim until a new head teacher has been appointed.  Ms Strong further advised on the additional supports that have been put in place and that an updated report could be provided regarding progress made.

Councillor Scott commented on the good relationships and nurturing approach and was really pleased on the additional deputy put in Lawfield Primary school and hoped that this would give a boost to the parents and pupils of the school highlighting that the Council wants the best outcomes for all our children especially by providing extra resources and all the actions put in place are greatly appreciated. | | |

The Chair advised that it would be helpful to receive a further report back to Cabinet within the next 6 months.

| Decision |
| --- |
| The Cabinet agreed: <br><br> • To forward the report to the Performance Review and Scrutiny for its consideration. <br><br> • That a further report would be presented to Cabinet within 6 months on the progress made. <br><br> • To otherwise note the contents of the report. |
| **Action** |
| Democratic Services |

| Agenda No. | Report Title | Presented by: |
| --- | --- | --- |
| 5.8 | Moorfoot Primary School Inspection Report | Education Chief Operating Officer |
| **Outline of report and summary of discussion** | | |
| The purpose of this report was to outline the outcomes of the inspection of Moorfoot Primary School as carried out by Education Scotland which was communicated in their report of December 2022. <br><br> In presenting this report the Education Chief Operating Officer, Michelle Strong outlined the background to the inspection and highlighted the key strengths noted by the inspectors.  Ms Strong advised that the inspectors were confident that the school has the capacity to continue to improve and will make no more visits in connection with this inspection. <br><br> Councillor Scott expressed her thanks to Moorfoot Primary School and positively commented on the work they have done and also for the foresight of the Council to give these digital devices to pupils and the rewards for these children being very digitally aware in the future. | | |
| **Decision** | | |
| The Cabinet agreed: <br><br> • To pass this report to the Performance, Review and Scrutiny committee for its consideration. <br><br> • Congratulated the pupils, parents and staff connected with Moorfoot Primary School on the key strengths highlighted in the report. <br><br> • To otherwise note the content of the inspection report. | | |
| **Action** | | |
| Democratic Services | | |

| Agenda No. | Report Title | Presented by: |
|---|---|---|
| 5.9 | Care Inspectorate Inspections of Day Care of Children August 2022 – April 2023 | Education Chief Operating Officer |

| Outline of report and summary of discussion |
|---|

A range of funded providers were inspected including private nurseries and local authority settings and this report provides a summary of the outcomes of the undernoted inspections in Early Learning and Childcare settings for three and four year olds as carried out by the Care Inspectorate.

In presenting this report the Education Chief Operating Officer, Michelle Strong advised that this report provides details 12 care inspections and 4 HMiE inspections that took place between August 2022 and April 2023. Ms Strong further advised that the care inspector inspect unannounced and issue requirements and recommendations. Ms Strong further advised on the National Standard settings must be evaluated as good or above and where a setting does not receive this, the local authority places that setting in a service improvement period which allows officers to closely monitor progress within an agreed period of time and if no improvement the time can be extended and in rare circumstances delivery is ceased. Ms Strong highlighted that Midlothian are grateful for the funded providers for their ongoing support and delivery for provision to 3 and 4 year olds and well as the eligible 2s.

Councillor Scott acknowledged the number of reports and inspections over a short period of time and passed on congratulations to all staff involved, the Chair also expressed her congratulations.

| Decision |
|---|

The Cabinet agreed:

- To pass this report to the Performance, Review and Scrutiny committee for its consideration.

- Congratulated the pupils, parents and staff connected with these reports.

- To otherwise note the content of the summary of the inspection reports.

| Action |
|---|

Democratic Services

| Agenda No. | Report Title | Presented by: |
|---|---|---|
| 5.10 | Newbyres Care Home: Care Inspectorate Report | Joint Director, Health and Social Care |

| Outline of report and summary of discussion |
|---|

This report provides an overview of the recent Care Inspectorate report for Newbyres Village Care Home from 5 May 2023, and the subsequent unannounced follow up visit on 4 August 2023.

The Joint Director, Health and Social Care, Morag Barrow presented this report advising that this report was for noting and provided a brief overview of the unannounced inspection and subsequent inspection of Newbyres Care Home advising on April 2023 inspection and the grades given. Ms Barrow advised that within 12 weeks they had achieved all the requirements set and raised the grades from one 4 and four 2s to one 4 and four 3s. Ms Barrow also commented on the number inspections across the service and highlighted the complexity of the residents in Newbyres and the challenges in the workforce and the need to keep residents safe, has also meant high agency costs.

The Chair acknowledged the amount of work within the 12-week period and the progress made and expressed her thanks to the team.

Councillor McKenzie on behalf of Councillor McManus thanked Ms Barrow and her team for all their hard work and looking forward to more positive outcomes.

| Decision |
| --- |
| The Cabinet agreed: <br> • To note the content of the report and to thank the staff for the positive progress made. <br> • To forward onto Performance, Review and Scrutiny Committee. |
| Decision |
| Democratic Services |

## 6    Private Reports

No Items for discussion

## 7    Date of the Next Meeting

The date of the next meeting was noted as Tuesday 24 October 2023 at 11 am.

The meeting terminated at 12.25 pm.

| No | Subject | Date | Action | Action Owner | Expected completion date | Comments |
|---|---|---|---|---|---|---|
| 1 | **Corporate Solutions Annual Performance Report 2022/23** | 30/05/2023 | Regular updates on Procurement and Business Gateway will be provided to Councillor Cassidy, Portfolio holder for Economic Development | Saty Kaur / Derek Oliver | | **Recommended for closure** – ongoing updates provided as part of quarterly reporting |
| 2 | **Place Annual Performance Report 2022/23** | 30/05/2023 | Mr Oliver will provide feedback to Councillor McKenzie on the planting of Bamboo in schools | Derek Oliver | | |
| 3 | **Corporate Solutions Q1 Performance Report 2023/24** | 05/09/2023 | Further work on reaching out to small businesses | Derek Oliver | | |
| 4 | **Lawfield Primary School Inspection Report** | 05/09/2023 | That a further report would be presented to Cabinet within 6 months on the progress made | Michelle Strong | March 2024 | |

**Inspection of Midlothian Community Access Team**

**Report by Nick Clater, Head of Service, Health and Social Care**

**Report for Noting**

**1        Recommendations**

Cabinet is requested to note the outcome of the inspection of
Midlothian Community Access Team by the Care Inspectorate.

**2        Purpose of Report/Executive Summary**

This report advises of

1. The outcome of the inspection of Midlothian Community Access
   Team
2. The actions that are being progressed as a result of the
   inspection

**Date:**            **12/10/23**
**Report Contact:**    **Nick Clater**

## 3    Background

### 3.1    Inspection

Midlothian Community Access Team is a community based Day Support Service, operated by Midlothian Council that provides support for adults with Learning Disabilities. It caters for individuals with learning disabilities and provides support for individuals in community based settings.

In August 2023 the Care Inspectorate conducted and announced (short notice) inspection of Midlothian Community Access Team. A copy of the report is contained in Appendix B of this report.

### 3.2    Grades

Following the inspection the Care Inspectorate awarded the following grades.

- How well do we support people's wellbeing? 5 – Very Good
- How good is our leadership?                  3 – Adequate
- How good is our staff team?                  4 – Good
- How well is our care and support planned?   4 – Good

The Inspection report noted strengths in the following areas:

- People said that they enjoyed meeting their peers, taking part in activities and attending groups.
- Family said that they welcomed the opportunities offered to their loved ones through attending the Community Access Team Hubs.
- Staff were skilled and able to work effectively with the people they support

It should be noted that this was the first time the service had been inspected since 2015 and the first time under changed inspection criteria.

It is noted that the report is broadly very positive and appreciation is due to the staff working in the service.

### 3.2    Areas for Improvement

The report identifies 3 main areas where improvements should be made:

*Aspects of the service's quality assurance and quality engagement processes needed development.*

- The service should consult with and determine key stakeholders views on engagement with quality assurance processes in the service. Consideration should be given to developing a forum or forums which allow people to share their views and contribute to service development and improvement plans.

- The service should provide notifications of accidents and incidents to the Care Inspectorate in line with regulatory guidance.

*The service should consider approaches to evaluating staff skills and practice.*

- The service should develop competency-based observations of staff practice, clarifying that they have the requisite skills and that they put them into practice during support. Observations should include feed back from people who experienced care and inform discussion, supervision and professional development for the staff concerned.

- The service should develop a training matrix which allows management overview of learning undertaken and insight into when refresher training updates are needed.

*Personal plans and risk assessment were maintained inconsistently.*

- In order to ensure that personal plans are relevant and adequately guide staff response to any presenting risk, the service should:
    - Ensure that personal plans identify all risk, health, welfare and safety issues in a manner which documents how needs are met.
    - Ensure that personal plans are shared with people who experience care and their representatives.

- In order to ensure that people can contribute to their personal planning and evaluate outcomes arising from support, the service should:
    - Ensure that reviews are carried out a minimum of six monthly intervals
    - Review capture and fully record people's evaluations of the outcomes derived from their support.

3.3        **Actions Being Progressed**

The following actions are being progressed to address the areas for improvement identified in the inspection report:

1. Quality assurance processes to be reviewed and existing good practice to rolled out to all hubs. By 02/24

2. Process for notifying Care Inspectorate of relevant accidents/incidents to be updated. COMPLETE

3. Observation of workers practice to be incorporated into supervision feedback. By 12/23

4. Training Matrix to be developed. By 12/23

5. Support plans to be updated to include Personal Risk Plans By 12/23

6. All support provision to be reviewed and to review to include carer & service user contributions. By 02/24.

## 4      Report Implications (Resource, Digital and Risk)

### 4.1    Resource

There are no direct resource requirements arising from the inspection.

### 4.2    Digital

There are no digital implications related to this paper.

### 4.3    Risk

There is a reputation risk to Midlothian Health and Social Care Partnership should the identified improvements not be progressed.

### 4.4    Ensuring Equalities (if required a separate IIA must be completed)

The provision of day services by Community Access Team addresses inequalities experienced by people with Learning Disabilities.

### 4.4    Additional Report Implications

There are no additional report implications at present.

## Appendices

**Appendix A – Additional Report Implications**
**Appendix B – Background information/Links**

**APPENDIX A – Report Implications**

**A.1     Key Priorities within the Single Midlothian Plan**


**A.2     Key Drivers for Change**

Key drivers addressed in this report:

- ☐ Holistic Working
- ☐ Hub and Spoke
- ☐ Modern
- ☒ Sustainable
- ☐ Transformational
- ☐ Preventative
- ☐ Asset-based
- ☒ Continuous Improvement
- ☐ One size fits one
- ☐ None of the above

**A.3     Key Delivery Streams**

Key delivery streams addressed in this report:

- ☐ One Council Working with you, for you
- ☐ Preventative and Sustainable
- ☐ Efficient and Modern
- ☐ Innovative and Ambitious
- ☒ None of the above

**A.4     Delivering Best Value**

The report does not directly impact on Delivering Best Value

**A.5     Involving Communities and Other Stakeholders**

Subsequent to the inspection there has been consultation with users of the service and their families in relation to the arrangements for mealtimes.

**A.6     Impact on Performance and Outcomes**

This report highlight a number of actions that will improve performance and the outcomes of people using the service.

**A.7     Adopting a Preventative Approach**

Not applicable


**A.8     Supporting Sustainable Development**

Not applicable

**APPENDIX B**

**Inspection Report**



CAT Inspection
Report_Aug 23.pdf

**Inspection of St Andrew's RC Primary School and Nursery class**

**Report by Michelle Strong, Education Chief Operating Officer**

**Report for Information**

**1      Recommendations**

Cabinet is asked to:

(i)      Note the content of the inspection report.

(ii)     Pass this report to the Performance, Review and Scrutiny Committee for its consideration.

(iii)    Congratulate the pupils, parents and staff connected with St Andrew's Primary School and Nursery class on the key strengths highlighted in the report.

**2      Purpose of Report/Executive Summary**

The report outlines the outcome of the above inspection as carried out by Education Scotland which was communicated in their report of 19 September 2023.

**27 September 2023**

**Report Contact:**
Julie Fox, Quality Improvement Manager
Julie.Fox@midlothian.gov.uk

## 3 Background/Main Body of Report

**3.1** In June 2023, a team of inspectors from Education Scotland visited St Andrew's RC Primary School and Nursery class. The report was published on 19 September 2023, is now published on the Education Scotland website and is available from this **link**.

**3.2** Education Scotland is responsible for inspecting education settings throughout Scotland. They do so using core quality indicators and following the inspection awarded the following grades for the primary school and nursery:

**Quality indicators for the primary school**
QI    2.3    **Learning, teaching and assessment – good**
QI    3.2    **Raising attainment and achievement – good**

**Quality indicators for the nursery**
QI    2.3    **Learning, teaching and assessment – good**
QI    3.2    **Securing children's progress – good**

The inspection team found the following strengths in the school's work; the team noted the welcoming, friendly and enthusiastic children who are keen to engage in their learning and are proud of their school. The nurturing and inclusive relationships across the school and nursery between the staff and the children that are based on mutual respect, understanding and kindness. The commitment of all staff to improving their professional skills and knowledge leading to positive outcomes for children.

**3.3** The following areas for improvement were identified and discussed with the Leader of Learning and a representative from Midlothian Council; the school should continue to develop children's targets for what they will learn, next steps for improvement and skills they are acquiring. Senior leaders and staff should strengthen how they use assessment data and other key information to help to ensure that all children are making the best possible progress. In the nursery, practitioners should continue to streamline approaches to planning and assessing children's learning.

## 4 Report Implications (Resource, Digital and Risk)

**4.1 Resource**
There are no financial and human resource implications associated with this report.

**4.2 Digital**
There are no Digital implications.

**4.3 Risk**
Education Scotland's team of Inspectors visit a sample of education settings every year to find out how they are performing. A report is published which informs parents about the key strengths of the setting and its capacity for further improvement.

Following the publication of the report further visits may be made to the setting, by the Education Authority to assist improvement and monitor progress.

Monitoring, review and evaluation of progress by central officers in the Education Team is the control measure in place to reduce the risk of failure of settings to demonstrate their capacity to improve.

**4.4**     **Ensuring Equalities (if required a separate IIA must be completed)**
The School Improvement Plan will be screened for equalities implications.

**4.5**     **Additional Report Implications (See Appendix A)**

**Appendices**

**Appendix A – Additional Report Implications**
**Appendix B – Background information/Links**

**APPENDIX A – Report Implications**

**A.1     Key Priorities within the Single Midlothian Plan**

Themes addressed in this report:

☐ Community safety
☐ Adult health, care and housing
☒ Getting it right for every Midlothian child
☒ Improving opportunities in Midlothian
☐ Sustainable growth
☐ Business transformation and Best Value
☐ None of the above

**A.2     Key Drivers for Change**

Key drivers addressed in this report:

☐ Holistic Working
☐ Hub and Spoke
☐ Modern
☐ Sustainable
☒ Transformational
☒ Preventative
☐ Asset-based
☒ Continuous Improvement
☐ One size fits one
☐ None of the above

**A.3     Key Delivery Streams**

Key delivery streams addressed in this report:

☐ One Council Working with you, for you
☒ Preventative and Sustainable
☐ Efficient and Modern
☐ Innovative and Ambitious
☐ None of the above

**A.4     Delivering Best Value**

As noted within.

**A.5     Involving Communities and Other Stakeholders**

Copies of the report have been made available to Elected Members, parents of children currently attending St Andrew's RC Primary School and Nursery Class and other interested parties.

**A.6** **Impact on Performance and Outcomes**

The setting will continue to improve its work in line with the school improvement plan and the Early Years team from the Education Service will continue to challenge and support the setting in relation to developing and implementing a range of quality improvement strategies.

**A.7** **Adopting a Preventative Approach**

The Education (Scotland) Bill aims to take preventative action in order to close the attainment versus deprivation gap by implementing key policies and programmes which are designed to target support to children and young people from disadvantaged communities. Midlothian is highly committed to closing the attainment gap which compliments the strategies employed by Midlothian which are highlighted in the National Improvement Framework report which was presented to Council on 3 November 2015.

**A.8** **Supporting Sustainable Development**

The School Improvement Plan allows for sustainable development and improvement.

**APPENDIX B**

**Background Papers/Resource Links - [link](link)**

**Inspection of Saltersgate School**

**Report by Michelle Strong, Education Chief Operating Officer**

**Report for Information**

**1      Recommendations**

Cabinet is asked to:

(i)      Note the content of the inspection report.
(ii)     Pass this report to the Performance, Review and Scrutiny Committee for its consideration.
(iii)    Congratulate the pupils, parents and staff connected with Saltersgate School on the key strengths highlighted in the report.

**2      Purpose of Report/Executive Summary**

The report outlines the outcome of the above inspection as carried out by Education Scotland which was communicated in their report of 26 September 2023.

**29 September 2023**

**Report Contact:**
Anna Walton, Quality Improvement Manager
Anna.Walton@midlothian.gov.uk

**3      Background/Main Body of Report**

**3.1**      In June 2023, a team of inspectors from Education Scotland visited Saltersgate School.  The report was published on 26 September 2023, is now published on the Education Scotland website and is available from this **link**

**3.2**      Education Scotland is responsible for inspecting education settings throughout Scotland. They do so using core quality indicators and following the inspection awarded the following grades:

QI      2.3      **Learning, teaching and assessment – good**
QI      3.2      **Raising attainment and achievement – satisfactory**

The inspection team found the following strengths in the school's work; Staff have created a calm, caring and nurturing learning environment. There are strong relationships across the school. Children and young people are supported well to engage purposefully in learning activities. Children and young people use a wide range of approaches to communicate effectively. They listen well, make choices and confidently express their views. Staff have effective approaches to supporting young people well for life beyond school. They are working with a range of partners to tailor personalised programmes for each young person. As a result, young people are building their confidence to move on successfully to college or adult education.

**3.3**      The following areas for improvement were identified and discussed with the Head Teacher and a representative from Midlothian Council; Senior leaders and staff need to continue to review and refresh the school curriculum to improve children and young people's learning experience. In doing so, they should ensure that all learning activities build on what children and young people have already learned. Senior leaders and staff need to introduce approaches to help them understand better the progress children and young people are making in their learning. They should use these approaches to help ensure children and young people are attaining as well as possible.

**4      Report Implications (Resource, Digital and Risk)**

**4.1      Resource**
There are no financial and human resource implications associated with this report.

**4.2      Digital**
There are no IT implications.

**4.3      Risk**
Education Scotland's team of Inspectors visit a sample of education settings every year to find out how they are performing.  A report is published which informs parents about the key strengths of the setting and its capacity for further improvement.

Following the publication of the report further visits may be made to the setting, by the Education Authority to assist improvement and monitor progress.

Monitoring, review and evaluation of progress by central officers in the Education Team is the control measure in place to reduce the risk of failure of settings to demonstrate their capacity to improve.

**4.4    Ensuring Equalities (if required a separate IIA must be completed)**
The School Improvement Plan will be screened for equalities implications.

**4.4    Additional Report Implications (See Appendix A)**


**Appendices**

**Appendix A – Additional Report Implications**
**Appendix B – Background information/Links**

**APPENDIX A – Report Implications**

**A.1    Key Priorities within the Single Midlothian Plan**

Themes addressed in this report:

☐ Community safety
☐ Adult health, care and housing
☒ Getting it right for every Midlothian child
☒ Improving opportunities in Midlothian
☐ Sustainable growth
☐ Business transformation and Best Value
☐ None of the above

**A.2    Key Drivers for Change**

Key drivers addressed in this report:

☐ Holistic Working
☐ Hub and Spoke
☐ Modern
☐ Sustainable
☒ Transformational
☒ Preventative
☐ Asset-based
☒ Continuous Improvement
☐ One size fits one
☐ None of the above

**A.3    Key Delivery Streams**

Key delivery streams addressed in this report:

☐ One Council Working with you, for you
☒ Preventative and Sustainable
☐ Efficient and Modern
☐ Innovative and Ambitious
☐ None of the above

**A.4    Delivering Best Value**

As noted within.

**A.5    Involving Communities and Other Stakeholders**

A link to the published report has been made available to Elected Members, parents of children currently attending Saltersgate School and other interested parties.

**A.6    Impact on Performance and Outcomes**

The setting will continue to improve its work in line with the school improvement plan and central officers in the Education Team will continue to challenge and support the setting in relation to developing and implementing a range of quality improvement strategies.

**A.7    Adopting a Preventative Approach**

The Education (Scotland) Bill aims to take preventative action in order to close the attainment versus deprivation gap by implementing key policies and programmes which are designed to target support to children and young people from disadvantaged communities. Midlothian is highly committed to closing the poverty related attainment gap.

**A.8    Supporting Sustainable Development**

The School Improvement Plan allows for sustainable development and improvement.

**APPENDIX B**

**Background Papers/Resource Links** - **link**

**Midlothian Policy on Positive Approaches to Attendance**

**Report by Michelle Strong, Education Chief Operating Officer**

**Report for Decision**

**1        Recommendations**

Cabinet is requested to note and approve the revised policy 'Positive Approaches to Attendance' that details the council strategic approach and the procedures that schools and settings must follow to protect and promote attendance.

**2        Purpose of Report/Executive Summary**

Midlothian's attendance strategy and policy aims develop and strengthen a whole-system partnership approach that enables children to realise their right to an education and leads to increased and sustained attendance and engagement in education for all children and young people.

The refreshed policy maps out a staged approach to promoting and protecting attendance and a consistent approach to tracking and monitoring.

This report provides Cabinet with the context which informed the revised version of the attendance policy.

29 September 2023

**Report Contact:**
Kirsty Quinn, Principal Educational Psychologist
kirsty.quinn@midlothian.gov.uk

## 3    Background/Main Body of Report

Increasing attendance and engagement at school and education is a key priority across Scotland. Education is a social and cultural right for all children and young people (see Articles 28 and 29 of the Convention on the Rights of the Child) and is key to ensuring children and young people feel valued and connected to their communities, have networks of support, attain, and achieve outcomes that lead to positive destinations.

Attendance levels have not returned to their previous levels before the school closures related to Covid-19. This is being attributed to a range of complex and interacting factors including a cultural shift in attitudes towards school, poverty-related factors and higher levels of anxiety within families, children and young people leading to emotionally-based school non-attendance.

|  | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2022/23 | Target |
|---|---|---|---|---|---|---|
| **Primary School Attendance Rate** | 94.70% | 94.04% | 95.06% | 92.00% | 92.54% | 95% |
| **Secondary School Attendance Rate** | 89.20% | 89.37% | 90.99% | 87.33% | 87.35% | 91.5% |

Midlothian has been proactively monitoring and tracking attendance and this policy will support our work to ensure children and young people's right to an education are pursued and realised. The newly developed data dashboard has enabled analysis of attendance patterns across schools on a weekly basis with data broken down by school, stage and characteristics including ASN and SIMD. This has highlighted the groups at risk of lower attendance and the need for more sustained, targeted support to improve and maintain engagement and attendance over time.

Partnerships with schools and support agencies have been established through a series of workshops focusing on the development of a shared framework and tools that help to deepen insight into issues and promote engagement with young people. Further project work is in process with young people as co-researchers to further deepen understanding of attendance in Midlothian, empower young people to support strategic planning and development.

There was a need to refresh our attendance policy in light of:

- the complexities in relation to non-attendance and the need for a robust, partnership approach that strengthens understanding and addresses the causes of non-attendance.
- the need for clear pathways that map out a staged approach to promoting attendance and supporting non-attendance.
- the increase in access to digital learning and the google workspace.
- the need for greater consistency and clarity in procedures in tracking and monitoring attendance.

**4     Report Implications (Resource, Digital, Risk and Equalities)**

**4.1     Resource**
The costs for schools to follow the procedures will be covered by existing budget. The actions mapped out in the staged approach seek to capture and strengthen good practice that exists already in Midlothian. Establishing greater consistency and clarity around pathways should lead to greater impact and efficiencies through joined up partnerships in localities.

**4.2     Digital**
Digital technology is well established in Midlothian schools with each learner equipped with their own device. Google workspace will enable schools to maintain contact with learners and review learning.

**4.3     Risk**
It is proposed that strengthening our approach to promoting and protecting attendance will lead to improved attendance and reduce the risks associated with non-attendance. These risks include:

- Reduced attainment and achievement and less chance of moving on to a positive destination.
- Reduced network of protection and support to safeguard children from harm.
- Increased risk of anti-social behaviours and involvement with youth justice.

**4.4     Ensuring Equalities**
An IIA (Appendix C) has been completed for the report and suggests the revised policy will have a positive impact on children and people with protected characteristics and facing poverty-related challenges.

**4.5     Additional Report Implications (See Appendix A)**

**Appendices**

**Appendix A – Additional Report Implications**
**Appendix B – Positive Approaches to Attendance**
**Appendix C – Integrated Impact Assessment**

**APPENDIX A – Additional Report Implications**

**A.1    Key Priorities within the Single Midlothian Plan**

The revised Attendance Policy is a part of the Single Midlothian Plan's key priorities to reduce the gap in learning outcomes. It promotes a preventative and early intervention approach to those children and young people, at risk of, or presenting with lower attendance including those living in poverty and those with Additional Support Needs.

**A.2    Key Drivers for Change**

Key drivers addressed in this report:

☒ Holistic Working
☐ Hub and Spoke
☐ Modern
☐ Sustainable
☒ Transformational
☒ Preventative
☐ Asset-based
☒ Continuous Improvement
☒ One size fits one
☐ None of the above

**A.3    Key Delivery Streams**

Key delivery streams addressed in this report:

☐ One Council Working with you, for you
☒ Preventative and Sustainable
☐ Efficient and Modern
☐ Innovative and Ambitious

**A.4    Delivering Best Value**

The rational for the revised policy is to promote greater awareness of the challenges impacting attendance, strengthen prevention and early intervention and to improve the pathways and partnerships to ensure actions are coherent and targeted in supporting children and young people presenting with low or persistent non-attendance levels.

**A.5    Involving Communities and Other Stakeholders**

The attendance policy has been redrafted by a multi-agency workstream that reports to the Attendance Strategy Group. A series of engagement activities have taken place in revising the attendance policy:

-   Focus groups with children and young people from primary and secondary schools and parents/carers in relation to the importance of attendance and what helps children and young people to attend.
-   Engagement with Head teachers (primary), Deputes (secondary) and home school practitioners on what's working and issues to resolve in relation to attendance.
-   Engagement with Children and Families leadership team.
-   Circulation of the draft attendance policy to EEG for consideration at ASGs.

**A.6**     **Impact on Performance and Outcomes**

The policy will support the target of increasing attendance at primary schools to 95% and secondary schools to 91.5% and reduce the attendance gaps in relation to children from SIMD quintile 1, children with ASN and those who are care experienced.

**A.7**     **Adopting a Preventative Approach**

The policy will ensure greater accuracy and analysis of data to inform preventative and targeted support. The policy will also increase engagement and accountability for children, young people, families, schools and partners and lead to clearer pathways of support and intervention.

**A.8**     **Supporting Sustainable Development**

Not applicable

**Midlothian Council Policy:**

# Positive Approaches to Attendance

# October 2023

| | |
|---|---|
| **Document type** | Policy & Procedures |
| **Approved by** | |
| **Approval date** | Day Month Year |
| **Senior Responsible Officer** | Michelle Strong, Education Chief Operating Officer |
| **Author** | Children, Young People and Partnerships |
| **Scheduled for review** | August 2025 |
| **Version** | 1.0 |

**Appendix B**

**Contents**

# 1. Introduction

Midlothian Council is committed to making sure all children and young people are included, engaged, and involved in their education.  Education is a key social and cultural right for all children and young people (see Articles 28 and 29 of the Convention on the Rights of the Child) and is key to ensuring children and young people feel valued and connected to their communities, have networks of support, attain, and achieve outcomes that lead to positive destinations.

The Council has statutory duties within the Education (Scotland) Act 1980 to ensure that all children and young people within compulsory school age receive regular and appropriate education.  For most children and young people engagement will be achieved through attendance at their local school, for others it will be through more flexible programmes involving the wider community and organisations.

Promoting engagement and attendance is a complex issue particularly as we move on from the school closures and disruption caused by the Covid-19 pandemic, and the current impacts of rising poverty.  This policy maps out the positive approaches and partnerships to promote engagement and attendance in Midlothian.  It details the procedures in responding to concerns around attendance and where needed, the flexible attendance arrangements ensuring we are getting it right for every child in Midlothian.

## 1.1 National Context

The legislation and policies in Scotland which underpin our approach to promoting engagement and attendance for all in Midlothian include:

**Education (Scotland) Act 1980** states that it is the duty of parents to provide an education for their child. They can provide that education by sending the child to school or by other means. This is enshrined in Section 30 of this Act which states that it is the "duty of the parent of every child of school age to provide efficient education …either by causing him to attend a public school regularly or by other means." The Act also states that educational arrangements are "without prejudice the choice afforded a parent". Local authorities also have duties placed on them through the Education (Scotland) Act 1980 which says: "pupils are to be educated in accordance with the wishes of their parents." It is therefore incumbent on local authorities to listen to and act upon the decisions that parents make about where they wish their child to be educated.

**The Education (Disability Strategies and Pupil Records) (Scotland) Act 2002** Schools must make reasonable adjustments for the needs of disabled children and schools must not discriminate against disabled children. The Education Authority must prepare and implement an accessibility strategy to increase access to the curriculum, extra-curricular activities, to school buildings and to information.

1

**Education (Additional Support for Learning) (Scotland) Act (2004)** places duties on local authorities to identify, meet and keep under review the needs of pupils for whom they are responsible.

**Getting it right for every child (GIRFEC) (2008)** is our national commitment to provide all children, young people and their families with the right support at the right time so that they can reach their full potential. It provides Scotland with a consistent framework and shared language for promoting, supporting, and safeguarding the wellbeing of children and young people. It is locally embedded and positively embraced by organisations, services and practitioners across Children's Services Planning Partnerships, with a focus on changing culture, systems and practice.

**Included, Engaged and Involved Part 1: A Positive Approach to the Promotion and Management of Attendance in Scottish Schools (2019)** promotes a relational approach to consider what schools and local authorities can do to promote good attendance and manage absence to ensure all children and young people are included, engaged and involved in their education.

**Included, Engaged and Involved Part 2: A Positive Approach to Preventing and Managing School Exclusions (2017)** provides guidance on approaches that can be used to prevent the need for exclusion, ensuring all children and young people are included, engaged and involved in their education and summaries the legislative duties placed on Local Authorities regarding exclusion from school.

**The Promise (2021)** outlines Scotland's promise to care-experienced children and young people – that they will grow up safe, loved and respected so they can reach their full potential.  It is built on five foundations of family, voice, care, people and scaffolding.

This policy was also informed by:

European Convention on Human Rights (1952)

United Nations Convention on the Rights of the Child (UNCRC) (1992)

Standards in Scotland's School Act (2000)

The Curriculum for Excellence (2004)

Equality Act 2010 (legislation.gov.uk)

Children and Young People Act (2014)

National Improvement Framework (NIF) - Schools (2014)

National guidance for child protection in Scotland ( 2021)

All Learners in Scotland Matter (2023)

2

**1.2 Key Duties, Rights and Responsibilities**

There are a number of duties, rights and responsibilities which are fundamental to this policy.

- All children and young people have the right to be provided with an education and this should enable them to develop their personalities, talents, and abilities.

- All children and young people should have the right and the opportunity to be included, engaged, and involved in their learning and to participate fully in the life of their school.

- All children and young people are listened to and have their voices meaningfully included in decisions that affect them now and in the future in line with the principles of UNCRC.

- Parents have a duty to provide education for their child either by ensuring they attend a local authority school, or by making alternative arrangements such as home education or sending their child to an independent school.

- Local Authorities and schools have a duty to provide adequate and efficient education provision in their area. They are also responsible for recording attendance accurately and for making special arrangements for a child or young person to receive education elsewhere if this is not possible.

- Children and young people normally engage in the weekly recommended 25 hours of education for primary phase and 27.5 hours for secondary phase.

- Getting it Right for Every Child advocates preventative work and early intervention to support children, young people, and their families through the provision of strong universal services, and partnership working with other services when needed.

- The National Child Protection Guidance 2021 indicates that all agencies that work with children and their families have a shared responsibility for protecting children and promoting, supporting, and safeguarding their wellbeing. The importance of promoting good attendance at school is highlighted by concerns about the safety and wellbeing of children who are not at school. Child protection is of paramount importance and absence from school may indicate a child is at risk.

**1.3 Definition of Attendance**

Attendance is defined as participation in educational activities arranged by the school. In addition to attendance within the school, attendance also encompasses a range of other activities. These include:

- Work experience.
- Educational excursions or field trips organised by the school.
- Annual P7 visits to secondary schools. It is the responsibility of the host school to inform the originating school if the pupil is absent.
- Day and residential visits to outdoor centres.

3

- College/consortium school study.

- Interviews and visits relating to further and higher education.

- Debates, sports, musical or theatrical productions arranged by or in conjunction with the school.

- Activities connected to psychological services.

- Study leave during the period from the official start date of the national exam timetable until the restart of timetabled lessons. Study leave must be recorded separately from actual attendance within the school premises.

- Sickness where special arrangements have been made to receive education elsewhere, i.e., tuition via hospital or outreach teaching service.

- Pupils attending alternative and off-site provision as agreed by the Education Department.

- Exceptional school closures for half days or days when the school is closed due to some unforeseen emergency.


## 1.4 The Impact of Low Attendance

Attendance and engagement in school and education can bring lifelong benefits to children and young people including opportunities to extend learning and skills, build relationships and networks of support, and work towards positive destinations. Attendance can also ensure that support and early intervention is more readily available to children and young people when they need it.

Lower levels of attendance and engagement can have a negative impact on children and young people's life chances. There is a connection between low attendance and lower levels of attainment with challenges securing a positive destination upon leaving school. Low attendance is connected with poorer relationships with peers where children and young people can become isolated from friends and wider peer group and children and young people's emotional wellbeing and mental health may be negatively impacted. Low attendance at school can also bring risks in relation to anti-social behaviour and youth offending in children and young people.
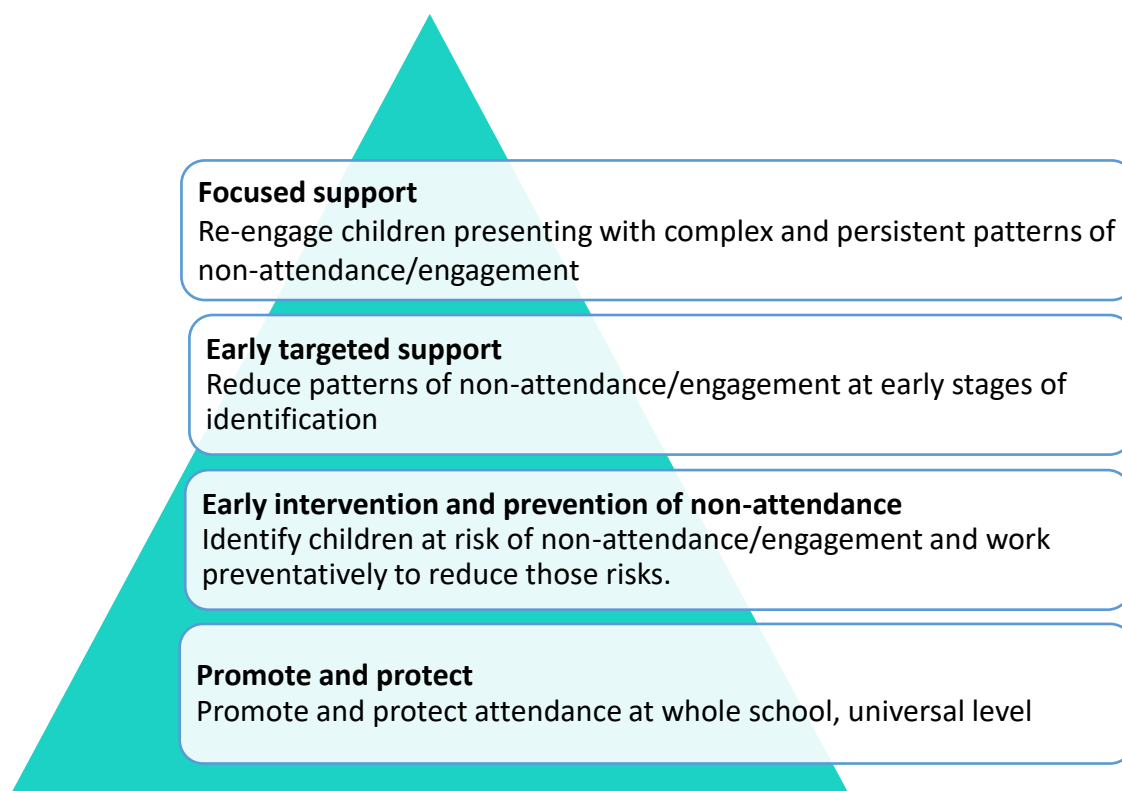
| 100% attendance | 0 days missed |
|---|---|
| 95% attendance | 9 days of absence OR 1 week and 4 days missed |
| 90% attendance | 19 days of absence OR 3 weeks and 4 days missed |
| 85% attendance | 27 days of absence OR 5 weeks and 2 days missed |
| 80% attendance | 36 days of absence OR 7 weeks and 1 day missed |
| 75% Attendance | 45 days of absence OR 9 weeks missed |

4

## 2.0 Promoting School Attendance

Schools and settings use a wide range of approaches at both universal and targeted levels to promote attendance at school and engagement in education.  This starts in the early years and progresses through to supporting transition to post-school destinations.

It is recognised that attendance is both multi-faceted and complex with factors relating to the school, community, family and the child and young person.  A whole system approach is needed to promote, protect and support attendance through strong partnerships with children, young people, their families, carers and supporting agencies.

To achieve this, Midlothian focuses on 4 key levels of support in promoting attendance and engagement in school and education.

**Focused support**
Re-engage children presenting with complex and persistent patterns of non-attendance/engagement

**Early targeted support**
Reduce patterns of non-attendance/engagement at early stages of identification

**Early intervention and prevention of non-attendance**
Identify children at risk of non-attendance/engagement and work preventatively to reduce those risks.

**Promote and protect**
Promote and protect attendance at whole school, universal level

## 2.1 Promote and Protect Attendance at Universal Level

*A whole school nurturing, trauma-informed, relational approach*

Schools in Midlothian promote a nurturing, trauma-informed, relational approach where children feel included and connected to the school community and to the learning opportunities. Schools promote a sense of safety, belonging and connectedness through

5

shared, visible values and by putting relationships at the centre. It is recognised that it is through relationships with significant others that children learn to express and manage feelings, feel safe, develop a sense of belonging, build friendships, and engage in learning. There is a focus on repairing relationships following rupture through a restorative approach. Professional learning and support networks are being developed to deepen knowledge and skills in relational practice across the directorate.

### *A rights-based approach*

Midlothian schools strive to ensure children's voices are meaningfully included in the decisions made about them. Schools seek to understand what enables children to feel that they are safe and belong within the school community; what elements of the school environment promote connection and aspects that might threaten that. Pupil councils exist across the authority to drive strategy and practice in seeking to create learning environments and opportunities that are meaningful, relevant and enriching.

### *Inclusion of all learners*

Midlothian schools and education services strive to ensure the ongoing development of meaningful and effective inclusive practices across all settings. The CIRCLE framework provides the foundations to inclusive teaching and learning with consideration given to:

- The environment (physical and social) including the attitudes, expectations and actions of peers and adults.

- Structures and routines that help learners know and anticipate what comes next and help them enjoy interactions and experiences with others.

- Motivation to engage through purposeful, meaningful, enjoyable learning and activities that build confidence and positive feeling.

- Skills that promote and enable engagement in school life.

All learners are equipped with a device for learning and have access to Midlothian's Google Workspace. Learners are supported to develop the digital skills they need for learning, life and work.

### *A purposeful and inclusive curriculum*

Curriculum for Excellence promotes creativity and innovation in curriculum design. This includes opportunities for interdisciplinary engagement and active learning, collaboration, and partnership in delivering individualised curriculum pathways to meet the needs of all children and young people. Schools support children and young people's engagement and attendance through offering a coherent 3-18 curriculum that builds skills in literacy (including digital literacy), numeracy and health and wellbeing. This should include a range of work based learning and wider achievement with qualifications beyond the SQA menu of choice. Partners from sectors within and out with the local authority should, where possible, support schools in providing packages of support to engage children and young people.

6

The National strategy 'Developing the Young Workforce' promotes opportunities for career education, work placements and industry experience as part of the formal educational offer. Schools should have in place programmes of learning with vocational and work experience elements in collaboration with partner agencies to ensure young people are fully engaged and involved.

Educational provision delivered by partners outside school should be included in a learner's attendance records maintained by the school in line with the scope of this policy. Effective use of digital technology and Google Workspace accounts should also support this.

### *Family engagement, wellbeing, and learning*

Midlothian schools recognise that collaboration and partnerships with families is essential. This is achieved through regular communications, highlighting the importance of attendance and engagement, and working in partnership with families to prevent non-attendance and to understand and resolve any concerns at an early stage. There is an awareness of poverty-related factors that may impact on attendance and measures taken to overcome barriers, such as reducing the cost of the school day.

### *A strong focus on self-evaluation and improvement*

Approaches to promoting attendance are explored through the process of Quality Improvement visits within Midlothian. Midlothian schools use data dashboards to monitor and analyse attendance patterns over the school year, enabling identification of trends to be identified and further explored, and preventative and/or responsive actions to be targeted.

## 2.2 Early Intervention and Prevention of Non-Attendance

Through regular monitoring, schools have an understanding of the groups of young people and individuals that may be at risk of non-attendance and non-engagement in education. This is facilitated by data dashboards for each school as well as data analysis across the authority. These groups include children and young people with Additional Support Needs, particularly those presenting with social, emotional and behavioural needs and/or mental health concerns, as well as those in receipt of Free School Meals, Young Carers, and Care Experienced Young People.

Schools ensure preventative plans are in place to reduce the risk of non-attendance particularly amongst those children and young people considered to be most at risk. There are a wide range of effective supports in place aimed at preventing non-attendance including walking buses, breakfast clubs, soft starts, lunch time supports, buddy systems, and key adults for check in and support. Consideration should also be given to how digital technology is used to promote attendance and engagement where risks of non-attendance have been identified.

7

**2.3 Early Targeted Support to Promote and Maintain Attendance & Engagement**

School staff have an understanding of the early indicators of non-attendance and strong monitoring systems in place to ensure there is a timely response to concerns raised. Seeking to understand the factors impacting on engagement and attendance allows patterns to be picked up early with targeted support in place to avoid non-attendance becoming entrenched.

Children and young people must be meaningfully involved in all plans and decisions made about them. Plans must include an appreciation of their strengths, hopes and aspirations as well as the challenges and areas of need. Plans and support arrangements must also be informed by a robust understanding of the key issues and factors impacting on attendance through a process of assessment and intervention in line with the principles of GIRFEC. These are likely to be multiple and interrelated such as the child's sense of safety and belonging within the school community; level of anxiety relating to learning; family engagement with the school; relationships with peers; other family or financial concerns. Schools and partners use a range of frameworks and tools to help deepen understanding of factors that influence a child or young person's feelings about school and their attendance and to develop support plans in partnership with them.

A discussion at school level should be had to explore how digital technology and the Google Workspace can be used creatively to maintain connections, and support learners in planning and reviewing learning experiences.

**2.4 Focused Support**

Where early targeted support has not improved attendance and children or young people present with more persistent patterns of non-attendance, more focussed support will need to be considered involving partner agencies. This should always be discussed and agreed with parents/carers and the child or young person as part of the Learner's planning process and reviewed regularly to build on learning and successes. Support may include more flexible arrangements such as developing a personalised curriculum based on interests and skills, learning through engagement in community settings or organisations, or focusing on building confidence and trust with a smaller team of key adults and peers. Again, a discussion should be had at school level to explore how digital technology and the Google Workspace can be used creatively to maintain connections, and support learners in planning and reviewing learning experiences.

## 3.0   Flexible Attendance Arrangements

There may be periods in a child or young person's life, such as periods affected by significant health issues where it is not possible for them to attend school in a full time

8

or conventional way.  We must ensure that attendance arrangements continue to meet our duty of care in terms of safeguarding and our responsibilities detailed in 1.2 *Key Duties, Rights and Responsibilities*.

### 3.1     Flexible Curriculum

A flexible curriculum provides the duty of education in a variety of settings or contexts to meet the needs of the learner.  Where flexible curriculum arrangements are required they should form part of the Learner Planning Process and be regularly reviewed. Digital technology and the Google Workspace can be used as the basis to planning, reviewing and maintaining connection. The views of the child or young person and their family are central to this process. Arrangements should be informed by an understanding of their strengths and aspirations as well as a robust understanding of their needs. Flexible arrangements should be approved by DHT/HT within the Learner's Plan and may involve other providers such as therapeutic interventions, skills development or work experience in local community settings such as 3rd sector organisations or local employers.

### 3.2 Build-up Timetables

In all cases, build-up timetables must only be used to progress planning towards children and young people's inclusion, achievements and wellbeing in line with the Midlothian guidance. Build up timetables are used only as a temporary measure which is reviewed as minimum every 4 weeks with a clear vision for full time reintegration into school. The timetable should be planned and reviewed through the Learner's Planning Framework in consultation with the child or young person, parent/carer and other agencies involved including social work and health. Parent/carers must be in agreement and able to ensure the child's safety and wellbeing when not in school.

### 3.3 Flexi-schooling and Home Education

A flexi-schooling arrangement means that the local authority alongside parents/carers agree to have joint responsibility for educating the child or young person. The child or young person would attend school some of the time (e.g, certain days, or certain subjects) and be educated at home the rest of the time. Flexi-schooling is different from a build-up timetable where the local authority remains responsible for all of the child or young person's education. The local authority and schools consider requests for flexi-schooling on a case-by-case basis taking into account the specific strengths and needs within each situation.

## 4.0     Tracking and Monitoring Attendance

Children, young people and their families should be aware of responsibilities and guidelines around attendance, and these should regularly be shared within the school community to remind everyone of their responsibilities. Individual school handbooks

9

should promote attendance and be clear on the expectations of parents/carers in relation to notifying the school of any absence. There should be a variety of methods available to families to report an absence such as telephone absence line, email and/or text via Groupcall. For safeguarding purposes, it is the school's responsibility to verify the authenticity of parent/carer communication.

All schools and settings have established internal protocols for tracking and monitoring attendance and responding to absence to include:

- Clear roles and responsibilities for monitoring attendance, identifying patterns of absence or lateness, raising any safeguarding concerns associated with absence and making phone calls to parents/carers.

- Clear procedures for who logs absence within the school.

- Systems for communication with Senior Leadership Team around patterns of attendance and planning and support needed.

- Systems for communicating with parents/carers regarding their responsibilities in reporting absence.

- A daily absence procedure involving an automated message sent to parent/carer for any single or multiple unauthorised absence.

## 4.1 Recording Attendance and Lateness

It is essential that schools maintain a relentless focus on monitoring attendance and following up on absence in consistent ways.

Absence is coded as authorised or unauthorised based on the descriptions below.

10

| Authorised: | Unauthorised: |
|---|---|
| As long as the school has been informed of the reasons for a child's absence and the school is satisfied that this is a valid reason, these would be called authorised absences. | The category of **unauthorised absence** includes absence deriving from reasons such as: |
| The category of **authorised absence** includes absence deriving from reasons such as: | |
| ● They are ill and /or attending a doctor or hospital appointment. | ● Family holidays during term time that are not judged to be important to the well-being and cohesion of the family. |
| ● They are going to a meeting about a Children's Hearing or court, or if they are going to a Children's Hearing, care review or court. | ● Long-term exceptional domestic circumstances where additional support services have not been accessed to support the pupil. |
| ● If they are involved in an activity and the school agrees in advance. | ● Unreasonable excuse, where a parent refuses to send their child to school following a dispute with the school. |
| ● Someone close to the child has died. | ● Unexplained absence. |
| ● There is a crisis or serious difficulty at home or in the family. | ● Truancy (unauthorised absence from school for any period as a result of premeditated or spontaneous action on the part of pupil, parent or both). |
| ● They are going to a religious ceremony or a wedding of someone very close to them. | |
| ● If they are a Gypsy/Traveller family and while you go travelling, you keep in touch with your child's teacher. | |
| ● Your family is returning to a country of origin for cultural reasons or to care for a relative. | |
| ● In some circumstances absences linked to parent/carer if they are active Army personnel. | |

*Absence due to prolonged ill-health:* Where parents/carers cite ongoing medical issues as a reason for absence and where the school does not have corroborative information around the health needs, the school can request the School Nursing Service to review health records to confirm health needs and ensure appropriate support is in place. Referrals can also be made to Community Child Health if there are concerns around health issues and/or where schools feel a child/young person's health needs are not being met.

*Absence due to religious and/or cultural practices:* Absence from school for religious reasons can be authorised where the day being taken as absence must be set apart for

11

religious observance by the religious body to which the child's parents/carers or (beyond the age of 12) young person themselves belong.

### *Recording Attendance*

Consistency of the recording of attendance across the authority is crucial to the monitoring process. Schools are responsible for the registration and recording of attendance through the SEEMIS recording system. Against the name of each pupil, the relevant code should be entered in respect of each morning and each afternoon for any day that the school is opened or closed. A list of definitive codes for attendance and absence can be found within the SEEMIS system (see appendix 1)

On the first day of absence, parents/carers should be asked to confirm the following no later than 9:30am:

- Likely length of absence
- Reason for the absence

It is vitally important that schools know our children and young people are safe. There must be a reason provided for each absence and attempts should be made daily to ensure that that information is obtained and recorded. All absences should be 'closed off' at the end of the day. If it has not been possible to clarify the reason for absence after all attempts have been exhausted, the absence should be marked as *unexplained*.

When a pupil is on shared placement, their catchment school will hold their full SEEMIS record and a copied record will be held in the other school they attend. For example, a pupil spending two days a week in a provision will have a copied record in the provision and the full record in their catchment school.

The code "OAT - Other Attendance Out of School" should be used in the catchment school on the days that pupils attend elsewhere. If a pupil is absent while on a shared placement, their catchment school should be notified and the OAT register mark replaced with the appropriate absence code.

Only full SEEMIS records are counted against a school for the purpose of the bi-annual Scottish Government Attendance, Absence and Exclusion Return. The copied records of children and young people do not count towards a school's overall attendance.

### *Recording Lateness*

Accurate recording of lateness is just as important as attendance. Lateness should be recorded in the following way:

**Primary:** If a pupil arrives late to either morning or afternoon opening, this should be marked using LAT.

**Secondary:** If a pupil arrives after school start time but in time for the **beginning** of a period, they should be marked present from when they arrive and the reason for lateness should be used to code for the preceding time.

E.g, Jack arrives at the beginning of period 4 because he had a dental appointment:

- Period 1-3       PER (medical appointment)
- Period 4       Present

If a pupil arrives after school start time and **during** a period, they should be marked LAT in the period they arrive and the reason for lateness should be used to code the preceding time.

E.g, Jack slept in and arrived during period 2:

- Period 1       OUA (unauthorised)
- Period 2       LAT

As with absences, codes should be updated at the end of the day once a reason for absence/lateness has been established. If a reason cannot be sought, this should be marked as unexplained (UNA).

## 4.2    Protocol for Tracking & Monitoring Attendance

The following steps 1 to 4 provide a staged approach to support and intervention in relation to attendance concerns. These steps are mapped out in a flowchart in appendix 2. Where improvement is made but not sustained at any given step, it is expected that schools will resume the protocol at the step they were at rather than starting again from step 1.

It is noted that monitoring attendance by percentages needs to be carefully considered particularly in the first 6 weeks of term due to the impact of any absence skewing the percentage.

### *Step 1: Contact with parents/carers when attendance drops <90%*

When a child or young person's attendance falls below 90% **over a 4-week period** without a valid reason:

- Phone contact should be made with the parents/carers, and/or a letter sent to the home address (see appendix 3a) with an invitation to discuss absence concerns either by phone or at a meeting.

  The purpose is to identify issues and barriers quickly and work with the child or young person and their parents/carers towards attendance patterns being restored.

**If the pupil is missing from school and there is no contact from home and if the school has safeguarding concerns, the school should contact Children Services on 0131 271 3413 asking for duty Team Leader or the allocated Social Worker/Team Leader without delay.**

### *Step 2: Continued Absence / no improvement or engagement in plan*

If absence continues or if there has been no recognised improvement in attendance **within an 8-week period**:

- Letter 2 (appendix 3b) should be sent to the parent/carer and the young person inviting them to a Learner's Planning Meeting with a meeting date and time. Phone contact should be made to confirm receipt of the letter and attendance at the meeting. If the parent/carer does not contact the school or attend the meeting the school should issue the letter via Royal Mail 'Signed For' inviting the parent/carer to a meeting in school.

  The purpose of this meeting is to explore reasons for non-attendance, identify barriers or unmet needs within the school and/or further information that is required and to develop a plan to address these issues. The child or young person must be supported and encouraged to be active participants in this process and their views meaningfully included. A plan should be agreed and documented with the child or young person and parents/carers to improve attendance and provide details of any additional supports or measures to be taken.

Attendance concerns should be raised with the Midlothian Locality Team including Educational Psychology with the aim of resolving local issues or barriers to attendance and ensuring approaches and supports are targeted to best effect.

### *Step 3: No improvement in attendance and/or no engagement in plans*

If there is no improvement **after 12 weeks** or no response from the parent/carer in relation to the proposed plans:

- Letter 3 (appendix 3c) should be sent to the parent/carer and the young person inviting them to a Learner's Planning Meeting with a meeting date and time. Phone contact should be made to confirm receipt of the letter and attendance at the meeting. If the parent/carer does not contact the school or attend the meeting the school should issue the letter via Royal Mail 'Signed For' inviting the parent/carer to a meeting in school.

  The purpose of this meeting is to review the previous plan and identify barriers to progress. Further insights are sought into the factors influencing the child's attendance and the plan of support reviewed and strengthened where appropriate.

  Further supports may be sought, with parental and young person consent, through the following:

- Referral to Wellbeing Meetings (High Schools) or Team around the child (Primary) for solution-focussed discussion and further school and community supports, including the Family Wellbeing Service and 3rd sector agencies.

- Request for involvement with the Educational Psychology Service.

14

Attendance should continue to be monitored on a 4 weekly basis with the child or young person, family, school and agencies involved. These 4 weekly monitoring periods may be repeated where progress is slow but where there is evidence of efforts and engagement to improve attendance.

### *Step 4: Ongoing non-attendance following implementation of the plan*

If there are no significant improvements in a child or young person's attendance and all resources, multi-agency support and voluntary options have been fully explored and reviewed through the Learners Planning Framework, then schools should discuss the case with the team leader for the Family Wellbeing Service to agree on the next steps.

Where a child or young person fails to attend school regularly without a valid reason, as detailed above, a referral to the Reporter can be made under section 67(o) of the Children's Hearing (Scotland) Act 2011. This option may be appropriate where there are a range of other concerns which together with non-attendance, form grounds for referral.

**Prior to any referral being made to the Children's Reporter schools must involve the team leader of the Family Wellbeing Service, who will advise wider Children's Services of the decision.**

- If the family is engaged with the Family Wellbeing Service (FWS) but there has been no significant progress the social worker/team leader from the FWS should meet with the family to explain the possibility of referral to the Scottish Children's Reporter Administration (SCRA) and the implications of statutory measures. If there remains no improvement and the multi-agency group agree there is a need for a referral to SCRA, the FWS, along with the school will write a report to make a collective referral to SCRA.

- Where a family refuse to provide consent for referral to the FWS – the social worker or the team leader from the FWS should visit the family or attend a meeting to explain the role of the FWS as a voluntary support. They should explain their role in supporting families to improve outcomes and avoid statutory services, the possibility of referral to the Children's reporter and the implications of statutory measures. If the family continue to refuse and the multi-agency group agree a referral to SCRA is appropriate the school will make the referral.

Midlothian Council is committed to ensuring that efforts to improve outcomes for children involve an appropriate and proportionate level of intervention. Only after there is agreement by school and Family Wellbeing Service, and where possible the family that **all** voluntary measures have been fully explored a referral may be submitted to SCRA detailing ongoing concerns.

If required, staff within the Family Wellbeing Service will progress an assessment report at the request of the Reporter to ascertain if there are legal 'grounds' to convene a

Children's Hearing. This assessment will be undertaken in conjunction with the family, school and any other agency involved.

If legal 'grounds' are proven as set down in section 67(2) of the Children's Hearings (Scotland) Act 2011, and a Children's Hearing is planned, Family Wellbeing Service/Children's Services staff along with schools and any other relevant agency involved with the family may be asked to provide reports and if required, attend the Children's Hearing. If a child or young person has a Compulsory Supervision Order imposed, then there will be an allocated Children's Services Social Worker (not the Family Wellbeing Service) who will become the Lead Professional at that stage.

Attending a children's hearing can be a stressful experience for a child or young person, and there is little evidence that imposition of legal sanctions improve attendance. It should be seen as a last resort.

### 4.3 Children Missing from Education

A register of admission and withdrawal of children and young people has to be kept at every school in respect of each school year. This register will show:

- Each pupil admitted or readmitted to the school.
- Their full name and date of birth.
- If the pupil has been withdrawn from the school at any time, the date of, and reason for this withdrawal.
- The educational establishment the child or young person will now be attending.

If a child is deemed to be missing from education and no forwarding address or contact from a prospective new school has been received, then a referral must be completed using (CME - request for a search.doc) and progress to:

- The allocated Children's Services worker as soon as possible
- If there is no allocated worker, then a referral should be sent to Sam Smith (ASN Team) using the CME mailbox – cme@midlothian.gov.uk.

### 4.4 School Leaving Arrangements, Employment and Further Education

*School Leaving Arrangements*

School leaving arrangements are defined in terms of the **Education (Scotland) Act 1980**. There are statutory summer and winter leaving dates in each year.

Summer Leaving Dates:

- a pupil whose sixteenth birthday is on or after 1 March but before 31 May can leave school on 31 May.

16

- a pupil whose sixteenth birthday is on or after 31 May but before 1 October can leave on 31 May.

Winter Leaving Dates:

- a young person whose sixteenth birthday is on or after 1 October but before the first day of the Christmas holiday period can leave school on the first day of the Christmas holidays (or 21 December if earlier).

- a young person whose sixteenth birthday falls after the winter leaving date but before 1 March can leave school on the first day of the Christmas holidays (or 21 December if earlier).

***Entry to Employment:*** Young people who have reached school leaving age can take up full time employment even though they may not have reached their sixteenth birthday. Certain industries may have a minimum age for entry.

Under no circumstances should a young person of school age be allowed to leave school to take up full time employment. Apprenticeship is considered to be full time employment. There are statutory restrictions on part-time employment of young people of school age, which are defined in local bylaws. For further information please refer to Policy Guideline 3.12 on "*Part time employment of pupils*".

***Entry to Further Education:*** A young person of school age can be given exemption from school attendance to begin a full-time course of Further Education. Such cases should be considered on their merit depending on the educational needs of the young person and in consultation with the young person's parents/carers and the Principal of the Further Education College.

Head Teachers should advise the Head of Education of any young person still of school age who wishes to begin a full-time course of vocational further education.

## Appendix 1: **Click & Go Attendance and Absence Codes**

Note - screens and printouts in SEEMIS use either a single letter attendance code (e.g, "D") or a three-letter code (e.g. "SEL") - both types codes are shown in the descriptions below:

| Sickness / Medical or Dental Appointments | Counts as |
|---|---|
| **D (SEL) – Self Certified Medical** – this includes any time where a pupil is off sick, with proof of illness such as a parental letter or medical certificate. Counts as **Authorised Absence**. | **Authorised Absence** |
| **B (SEP) – Sickness with Educational Provision** – Use where a pupil is off sick and an appropriate level of educational provision is being provided – e.g. where a pupil is receiving tuition in hospital. | **Attendance** |
| **P (PER) – Medical / Dental Appointments** – to be used for all medical / dental appointments outside of school. | **Attendance** |
| **Late coming** | |
| **L (LAT) – Late** - Use when pupil arrives late during the first half of an opening. | **Late** (does not count towards overall absence percentage) |
| **K (LT2) – Late 2 -** Use when pupil arrives late during the second half of an opening. | **Authorised Absence** |
| **Parental Holidays** | |
| **G (UPH) – Unauthorised Parental Holiday** – the following are examples of reasons that would cause a family holiday to be classed as unauthorised:<br>• The availability of cheap holidays<br>• The availability of desired accommodation<br>• Holidays which overlap the beginning or end of term<br>• Parental difficulty obtaining leave (with local judgement applied in cases where evidence is provided by the employer that it cannot accommodate leave during school holidays without serious consequences) | **Unauthorised Absence** |
| **E (PHL) - Family Holiday Authorised** – The majority of holidays taken within term time should be categorised as unauthorised absence. However, it is acceptable under exceptional circumstances to authorise a family holiday during term time.  Such circumstances may include: -<br>• A family holiday judged to be important to the wellbeing and cohesion of the family, following serious or terminal illness, bereavement or other traumatic events. | **Authorised Absence** |

| | |
|---|---|
| **Z (EXL) - Extended Leave with Parental Consent -** should not be considered the same as a family holiday. Extended leave with parental consent will be recorded separately outside the figures for attendance and absence and includes circumstances such as:<br>• extended overseas educational trips not organised by the school<br>• short-term parental placement abroad<br>• family weddings or funerals or other events and exceptional circumstances which may require children to travel (e.g. overseas) or participate in extended preparations, for cultural reasons<br>• leave in relation to children of travelling families. | **Not counted as absence OR attendance.** This code reduces total number of possible attendances for a pupil and must be used with care. |
| **Refusal to attend** | |
| **7 (RFS) – Refusal to attend** – use this category where a pupil refuses to attend school. | **Unauthorised Absence** |
| **9 (RSA) - Refusal - Social Anxiety - Education Provision -** should be used where a pupil is refusing to attend school as a result of diagnosed social anxiety and is also receiving education provision. **Note** - this code should only be used where education provision is being provided and the pupil, school, parents and other relevant practitioners are in agreement with the plan in place. | **Attendance** |
| **Other Authorised Absences** | |
| **A (ABS) – Other Authorised Absence –** this category cover situations such as: -<br>• Immediate family weddings<br>• Bereavements<br>• Religious observances<br>• Attendance at court<br>• Attendance at childcare review<br>• Attendance at children's hearing<br>• Lack of transport – including due to bad weather<br>• Sporting & cultural events not arranged by school, but approved by them | **Authorised Absence** |
| **Other Unauthorised Absences** | |
| **U (UNA) – Absence – Reason Unknown –** use where no reason has been given for the pupil's absence.  Counts as **unauthorised absence**. | **Unauthorised Absence** |
| **@ (TRU) – Truancy –** use for Truancy. | **Unauthorised Absence** |
| **T (TBC) - To be confirmed** - used only by class teachers when they are recording attendance for a period or opening | **Unauthorised Absence** |

| | |
|---|---|
| **Exceptional Domestic Circumstances** | |
| **Q (DCA) – Exceptional Domestic Circumstances Authorised** – covers situations such as: -<br>• The period immediately after an accident or illness<br>• A period of serious or critical illness of a close relative<br>• A domestic crisis which causes serious disruption to the family home, causing temporary relocation. | **Authorised Absence** |
| **R (DCU) – Exceptional Domestic Circumstances Unauthorised –** used for all other exceptional domestic circumstances not included above. | **Unauthorised Absence** |
| **Part time timetables** | |
| **Y (PTX) – Part Time Timetable (exclusion related)** – use where a pupil is attending school on a part time timetable to reduce risk of exclusion and build positive engagement as part of a build-up timetable. **Note** - this code should only be used in the period **after** an exclusion where a pupil is on a phased return. | **Authorised Absence** |
| **= (PTH) – Part Time Timetable (health related)** – use where a pupil is attending school on a Part Time basis - this counts as authorised absence. | **Authorised Absence** |
| **Other attendance in and out of school** | |
| **O (OAT) – Provision Elsewhere** – use where a pupil is receiving educational provision at another establishment e.g. pupil attending another school for subjects not available in base school, pupil attending college, pupil attending special unit etc. | **Attendance** |
| **~ (SCH) - In school but not in class -** used where a pupil is not in their timetabled class, but is elsewhere in school e.g. learning support base, musical instrument tuition | **Attendance** |
| **S (STY) – Study leave –** use from the start of the official exam timetable until the restart of timetabled lessons in school.  This category counts as **attendance**. | **Attendance** |
| **V (VIS) – School visit / excursion** – use for trips out of school arranged or approved by the school. | **Attendance** |
| **V (FLD) – Field trip** – use for field trips related to school coursework. | **Attendance** |
| **W (WRK) – Work Experience** – included work experience or volunteering, arranged, or approved by the school. | **Attendance** |
| **Exclusions** | |
| **X (EXC) – Exclusion** – used for temporary exclusions. | **Exclusion** |

| | |
|---|---|
| **Missing from Class** | |
| **M (MIS) - Missing -** a high school only code which indicates that a pupil has been marked as absent by a class teacher from one or more periods in an opening.  This code is automatically generated by Click & Go and only appears on a pupil's attendance summary printout. | **Attendance** |

Appendix 2: **Flow Chart for Tracking & Monitoring Attendance**

## Step 1 Attendance < 90% at 4 weeks
School sends Attendance Letter 1 (Appendix 3a) home.
School makes phone call or meet with parents/carers with aim of exploring issues, identifying any support needs and overcoming attendance concerns.

## Step 2 Attendance < 90% at 8 weeks
School sends Attendance Letter 2 (Appendix 3b) home with invitation to meet with follow up call to confirm attendance.
A Learners Planning Meeting is held to explore issues, identify support needs and plan to restore attendance.
School raises concerns with locality team.

## Step 3 Attendance < 90% at 12 weeks
School sends Attendance Letter 3 (Appendix 3c) home with invitation to following up meeting.
A Learners Planning Meeting is held to review plan, further explore issues and support needs and adapt or strengthen planning where appropriate.
School presents to Wellbeing Meeting/Team around the Child to explore supports from partner agencies including Family Wellbeing Service and 3rd sector partners. Consideration given to EP involvement or referral to wider partners.
Progress continues to be reviewed on a 4 weekly basis.

## Step 4 No significant progress at 16 weeks
School discuss case with team lead and/or Social Worker for the Family Wellbeing Service to consider next steps. This will include multi-agency review of plan with the child or young person, family, school, Family Wellbeing Service and partners to explore ways forwards. Further support and planning may be agreed or where all possible support has been tried and reviewed a referral to SCRA may be progressed.

**Safeguarding**

**Where there are immediate Child Protection concerns, schools and partners must follow Child Protection guidelines.**

**If the pupil is missing from school, there is no contact from home and if the school have safeguarding concerns the school should contact Children's Service on 0131 271 3413.**

**Schools should ask for Duty Team Leader or allocated Social Worker without delay.**

22

Date

Name

Address


Dear


Child /Young Person's Name

I am writing to advise that (insert child/young person's name)'s attendance at school has fallen below 90% in the past four-week period. I have sent you an attendance summary printout for your information.

We would like to work with you to support (insert child young person's name), understand the reasons for the absence and help to improve their attendance at school.

I will phone you in the coming days to discuss this with you in more detail.


Yours sincerely

Name

Designation

Date

Name

Address

Dear

Child/Young Person's Name

I wrote to you on (insert date) to let you know that (insert child/young person's name)'s attendance had fallen below 90%.  We have reviewed (insert child/young person's name)'s attendance again, and their attendance is now at __% over the past eight-week period. I have sent you an attendance summary printout for your information.

We know how important attendance can be in supporting a child or young person's learning, relationships and wellbeing. Together we have legal duties to support your child/young person to participate in education and there are a variety of ways we can work in partnership to do this.

We would like to invite you (and your child/young person) to a Learner's Planning meeting with _____ on (insert date and time of meeting) to discuss this with you. We will work together to understand any issues affecting attendance and plan how to address these and improve (insert child/young person's name)'s attendance.

Please contact me on the number below if you cannot attend this meeting and we will arrange another time.

Yours sincerely

Name

Designation

Appendix 3 (c): **Attendance Letter 3 (12 weeks)**

Date

Name

Address

Dear

Child/Young Person's Name

We met on (insert date) to discuss (insert child/young person's name)'s attendance. We agreed some ways forward to improve their attendance at school. We have reviewed (insert child/young person's name)'s attendance again, and their attendance is now at ___% over the past twelve-week period. I have sent you an attendance summary printout for your information.

We know how important attendance can be in supporting a child or young person's learning, relationships and wellbeing. Together we have legal duties to support your child/young person to participate in education and there are a variety of ways we can work in partnership to do this.

We would like to invite you (and your child/young person) to a Learner's Planning meeting with _____ on (insert date/time of meeting) to discuss this with you. We will review the plan that we agreed at our last meeting. We will also work together to further understand issues that might be affecting (insert child or young persons' name)'s attendance and explore any further support that might be available from school and partner agencies to help address these and improve attendance. We want the best for (insert child or young person's name) and are here to help.

After this meeting, we will keep monitoring (insert child/ young person's name)'s attendance. If there is no improvement, we will seek advice from Children and Families to explore any further supports or resource that may be available. Where it is agreed that all supports have been tried and reviewed and there is no significant improvement in attendance over time, consideration will be given to whether a referral should be made to the Children's Reporter. We hope to avoid this where we can by working with you and (insert child/young person's name).

Please contact me on the number below if you cannot attend this meeting and we will arrange another time. It is important that we meet together so that we can make sure we are making a difference for (child or young person) and they receive their right to an education.


Yours sincerely

Name

Designation

Appendix 4 (a): Late Arrival Letter (Primary)


Date

Name

Address


Dear


Child/Young Person's Name

In (school name) Primary School the class teacher meets regularly with the Headteacher to review children's attendance and late arrivals to school.

Being on time for school is important and valuable for children to connect with peers and adults, settle in and prepare for the school day ahead.

A recent review of attendance with (insert Headteachers name) has shown that (the child's name) has been persistently late for school. I enclose an attendance summary printout for your information.

We are keen to understand any factors that might be impacting on (child's name)'s arrival at school and if there is anything that we can do within school to support with this. Please could you let us know any information you are able to share on the lateness noted. If you would like to discuss this further, please contact me on the number below.

In the meantime, the (insert Headteacher/class teacher's name) will continue to monitor the (child's name)'s arrival on a regular basis.


Yours sincerely


Headteacher


Enclosed: Attendance Summary.

Appendix 4(b)**:** Late Arrival Letter (Secondary)

Date

Name

Address

Dear

Child/Young Person's Name

In (insert school name) High School the Guidance/Pupil Support/Deputes, meets regularly to review pupil's attendance and late arrivals to school.

Being on time for school is important and valuable for children to connect with peers and adults, settle in and prepare for the school day ahead.

A recent review of attendance with (insert Depute's name) has shown young person's name has been persistently late for school. I enclose an attendance summary printout for your information.

We are keen to understand factors that might be impacting on (child's name)'s arrival at school and if there is anything that we can do within school to support with this. Please could you let us know any information you are able to share on the lateness noted. If you would like to discuss this further, please contact me on the number below.

In the meantime, (insert Guidance//Depute Head teacher) will continue to monitor (insert young person's name) arrival on a regular basis.

Yours sincerely

Guidance Teacher/ Depute Name

Enclosed: Attendance Summary

# Integrated Impact Assessment Form

**Promoting Equality, Human Rights and Sustainability**

# Integrated Impact Assessment Form

## Promoting Equality, Human Rights and Sustainability

| | |
|---|---|
| **Title of Policy/ Proposal** | Positive approaches to promoting attendance |
| **Completion Date** | 21st September 2023 |
| **Completed by** | Kirsty Quinn |
| **Lead officer** | Kirsty Quinn |

**Type of Initiative:**

Policy/Strategy ▬

Programme/Plan ☐     New or Proposed ☐

Project ☐     Changing/Updated ☐

Service ☐     Review or existing ☐

Function ☐

Other     Statement of Intent……………………..

## 1. Briefly describe the policy/proposal you are assessing.

Set out a clear understanding of the purpose of the policy being developed or reviewed (e.g. objectives, aims) including the context within which it will operate.

The attendance policy aims to ensure there is a clear, consistent, proactive and evidence-based approach to supporting the attendance of children and young people at school.

The policy seeks to ensure that:

1. Attendance is protected and promoted at universal whole school level

2. There is a focus on analysis and prevention for children and young people that may be at risk of non-attendance

3. Early action pathways are followed to restore attendance in response to early signs of non-attendance

4. Pathways and partnerships are effective in supporting children and young people presenting with persistent non-attendance

**2. What will change as a result of this policy?**

Systems and pathway to support will be clearer and more consistent across Midlothian. There will be greater understanding across schools and partners in relation to attendance issues and ways of supporting. Ultimately, it is hoped that attendance for children and young people will improve.

**3. Do I need to undertake a Combined Impact Assessment?**

| High Relevance | Yes/no |
|---|---|
| The policy/ proposal has consequences for or affects people | Yes |
| The policy/proposal has potential to make a significant impact on equality | Yes |
| The policy/ proposal has the potential to make a significant impact on the economy and the delivery of economic outcomes | No |
| The policy/proposal is likely to have a significant environmental impact | No |
| **Low Relevance** | |
| The policy/proposal has little relevance to equality | No |
| The policy/proposal has negligible impact on the economy | No |
| The policy/proposal has no/ minimal impact on the environment | No |
| **If you have identified low relevance please give a brief description of your reasoning here and send it to your Head of Service to record.** | |

If you have answered yes to high relevance above, please proceed to complete the Integrated Impact Assessment.

**4. What information/data/ consultation have you used to inform the policy to date?**

3

| Evidence | Comments: what does the evidence tell you? |
|---|---|
| Data on populations in need | Analysis of attendance patterns show that certain groups of children and young people are at risk of low attendance in comparison to the wider population. These include:<br>- Children and young people eligible for Free School Meals and those experiencing economic deprivation. On average children living in areas SIMD quintile 1 are attending 7.5% less than those in SIMD quintile 5.<br>- Children and young people with Additional Support Needs particularly those with needs relating to mental health, and social, emotional and behavioural needs.<br>- Care experienced children and young people, particularly those who were previously looked after or looked after at home<br><br>We do not hold data relating to race or sexual orientation. The most recent census data from 2011 states that 1.8% population belonged to a Minority Ethnic Community. |
| Data on service uptake/access | All schools use the attendance policy to guide practice in promoting and recording attendance and responding reduced attendance levels.<br><br>There have been very high levels of engagement in professional learning events focusing on strengthening pathways and partnership to promote attendance. |
| Data on quality/outcomes | Analysis has taken place to identify approaches and practice that have led to positive impact on attendance and this has informed the policy.<br>Examples of effective use of PEF spend have been identified where this has had a significant impact on attendance. |
| Research/literature evidence | The Education Endowment Foundation (2022), publication 'Attendance interventions rapid evidence assessment' shows that:<br>- Research evidence is variable and inconclusive. 8 approaches are evidenced in the literature with most effective approaches focusing on parental engagement and targeted support. There is little evidence of systemic approaches to purposeful or flexible curriculum.<br><br>Children's Commissioner (2023) Attendance is everyone's business: |

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| | - Emphasises the need for children's rights and voices to be at the centre of planning and the need to deepen our understanding of issues to target support most effectively. |
| Service user experience information | Feedback from head teachers (primary), DHTs (secondary), home school practitioners:<br>- Range of creative and impactful approaches in place but not consistent or joined up as part of a wider strategy across the authority.<br>- Pathways unclear to support and feel that the procedures do not make any significant difference to attendance.<br>- Need for clarity on use of SEEMIS codes to promote consistency and reliability of data trends.<br>- Need for greater clarity in the role of partners at different levels of attendance and in response to different types of concerns and issues. |
| Consultation **and involvement** findings | Children and young people from primary and secondary schools were asked a series of questions relating to attendance and the policy to elicit their understanding of approaches taken to promote and support attendance and what is seen as helpful. Amendments were made to the policy in light of the views shared below:<br><br>*Summary of findings from children and young people:*<br>- Most children and young people were not aware of the policy though there was agreement that guidance was needed to ensure consistency across schools.<br>- Children and young people noted that some young people and their families have lots going on and need support to maintain school attendance.<br>- Young people mentioned the following approaches that support attendance: communication with families, regular focus in school, support form key adults including guidance teachers, learning assistants to understand issues, support from social work for families. Some young people felt that nothing happens and were not aware of what the school would do.<br>- Feedback highlighted that the policy was too long and wordy and should be shortened and made more accessible. Ideas to ensure everyone was aware included using social media, information evenings, parents evenings, websites, leaflets, pupil councils. |

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| | *Summary of findings from parents and carers:*<br>- Around half of the parents/carers consulted had awareness of the policy though were not familiar with the content. Parents/carers were aware of their role in reporting their child's absence.<br>- There was a strong emphasis on the need for a supportive approach recognising that for some children, aspects of school can be challenging, and that some families go through times of significant stress that can impact on attendance.<br>- There needs to be balance between protecting a child's wellbeing and mental health while also supporting attendance.<br>- Concerns were raised about certificates and rewards for 100% attendance and the implications for children where there may be significant challenges beyond their control.<br>- Some concern about the level of responsibility placed on children and parents and the need for a sensitive, balanced approach to understand issues and provide support.<br>- Feedback reported that the policy needs to be accessible to everyone. |
| Good practice guidelines | The following good practice guidelines have been reviewed:<br>- Included, engaged and involved part 1: promoting and managing school attendance (2019)<br>- West Lothian and Forth Valley Interactive Attendance Guide<br>- West Sussex Emotionally Based School Avoidance Guidance Document, 2022 [Emotionally Based School Avoidance | West Sussex Services for Schools](#) |
| Other (please specify) | Pupil Equity Funding: looking inwards, outwards, forwards – sharing effective practice to maximise support for learners and practicioners (2022) |
| Is any further information required? How will you gather this? | |

6

**5. How does the policy meet the different needs of and impact on groups in the community?**

| | Comments – positive/ negative impact |
|---|---|
| **Equality Groups**<br><br>• Older people, people in the middle years,<br>• Young people and children<br>• Women, men and transgender people (includes issues relating to pregnancy and maternity)<br>• Disabled people (includes physical disability, learning disability, sensory impairment, long-term medical conditions, mental health problems)<br>• Minority ethnic people (includes Gypsy/Travellers, migrant workers, non-English speakers)<br>• Refugees and asylum seekers<br>• People with different religions or beliefs (includes people with no religion or belief)<br>• Lesbian, gay, bisexual and heterosexual people<br>• People who are unmarried, married or in a civil partnership | There will be clearer pathways of support to promote and protect attendance of all children and young people.<br>Data analysis within each school and across Midlothian will raise awareness of groups at risk of non-attendance and enable more preventative and targeted support to be developed. Groups at risk of reduced attendance include those with disabilities and additional support needs, affected by poverty and care experience young people. |
| **Those vulnerable to falling into poverty**<br>• Unemployed<br>• People on benefits<br>• Single Parents and vulnerable families<br>• Pensioners<br>• Looked after children<br>• Those leaving care settings (including children and young people and those with illness)<br>• Homeless people<br>• Carers (including young carers)<br>• Those involved in the criminal justice system<br>• Those living in the most deprived communities (bottom 20% SIMD areas)<br>• People misusing services | The policy recognises that those children and young people affected by poverty are at risk of reduced levels of attendance at school.<br>The policy promotes targeted action is taken along with effective use of Pupil Equity Fund to promote and support school attendance. |

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| • People with low literacy/numeracy<br>• Others e.g. veterans, students | |
| **Geographical communities**<br>• Rural/ semi rural communities<br>• Urban Communities<br>• Coastal communities | Further consideration is needed on transport issues that impact on a child's attendance including times of arrival of school buses at schools.  This will be followed up as part of the attendance strategy workstreams. |

**6. Are there any other factors which will affect the way this policy impacts on the community or staff groups?**

**7. Is any part of this policy/ service to be carried out wholly or partly by contractors?**

   If yes, how have you included equality and human rights considerations into the contract?

| |
|---|
| No |

**8. Have you considered how you will communicate information about this policy or policy change to those affected e.g. to those with hearing loss, speech impairment or English as a second language?**

A webinar will be created with subtitles highlighting the key points of the policy and shared on the council website and available for schools to link to on their websites.

**9. Please consider how your policy will impact on each of the following?**

| Objectives | Comments |
|---|---|
| **Equality and Human rights** | |

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| Promotes / advances equality of opportunity e.g. improves access to and quality of services, status | The policy aims to ensure factors affecting children and young people's attendance at school are understood and overcome promoting access to school and equality of opportunity. |
| Promotes good relations within and between people with protected characteristics and tackles harassment | The policy promotes a supportive and collaborative approach to attendance and promotes a nurturing, trauma-informed approach. Relationships are central to the policy and restorative approaches are used to deepen understanding and trust within the community. |
| Promotes participation, inclusion, dignity and self control over decisions | The policy puts the child or young person at the centre of planning and decision making, keeping in mind the child's strengths, resources as well as their hopes and aspirations for the future. The policy aims to ensure that care is taken to make sense of issues and barriers in partnership with them and their family and in planning out next steps. |
| Builds family support networks, resilience and community capacity | The policy promotes partnership approaches that build on strengths and resources within families and the community. Where it is agreed that full time attendance within a school building is not in the child's best interest, community networks are to be explored to create a child's sense of belonging and contribution. |
| Reduces crime and fear of crime | There is an established link between school attendance and children and young people becoming involved in anti-social behaviours and the criminal justice system. It is proposed that the policy will lead to increased attendance and reduce the risk of children and young people becoming involved in anti-social behaviours. |
| Promotes healthier lifestyles including<br><br>• diet and nutrition,<br><br>• sexual health,<br><br>• substance misuse | Regular school attendance can ensure children and young people gain access to healthy lunch, personal and social education (which includes focus on sexual health and substance misuse), regular PE sessions and life skills that prepare young people for positive destinations. |

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| • Exercise and physical activity. <br><br> • Lifeskills | |
| **Environmental** | |
| Reduce greenhouse gas (GHG) emissions in East Lothian (including carbon management) | None |
| Plan for future climate change | |
| Pollution: air/ water/ soil/ noise | |
| Protect coastal and inland waters | |
| Enhance biodiversity | |
| Encourage resource efficiency (energy, water, materials and minerals) | |
| Public Safety: Minimise waste generation/ infection control/ accidental injury /fire risk | |
| Reduce need to travel / promote sustainable forms or transport | |
| Improves the physical environment e.g. housing quality, public and green space | |
| **Economic** | |
| Maximises income and /or reduces income inequality | Regular school attendance supports children and young people to prepare for their adult lives with a focus on improved literacy and numeracy and support to move on to positive destinations leading to |
| Helps young people into | |

| | |
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| positive destinations | greater access to jobs. |
| Supports local business | |
| Helps people to access jobs (both paid and unpaid) | |
| Improving literacy and numeracy | |
| Improves working conditions, including equal pay | |
| Improves local employment opportunities | |

**10. Is the policy a qualifying Policy, Programme or Strategy as defined by The Environmental Impact Assessment (Scotland) Act 2005?**

No

**11. Action Plan**

| Identified negative impact | Mitigating circumstances | Mitigating actions | Timeline | Responsible person |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |

**12. Sign off by Head of Service/ NHS Project Lead**

Name
Date

**Religious Observance Policy**

**Report by Fiona Robertson, Executive Director Children, Young People and Partnerships**

**Report for Decision**

**1      Recommendations**

This report seeks Council approval to introduce two separate policies: Religious Observance in Schools; Religious and Moral Education in Non-Denominational Schools and Religious Education in Roman Catholic Schools, replacing the policy on Religious Observance in Schools.

**2      Purpose of Report/Executive Summary**

Following a review of the council's Religious Observance Policy and the available guidance, it is proposed to replace it with two new policies:

- Religious Observance in Schools (Part I)
- Religious and Moral Education in Non-Denominational Schools and Religious Education in Roman Catholic Schools (Part II)

**Date:** 06/06/2023

**Report Contact:**
Fiona Robertson

Fiona.Robertson@midlothian.gov.uk

### 3    Background/Main Body of Report

Religious Observance (RO) has an important role in the development of learners in terms of being: a successful learner; confident individual; responsible citizen and; an effective contributor. It should also provide opportunities for the school community to reflect upon and develop a deeper understanding of their contribution to the school and wider communities.

Following a review of the current policy, it is proposed to replace it with two separate policies: Religious Observance in Schools Policy and Religious and Moral Education in Non-Denominational Schools and Religious Education in Roman Catholic Schools Policy.

These two policies reflect Curriculum for Excellence and apply to all primary and secondary schools, including specialist provisions.  It has been prepared in consultation with relevant parties and in conjunction with the following guidance:

- The Curriculum for Excellence (CfE) Briefing Paper 16 - Religious Observance (Time for Reflection), which supports planning and delivery of RO in practice.
- Paragraph 6 of schedule 1 of the Education (School and Placing Information) (Scotland) Regulations 2012, which provides for what a school's handbook should say about how the school plans and provides its curriculum, including RO.
- The guidance issued by the Scottish Government - Curriculum for Excellence: Religious Observance.
- School Handbook: guidance - gov.scot (www.gov.scot)
- Scottish Catholic Education Service | SCES | supporting and promoting Catholic education in Scotland

The policies are available for review in Appendix B or using the links below:
- Religious Observance in Schools (Part I)
- Religious and Moral Education in Non-Denominational Schools and Religious Education in Roman Catholic Schools (Part II)

**4**       **Report Implications (Resource, Digital and Risk)**

**4.1**      **Resource**

There are no resource implications anticipated from the implementation of the new policies

**4.2**      **Digital**

There are no digital implications directly arising from this report.

**4.3**      **Risk**

The current policy has been in place for some time and needs to be updated or replaced.

**4.4**      **Ensuring Equalities (if required a separate IIA must be completed)**

EQIA available

**4.4**      **Additional Report Implications (See Appendix A)**

See Appendix A

**Appendices**

**Appendix A – Additional Report Implications**
**Appendix B – Background information/Links**

**APPENDIX A – Report Implications**

**A.1    Key Priorities within the Single Midlothian Plan**

Reducing the gap in learning outcomes

**A.2    Key Drivers for Change**

Key drivers addressed in this report:

☐ Holistic Working
☐ Hub and Spoke
☒ Modern
☐ Sustainable
☐ Transformational
☐ Preventative
☐ Asset-based
☒ Continuous Improvement
☐ One size fits one
☐ None of the above

**A.3    Key Delivery Streams**

Key delivery streams addressed in this report:

☐ One Council Working with you, for you
☐ Preventative and Sustainable
☒ Efficient and Modern
☐ Innovative and Ambitious
☐ None of the above

**A.4    Delivering Best Value**

Every decision involved in preparing this policy is considered from a Best Value perspective.

**A.5    Involving Communities and Other Stakeholders**

The development of this policy is driven by the needs of our schools and the expanding populations in some of our communities.

**A.6    Impact on Performance and Outcomes**
N/A

**A.7    Adopting a Preventative Approach**

N/A

**A.8    Supporting Sustainable Development**

N/A

**APPENDIX B**
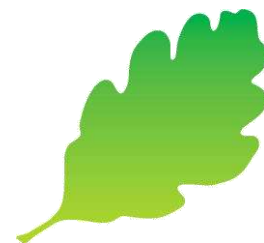
## Midlothian Council Policy:
# Religious Observance in Schools

| | |
|---|---|
| **Document type** | Policy |
| **Approved by** | |
| **Approval date** | <mark>Day Month Year</mark> |
| **Senior Responsible Officer** | Michelle Strong, Education Chief Operating Officer |
| **Author** | Children, Young People and Partnerships |
| **Scheduled for review** | August 2025 |

| Version | 1.0 |
|---|---|

# 1. Contents

## 2.    Policy statement

The policy document provides a formal framework for religious observance in schools.

The policy and associated procedure document will ensure consistency across all schools.

## 3.    Scope

This policy covers religious observance for pupils attending primary and secondary education.

## 4.    Definitions

**RO**: Religious Observance

**R.C. school**:  Roman Catholic school

**Denominational**: Roman Catholic School

**Non-Denominational:** Non Roman Catholic

**Catholic Liturgy:** Public Worship

**Chaplains:** a member of the clergy in charge of the chapel

**Mass:** the central act of worship

## 5.    Policy content

**6.    Statement (Introduction)**

The Education (Scotland) Act 1980 ("the 1980 Act") continues to provide the statutory basis for local authorities to provide Religious Observance (RO) in Scottish schools.

This policy reflects Curriculum for Excellence and applies to all primary and secondary schools, including specialist provision.  It should be considered in conjunction with the Curriculum for Excellence (CfE) Briefing Paper 16 - Religious Observance (Time for Reflection), which supports planning and delivery of RO in practice.

It should be read alongside paragraph 6 of schedule 1 of the Education (School and Placing Information) (Scotland) Regulations 2012, which provides for what a school's handbook should say about how the school plans and provides its curriculum, including RO - 'the provision for religious instruction and observance for pupils and arrangements for a pupil's parent who wishes to exercise the parent's right to withdraw that pupil.'

This policy is based on the guidance issued by the Scottish Government - Provision of Religious Observance in Scottish Schools - March 2017

**7.    Terminology**

Religious Observance is defined as follows:

"Community acts which aim to promote the spiritual development of all members of the school's community and express and celebrate the shared values of the school community".

We recognise that whilst the Scottish Government and its partners (e.g. Education Scotland) use the term Religious Observance, schools may feel that a different name for the events that meet their Religious Observance requirements will be more appropriate to their individual context and culture. Therefore, the use of the term 'Time for Reflection' might be considered more appropriate by some schools. This term is also used in other contexts, such as in the Scottish Parliament. Therefore, this guidance uses the term Religious Observance (RO) but the guidance is equally applicable to 'Time for Reflection'.

Religious Observance is a 'whole-school activity', by which we mean members of the school community, including staff, pupils, parents and representatives of faith and nonfaith groups and communities, may take part.

Where the term 'parents' is used, this includes guardians and any person who is liable to maintain or has parental responsibilities.

All schools are expected to develop and publish their own statements of practice on religious observance based on this policy. There will be opportunities in terms of the principles and practice to maximise the benefits of joint approaches within our Associate School Group clusters.

8.    **Diversity**

Scotland is a society with a longstanding Christian tradition. However, Midlothian has, for many generations, also been home to other faith and belief traditions. As Midlothian continues to grow, we can expect to become increasingly diverse in the range of faith and belief traditions represented across the county.

RO in schools needs to be developed in a way which reflects and understands this diversity. It should be sensitive to our traditions and origins and should seek to reflect these but it must equally be sensitive to individual spiritual needs and beliefs, whether these come from a faith/belief or non-faith perspective.

9.    **Approach**

RO has an important part to play in the development of the learner's four capacities: a successful learner, confident individual, responsible citizen and an effective contributor. It should also provide opportunities for the school community to reflect upon and develop a deeper understanding of the dignity and worth of each individual, and their contribution to the school and wider communities.

Midlothian welcomes the tradition that, in Roman Catholic denominational schools, Catholic Liturgy will largely shape the nature and frequency of RO activities in the classroom and in the wider school community. So, at times, children and young people will be invited to participate in, and sometimes to lead, prayer and reflection in classrooms and at assemblies. At other times, to honour particular occasions or feasts, chaplains will lead school communities in the celebration of Mass and other forms of liturgical celebration.

In recognition of Scotland's Christian heritage, non-denominational schools are also encouraged to draw upon the rich resources of this tradition when planning RO. However, school communities typically include pupils and staff from a variety of faiths and belief perspectives,

and this must be taken fully into account in supporting spiritual development. It is of central importance that all pupils and staff can participate with integrity in forms of RO without compromise to their personal beliefs.

At present in non-denominational schools, whole-school assemblies are the most likely context where RO might take place. There should be a clear distinction between assemblies devised for the purpose of RO and assemblies for other purposes such as celebrating success. The precise form will be determined by each school's policy, but these might include opportunities for class, year, stage or whole-school RO as well as involvement by pupils and others, including school partners such as school chaplains and other faith/belief or non-faith leaders, in planning and presentation.

10.     **Faith/Belief Representatives**

Midlothian values the important and varied contributions that chaplains and other representatives of faith/belief or non-faith groups can make to the life of a school, through involvement in RO as well as sometimes in acts of worship, RME and a broader pastoral role. Head Teachers are encouraged to engage in full discussion with any such representatives they wish to be involved in the planning and the implementation of RO. When such representatives are involved in supporting RO, their own beliefs should be respected and they should not be asked, or expected, to compromise them.

11.     **Frequency and Nature of Religious Observance**

RO needs to take place sufficiently frequently to have an impact on the spiritual development of the school community. It is, however, the quality of such occasions which is of greatest importance.

It is important to balance the frequency which would have a positive impact on children and young people with the need to ensure that the experiences are meaningful and inclusive. Every school should provide opportunities for RO several times in a school year, in addition to traditional celebrations central to the life of the school community. This

will require careful planning, and the school community as well as parents and carers should be involved in making decisions about frequency. We recognise that many primary schools value weekly RO as part of their regular assembly programme and will wish to continue with this providing it represents a varied programme.

12. **Communication**

As explained in Curriculum for Excellence Briefing Paper 16, school handbooks should describe the provision of Religious Observance and also explain arrangements for those who wish to exercise the parental right to withdraw a child or young person from Religious Observance. To support parents in making decisions about Religious Observance, schools are expected to set a clear rationale for the approach taken and to involve parents and children and young people in decisions about the Religious Observance programme.

The Education (School and Placing Information) (Scotland) Regulations 2012 (paragraph 6 of schedule 1), makes provision for what a school's handbook should say about how the school plans and delivers its curriculum, including RO. That includes:

- how a pupil's parents will be consulted about what pupils learn at the school;
- how a pupil's parents will be informed of any sensitive aspects of learning;
- how a parent can arrange for a pupil to be withdrawn from RO.

The Scottish Government's 'School Handbook Guidance explains the Regulations and provides local authorities and schools help to develop contents for their handbooks.

13. **Parental Right to Withdraw**

There is a statutory provision in section 9 of the 1980 Act for parents to withdraw their children from participation in RO. This right should always be made known to parents and their views respected. Parents

should be provided with sufficient information on which to base a decision about exercising this right.

The Scottish Government considers that RO complements other aspects of a pupil's learning and is an important contribution to pupils' development. It should also have a role in promoting the ethos of a school by bringing pupils together and creating a sense of community. Schools are therefore encouraged to inform parents of this without applying pressure to change their minds.

There is no equivalent statutory right to withdraw afforded to children and young people. However schools should include children and young people in any discussions about aspects of their school experience, ensuring their views are taken into account. Doing so is in line with the Children and Young People (Scotland) Act 2014 and is especially relevant as children and young people become older and take more responsibility for their own learning.

Where a parent chooses a denominational school for their child's education, they choose to opt in to the school's ethos and practice which is imbued with religious faith and religious observance. In denominational schools, it is therefore more difficult to extricate a pupil from all experiences which are influenced by the school's faith character.

Where a pupil is withdrawn from RO, schools should make suitable arrangements for the pupil to participate in a worthwhile alternative activity. In no circumstances should a pupil be disadvantaged as a result of withdrawing from RO.

14. **Chaplains and Other faith group Leaders**

Chaplains and other faith group leaders should be valued and Head teachers are encouraged to engage in discussion with Chaplains and other faith group leaders in the planning and implementation of religious observance.

15. **Early Learning and Childcare Settings (ELCs)**

   There is no formal requirement for Religious Observance in ELCs. However, ELC classes may take part in Religious Observance opportunities as part of the whole school community. There are many existing opportunities to help children develop an early awareness of different religious and cultural groups and their traditions

16. **Religious Observance and Worship in schools**

   As mentioned above, where a school community is continuous with a faith community (such as in a denominational school) worship may be considered to be appropriate as part of the formal activity of the school.

   The Religious Observance Review Group concluded with the following statement:

   "Where the school community, whether denominational or non-denominational, is continuous with a faith community, that community's faith in the focus of worship may be assumed and worship may be considered to be appropriate as part of the formal activity of the school. Where, as in most non-denominational schools, there is a diversity of beliefs and practices, the Review Group believes that the appropriate context for an organised act of worship is within the informal curriculum as part of the range of activities offered for example by religions, non-religious groups, chaplains and other faith leaders."

   When members of a non-denominational school community including pupils, parents and representatives of faith groups and communities, wish to have opportunities for organised acts of worship, Head Teachers should consider these requests positively and make suitable arrangements if possible. Such events may be distinct, although it is likely that they will be complementary to the school's provision of RO.

17. **Facilities**

   Consideration should be given to providing appropriate facilities in schools for RO. Locations need to be considered in the light of the size and diversity of participating groups. Locations for RO and worship

should be considered in the planning and design of new and refurbished school buildings, to provide facilities which meet school and community needs.

18. **Support**

Education Scotland's Curriculum for Excellence, Briefing Paper 16 sets out the most up to date advice and guidance around the planning and delivery of Religious Observance/Time for Reflection.

The Scottish Catholic Education Service offers guidance and exemplar materials to support denominational schools on aspects of RO and School Chaplaincy.

19. **Conclusion**

Midlothian Council and schools will continue to work with school communities to plan and deliver high quality RO, in line with this policy and CfE Briefing Paper 16 in particular, and taking into consideration the requirements of the Education (School and Placing Information) (Scotland) Regulations 2012. Schools should use their self-evaluation and the school improvement plan to ensure arrangements for RO are regularly reviewed and continually improved to develop practice and to take account of the guidance provided and views of staff, parents, pupils and partners.

20. **Implementation**

The policy will be implemented from with immediate effect. The policy will be shared on the Midlothian Council website. School Handbooks should be updated to reflect the new policy.

21. **Roles and Responsibilities**

Midlothian Council's Education Chief Operating Officer has overall responsibility for this policy.

22.     **Related documents**

- Education (Scotland) Act 1980
- Religious Observance - Time for Reflection | Self-evaluation | National Improvement Hub (education.gov.scot)
- School Handbook: guidance - gov.scot (www.gov.scot)
- Curriculum for Excellence: religious observance - gov.scot (www.gov.scot)
- Scottish Catholic Education Service | SCES | supporting and promoting Catholic education in Scotland

23.     **Integrated impact assessment**

All new and revised policies must be subject to an integrated impact assessment to ensure that the Council is compliant with legislation.

24.     **Risk assessment**

The risk of not having a consistent, clear and published policy means that parents/carers are not kept informed of this process and pupils are not able to access school education.

25.     **Review**

This policy will be reviewed on a two-year cycle with the next review being August 2025 by Children, Young People and Partnerships.
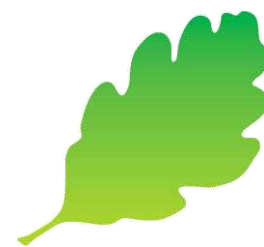
**Midlothian Council Policy:**

# Religious and Moral Education in Non-Denominational Schools and Religious Education in Roman Catholic Schools

| | |
|---|---|
| **Document type** | **Policy** |
| **Approved by** | |
| **Approval date** | **Day Month Year** |
| **Senior Responsible Officer** | **Michelle Strong, Education Chief Operating Officer** |
| **Author** | **Children, Young People and Partnerships** |
| **Scheduled for review** | **August 2025** |
| **Version** | **1.0** |

## Contents

## Policy statement

The policy document provides a formal framework for religious and moral education (RME) in non-denominational schools and religious education in Roman Catholic schools (RERC).

The policy and associated procedure document will ensure consistency across all Midlothian schools.

## Scope

This policy covers RME/RERC for pupils attending primary and secondary education.

## Definitions

**RO**: Religious Observance

**R.C. school**:  Roman Catholic school

**Denominational**: Roman Catholic School

**Non-Denominational:** Non Roman Catholic

**Catholic Liturgy:** Public Worship

## Introduction

Midlothian Council believes that religious and moral education in non-denominational schools and religious education in Roman Catholic schools make an important contribution to the development of our children and young people as successful learners, confident individuals, effective contributors and responsible citizens. Education about faith and belief in non-denominational schools and education in faith in denominational schools contributes to the development of the whole person, allowing children and young people to consider, reflect upon, and respond to important questions about the meaning and purpose of existence, the range and depth of human experience and what is ultimately worthwhile and valuable in life.

This curriculum area increases children and young people's awareness of the spiritual dimension of human life through exploring the world's major religions and views, including those which are independent of religious belief, and considering the challenges posed by those beliefs and values. It supports children and young people in developing and reflecting upon their own values and their capacity for moral judgement.

Through increasing awareness and appreciation of the value of individuals within a diverse society, children and young people can develop responsible attitudes to other people. It is intended that this awareness and understanding will assist in counteracting prejudice and intolerance as children and young people consider issues such as sectarianism and discrimination more broadly.

The Education (Scotland) Act 1980 continues to impose a statutory duty on local authorities to provide religious education in Scottish schools. The Scottish Government guidance[1] reflects the implementation of Curriculum for Excellence across all of Scotland's schools.

This policy clarifies the current position regarding the provision of religious and moral education in non-denominational schools (RME) and religious education in Roman Catholic schools (RERC). It is intended to assist schools and practitioners when planning the curriculum.

Religious Observance is covered in a separate policy.

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[1] Curriculum for Excellence: religious and moral education - gov.scot (www.gov.scot)

**Section 1 - Religious and Moral Education in Non-Denominational and Religious Education in Roman Catholic Schools**

Religious and moral education in non-denominational schools and religious education in Roman Catholic schools is one of the eight core curriculum areas within Curriculum for Excellence (CfE). It should contribute to the totality of the curriculum through the delivery of the experiences and outcomes as part of a broad general education and as a continuing core subject throughout the senior phase S4 to S6. The principles and practice papers for both RME in non-denominational schools and RERC in Roman Catholic schools and the corresponding experiences and outcomes enable the education service and individual schools to take full consideration of local circumstances and community expectations and to involve parents, learners and the wider community when planning for teaching and learning. In Roman Catholic schools the experiences and outcomes should be delivered in line with the guidance provided by the Scottish Catholic Education Service[2] (SCES).

SCES advises that the CfE 'Principles and Practice' document is essential reading for teachers to enable them to work with the experiences and outcomes for RERC. SCES also advises that full understanding of these principles and practice can only be achieved by reading them in conjunction with **This is Our Faith** which sets out the content of the RERC curriculum.

**Section 2 - Learning Through Religious and Moral Education and Religious Education**

Learning through this curriculum area enables children and young people to:

- recognise religion as an important expression of human experience;
- learn about and from the beliefs, values, practices and traditions of Christianity and the world religions selected for study, other traditions and viewpoints independent of religious belief;
- explore and develop knowledge and understanding of religions, recognising the place of Christianity in the Scottish context;
- investigate and understand the responses which religious and non-religious views can offer to questions about the nature and meaning of life;
- recognise and understand religious diversity and the importance of religion in society;
- develop respect for others and an understanding of beliefs and practices which are different from their own;

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[2] Scottish Catholic Education Service | SCES | supporting and promoting Catholic education in Scotland

- explore and establish values such as wisdom, justice, compassion and integrity and engage in the development of and reflection upon their own moral values;

- develop my beliefs, attitudes, values and practices through reflection, discovery and critical evaluation;

- develop the skills of reflection, discernment, critical thinking and deciding how to act when making moral decisions;

- make a positive difference to the world by putting their beliefs and values into action

- establish a firm foundation for lifelong learning, further learning and adult life.

## Section 3 - Planning learning, teaching and assessment using the Midlothian RME Curriculum Framework in non-denominational schools and 'This is Our Faith' in RC Schools.

Key Messages for schools and practitioners

What to do:

- Become familiar with the 'On track' statements in the RME Curriculum Framework or the 'I can, I know, I recognise' statements in 'This is Our Faith' and the Curriculum for Excellence RME Principles and Practice paper[3] or the Curriculum for Excellence Religious Education in Catholic Schools Principles and Practice Paper.

- Plan and organise learning in a way which provides space and time for depth of learning.

- Plan for progression (look forward and backwards to help gauge progress and build towards the next stage), particularly at key points of transition.

- Make connections across levels and subjects to aid planning for interdisciplinary learning.

- Practise effective moderation within and between levels, subjects, departments and schools.

- Use the progression statements to plan for assessment.

- Use the progression statements to assess whether learners are making suitable progress towards the national standards expected.

- Use the evidence to plan next, challenging steps in learning.

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[3] Religious and moral education | Curriculum areas | Curriculum for Excellence | Policy drivers | Policy for Scottish education | Scottish education system | Education Scotland

- When reporting give clear, positive and constructive feedback about children's and young people's learning and progress.

- When reporting create an agenda for discussions between learners and those teaching and supporting.

- Discuss the progression frameworks within and across your school to achieve a shared understanding of the national standards expected in RME and RE.

What not to do:

- Avoid undue focus on individual progression framework statements.

- Avoid spending time collating excessive evidence to assess learners' achievement.

- Do not assess the framework statements individually. Plan periodic, holistic assessment of children's and young people's learning.

- Do not tick off individual progression statements.

The same messages can be applied to the RME benchmarks.

## Section 4 - Religious Education in RC Schools

All RC schools are expected by the Bishops' Conference of Scotland to follow guidelines established by the Catholic Education Commission on the provision of adequate time for religious education within the school curriculum. These guidelines indicate a requirement for a minimum of 2.5 hours per week in primary school and 2 hours per week in all stages of secondary school. In all secondary stages this minimum time allocation is expected by the Commission to be provided through 2 periods of religious education classes per week and enriched by additional activities throughout the school year.

The relevant legislation on the management of denominational schools in Scotland states that:

> "*A teacher appointed to any post on the staff of any such school by the education authority shall be required to be approved as regards religious belief and character by representatives of the church or denominational body in whose interest the school has been conducted*".

For those teaching posts which impact on the teaching of religious education, teachers will, in addition, be expected to have obtained an appropriate teaching qualification in Catholic Religious Education.

The process of learning in religious education in RC schools assists children and young people to make an informed mature response to God's call to relationship. This encourages children and young people to act in accordance with an informed conscience in relation to matters of morality through developing their knowledge and understanding of significant aspects of Catholic Christian faith.

The role of the wider parish community plays an important part in the delivery of religious education. Active learning approaches to learning and teaching, including collaborative learning, will encourage children and young people to discuss and share ideas, experiences and moral challenges in a variety of ways. Such opportunities are not only provided by the teacher but by parents and families and in local parish and community settings. Schools are encouraged to use the rich resources available from the local, national and global community when planning their programmes of study.

## Section 5 - Religious and Moral Education in non-denominational schools

It remains that schools and local authorities must provide RME in non-denominational schools to every child and young person in accordance with legal requirements. This is statutory for all pupils attending primary and secondary education and includes those in S5 and S6. Children and young people deserve the opportunity to have this taught in a meaningful and progressive way.

*Building the Curriculum 3* states the importance of subject specialism as one of the four contexts for learning. In secondary schools, the role of qualified teachers of religious and moral education and religious education is therefore very much an important one particularly when aiming to deliver high quality learning experiences and meeting principles such as depth and progression. Midlothian Council has a responsibility to ensure religious and moral education and religious education staff receive continued support and access to continuing professional development opportunities.

In order to meet statutory requirements and the principles and practices of Curriculum for Excellence, schools should plan and deliver RME as both a specific subject discipline and one which contributes to high quality interdisciplinary learning, as they do with each of the eight curriculum areas. Every child and young person can expect their education to provide them with a broad general education, and within RME this includes well planned experiences and outcomes across Christianity, world religions and developing beliefs and values. Schools are required to consider how this is met and apply careful planning to ensure an appropriate balance of subject specific learning and interdisciplinary learning so that the entitlement to all experiences and outcomes up to and including the third curriculum level is met. There is scope to increase higher order skills and critical thinking through developing learning based on the experiences and outcomes to encourage deeper learning. Although there is no prescribed time allocation for core Religious and Moral Education in S4-S6, it is statutory that it should be taught until the end of S6. The approaches taken up to and including the third curriculum level should be built on within the core element of religious and moral education in the senior phase to ensure continued progression, depth and personalisation and choice. RME should also contribute to learning and development through the other contexts for learning, that is the ethos and life of the school community and the opportunities provided for personal achievement.

**Section 6 - Early Learning and Childcare Settings (ELCs)**

There is no formal requirement for RME or RERC in ELCs. However, ELC classes may take part in religious opportunities as part of the whole school community. There are many existing opportunities to help children develop an early awareness of different religious and cultural groups and their traditions

**Section 7 - The right to withdraw**

Under section 9 of the Education (Scotland) Act 1980, the conscience clause advises that parents have a statutory right to withdraw children from participation in religious and moral education in non-denominational schools and religious education Roman Catholic schools. Schools should provide parents with sufficient information on which to base a decision, and ensure that parents are aware of the content of the religious and moral education or religious education that the school wishes to undertake. This is especially relevant within the context of Curriculum for Excellence since this area of their education contributes to pupils thinking for themselves and making their own decisions about what they believe to be true about human living. Without this aspect of their education, learners will not enjoy the full benefits of Curriculum for Excellence.

Where a child or young person is withdrawn, schools should make suitable arrangements for them to participate in a worthwhile alternative activity. In no circumstances should a pupil be disadvantaged as a result of withdrawing from religious and moral education or religious education. An additional factor which parents should consider is that in choosing a denominational school for their child's education, they choose to opt in to the school's ethos and practice which is imbued with religious faith and it is therefore more difficult to extricate a pupil from all experiences which are influenced by the school's faith character.

**Section 8 - Support and Advice**

Support and advice on the delivery of the experiences and outcomes can be found on the Education Scotland website, and for the delivery of religious education in Roman Catholic schools on the website of the Scottish Catholic Education Service.

Curriculum for Excellence, Principles and Practice

https://education.gov.scot/Documents/rme-pp.doc

**Implementation**

The policy will be implemented from with immediate effect. The policy will be shared on the Midlothian Council website. School Handbooks should be updated to reflect the new policy.

**Roles and Responsibilities**

Midlothian Council's Education Chief Operating Officer has overall responsibility for this policy.

**Related documents**

- Education (Scotland) Act 1980
- Religious Observance - Time for Reflection | Self-evaluation | National Improvement Hub (education.gov.scot)
- School Handbook: guidance - gov.scot (www.gov.scot)
- Curriculum for Excellence: religious observance - gov.scot (www.gov.scot)
- Scottish Catholic Education Service | SCES | supporting and promoting Catholic education in Scotland

**Integrated impact assessment**

All new and revised policies must be subject to an integrated impact assessment to ensure that the Council is compliant with legislation.

**Risk assessment**

The risk of not having a consistent, clear and published policy means that parents/carers are not kept informed of this process and pupils are not able to access school education.

**Review**

This policy will be reviewed on a two-year cycle with the next review being August 2025 by Children, Young People and Partnerships.

**Midlothian Council Statutory Report to Scottish Ministers on Public Bodies Climate Change Duties 2022/23**

Report by Chief Officer Place

**Report for Decision**

## 1        Recommendations

1.1        It is recommended that Cabinet:

(a)        approves the Council's Report on Compliance with the Public Bodies Climate Change Duties for 2022/23; and

(b)        agrees to the submission of the report to Scottish Ministers by 30th November 2023.

## 2        Purpose of Report/Executive Summary

2.1        The purpose of this report is to inform Cabinet of the Council's statement of compliance with its statutory climate change reporting duties for 2022/23, a copy of which is available in the CMIS Member's Library, and to recommend its submission to Scottish Government by the due date of 30 November 2023.


**Date: 14 October 2023**

**Report Contact:**
Richard Lamond, Research & Information Officer (Planning, Sustainable Growth and Investment Service)
richard.lamond@midlothian.gov.uk

## 3      Background

3.1     Since 2007, all Scottish local authorities have been signatories to Scotland's Climate Change Declaration; publicly committing themselves to reducing greenhouse gas emissions and taking steps to adapt to climate change impacts.

3.2     The Climate Change (Scotland) Act 2009 set economy-wide (not organisational) emissions reduction targets.  It introduced a statutory requirement for public bodies to undertake 'climate change duties' and to operate in the way best calculated to contribute to delivering these targets and to help meet any Scottish programme for adapting to the impacts of a changing climate. The Scottish Government voted in 2019 to strengthen the Act's targets for cutting greenhouse gas emissions.  It now requires a 75% cut in emissions by 2030 (compared to a 1990 baseline) and it set a net-zero emissions target for 2045.  In 2019, Midlothian Council adopted a target of reaching net zero by 2030.

3.3     The Climate Change (Duties of Public Bodies: Reporting Requirements) (Scotland) Order 2015, as updated by the Climate Change (Duties of Public Bodies: Reporting Requirements) (Scotland) Amendment Order 2020, requires local authorities and other major public bodies to report to Scottish Ministers each year on what they have done to comply with the above duties, the focus being estate and operational activity.  Local authorities must submit reports by the end of November in respect of the preceding financial year.

3.4     The format of the report is prescribed by legislation and administration is managed by the Sustainable Scotland Network (SSN). A copy of the Council's proposed submission is available in the CMIS Member's Library.  This has been adapted from the exact proposed template return to SSN due to that spreadsheet pro-forma not being conveniently presentable for discussion at this Cabinet meeting.  The version in the CMIS Member's Library is nevertheless an accurate representation of both the substance and spirit of the proposed return.

3.5     The sections of the report entitled 'Recommended Reporting: Reporting on Wider Influence' and 'Other Notable Reporting Activity' are non-statutory and often relate to activity and emissions beyond the Council's estate and operational activities (i.e. by others but able to be influenced by the Council).

## 4      Summary of the Statutory Report to Scottish Ministers on Public Bodies Climate Change Duties 2022/23

4.1     This section provides a summary of the key findings of the Statutory Report to Scottish Ministers on Public Bodies Climate Change Duties (PBCCD) 2022/23, hereafter referred to as the 'submission'.

**2**

## STATUTORILY REQUIRED SECTION

### PART 1: PROFILE OF REPORTING BODY

4.2    During the report year, the Council employed 4,053 full-time equivalent staff and its revised budget was £268,000,000.

4.3    According to the latest (mid-2021 based) population estimates from National Records of Scotland (NRS), Midlothian Council provided local authority services to a population of 94,680. This was an increase of 1.6% on the mid-2020 estimate; the joint-highest percentage increase of all Scottish local authorities over the period.  NRS project that the population of Midlothian will grow to 107,000 by 2031 (an increase of 13.5%).  This compares to an equivalent Scotland-wide figure of 1.4%. These figures are indicative of the scale of growth locally and the attendant challenges and opportunities faced by the Council in addressing climate change.  Since the production of the last NRS estimate, the Midlothian population has risen to around 98,600.

### PART 2: GOVERNANCE, MANAGEMENT AND STRATEGY

4.4    Political leadership for the Council's climate change work lies with a Cabinet of Elected Members drawn from the political administration. Council management and staff follow their direction in relation to climate change mitigation and adaptation. The Council's emergency motion of December 2019 declared a climate emergency and set the goal of making the Council's activities net zero carbon by 2030 and is a primary driver for the response and how this is governed.

4.5    The motion led to the creation of the Council's Climate Change Strategy and a 'Climate Emergency Group' to focus collective effort on meeting the commitments of the motion across Midlothian and within the Council. This is composed of representatives of the Council, industry, community groups and non-departmental bodies of the Scottish Government.  Its work has led to several outcomes related to climate change forming part of the Single Midlothian Plan. The Plan in turn requires the Service Plans of Council departments to have regard to its aims, therefore service managers must take its commitments for carbon emissions into account when organising their activities.

4.6    Other means by which strategic matters such as climate change are governed by the Council are:
- The Business Transformation Steering Group (BTSG);
- The Council's Business Transformation Board; and
- The Corporate Management Team.

4.7    The Council's Internal Auditors and Audit Committee also help steer Midlothian Council's climate change governance. The Audit Committee provides independent review of the Council's governance, risk management and control frameworks and internal auditors have reported twice on climate change work, once in 2017/18 and again in

**3**

2021/22. Internal Audit have also reported on energy and water consumption in 2022/23. These reports have been fed back to the Audit Committee and to senior management.

4.8    While emissions reduction is a Council-wide priority, services in the Place Directorate perform many of these actions, including:
- From Planning, Sustainable Growth and Investment – drafting the Council's latest Climate Change Strategy and compiling information provided by other services to complete the annual PBCCD submission;
- From Property & Facilities Management – monitoring power/fuel use to track the emissions from the Council's estate, and taking forward emissions reductions projects (including with the Council's Energy Services Company, Midlothian Energy Ltd);
- From Neighbourhood Services – replacing street lights with low-energy LEDs and managing emissions from the Council's vehicle fleet;
- From Building Services - delivering the Energy Efficiency Standard for Social Housing and implementing the Local Authority Carbon Management Plan.

4.9    In the submission, Councils must identify specific climate change mitigation and adaptation objectives in its corporate plans. Those listed include:
- The Climate Emergency Declaration of December 2019 and the Climate Change Strategy that was created in response to it;
- The Single Midlothian Plan 2023-27, which has three intended outcomes for the next four years, one of which is 'significant progress is made towards net zero carbon emissions by 2030'; and
- The Midlothian Council Transformation Blueprint, which is designed in line with the Single Midlothian Plan and is supported by the Council's Service Plans, both of which aim to reduce the emissions from the Council's activities.

4.10   The submission requires the identification of other corporate documents and strategies that cover more specific areas of climate change work, such as adaptation, energy efficiency, transport and biodiversity. Those referred to include the Economic Growth Strategy 2020 – 2025, the Midlothian Local Development Plan and the Council's Procurement Strategy.

**PART 3: EMISSIONS, TARGETS & PROJECTS**

4.11   Estate/operational emissions for the purposes of the submission are those arising from the use of mains electricity, mains (i.e. natural) gas, mains water, heating and fuel oils, diesel and petrol. These are detailed in tables 3a and 3b using data supplied by the Council's Property & Facilities Management Service (see section 5 of this report regarding future risks in this area). Emissions in these tables are broken down into the following components:

**4**

- 'Scope 1' emissions are those arising from the direct use (burning) of primary fuels by the Council;
- 'Scope 2' emissions are from electricity use; and
- 'Scope 3' emissions are those resulting from electricity losses in the power network, water supply & treatment and those from homeworking employees.

4.12    Table 3a shows that total emissions for 2022/23 are 16,974 tonnes of carbon dioxide equivalent ($tCO_2e$).  Though it should be viewed in light of the important caveat explained below, this is an increase of 3.3% over the figure of 16,433 in 2021/22. The table also shows that there were only minor changes in the Council's scope 1 and scope 2 emissions between those years. Scope 3 emissions on the other hand increased from $991tCO_2e$ to $1,790tCO_2e$. This is due to a change in the methodology used in the reporting template provided by SSN for calculating emissions from homeworking employees so that this figure can be more accurately estimated than it has been previously.

4.13    Table 3b also reveals that year-on-year:
- Electricity consumption in Council buildings increased by 11%;
- Electricity consumption from street lighting was stagnant;
- Natural gas consumption used to heat the Council's building estate decreased slightly, by 1.5%;
- Fuel consumed by the Council's fleet of vehicles increased by 1%; and
- Emissions from journeys from staff using their vehicles for work purposes (i.e. arising via business mileage claims) fell by 5%.

4.14    The effect on the Council's emissions of the increase in electricity consumption was partially offset by the reduction in carbon intensity of grid electricity. A further 110,000kWh of electricity consumption was avoided by the generation of this amount by the solar photovoltaic systems installed on the Council's estate. This avoided the release of $21tCO_2e$.

4.15    It is important to consider the Council's emissions in the context of demographic trends. In 2014/15 for example, its carbon footprint was $23,500tCO_2e$ and Midlothian's population was 86,500. The respective figures for 2022/23 were $16,974tCO_2e$ and 98,620. This means that the carbon efficiency with which it has delivered its services over this time has improved dramatically, from $0.27tCO_2e$ annually per resident to $0.17tCO_2e$ – an improvement of 37%.

4.16    Another way of expressing the Council's carbon footprint would be to relate it to the size of its workforce.  In 2014/15 this was 3,350 staff, compared to around 4,050 in 2022/23.  This means that the carbon footprint of its staff has reduced from $7.02tCO_2e$ per employee per year to $4.19tCO_2e$ per employee per year at present.

5

**PART 4: ADAPTATION**

4.17    This part of the submission sets out how the Council has assessed climate-related risks, arrangements for managing them and adaptation actions.  It references the Council's Strategic Risk Profile and work done by the Council's Internal Audit staff.  Also referred to is the Forth Estuary Local Flood Risk Management Plan which assists in managing and adapting to such risks alongside internal Council plans which include the Winter Service Policy and Operational Plan and the Severe Weather Plan.  The Council's overall approach in the area of risk and accountability for it is outlined in its Risk Management Policy and Strategy.

4.18    Part 4 of the submission also requires public bodies to demonstrate progress in delivering the goals of the Scottish Climate Change Adaptation Programme.  The response on this topic highlights work in several areas: flood risk management, work to improve the energy efficiency of the Council's building stock and outdoor learning in nature.

**PART 5: PROCUREMENT**

4.19    The final mandatory part of the submission (other than validation and sign off information) sets out how procurement policies and activities contribute to compliance with climate change duties.  It notes that environmental matters are addressed prominently within the Council's Procurement Strategy.  It has five strategic themes to promote ethical standards, including staff in this area working to secure environmental benefits.  In practical terms this may involve considering sustainability factors where appropriate in supplier selection and tender evaluation, and taking a whole lifecycle approach to costs.

**RECOMMENDED REPORTING (NON-STATUTORY) PARTS**

4.20    Table 1a of this part of the submission shows that Midlothian's per capita level of greenhouse gas emissions (those considered by the UK Government to be at least influenced by the Council) have reduced from 6.22t$CO_2$e in 2010 to 3.99t$CO_2$e in 2021 (the latest year for which an official figure is available).  This equates to a reduction of 36%.  The table also shows that the Midlothian's total emissions have fallen from 511,900t$CO_2$e in 2010 to 377,360t$CO_2$e in 2021.  Most sectors have seen substantial falls over this timescale.  Reductions in emissions from transport however, one of the largest contributors, have been modest[1].

4.21    Under 'Other Notable Reporting Activity', table Q5 sets out climate change actions that are not readily amenable for inclusion elsewhere within the submission.  Examples provided include work to improve

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[1] Transport emissions were substantially lower in 2020, but this was likely due to reduced journeys over the periods of Covid lockdowns.

biodiversity, investment in energy efficiency and renewable energy projects, use of the Council loan funding for projects that have a climate change element to them and measures to promote active travel.

**5      Report Implications (Resource, Digital, Risk and Equalities)**

**Resource**

5.1     Previous reporting to management noted that the Council's services were not adequately resourced to fulfil the requirements of the Climate Change (Scotland) Act.  This was highlighted by an Internal Audit report in 2018. A follow-up in 2022 came to similar conclusions and noted the importance of agreeing the Terms of Reference and membership of a 'Carbon Neutral by 2030 Board' as soon as possible. The resourcing of this group and the cascading of information from it is integral to future PBCCD submissions.

5.2     Similarly, the full completion of other portions of the pro-forma relies on the collaboration of managers and staff across the Council's services to support the work of the proposed Board and to ensure compliance with our statutory duties and avoid the risks noted below.

**Digital**

5.3     None.

**Risk**

5.4     The Officer within the Property & Facilities Management Service who provided the data for Part 3 (Emissions, Targets and Projects) departed their post in July 2023. Only that Service have access to this information and control of the factors that influence it. Without it the Council will not be able to produce its 2023/24 PBCCD and will therefore be non-compliant with the Climate Change (Duties of Public Bodies; Reporting Requirements) (Scotland) Order 2015. An Internal Audit report from early 2023 noted the key person dependency risk associated with the post.

5.5     Under the Climate Change (Scotland) Act, Scottish Ministers may instruct investigations into PBCCD reports.  Critical scrutiny in this area has already come from the local and national press, and Audit Scotland.

5.6     Though the content of the reporting template has remained largely similar over the last few years, expectations for what is included increased substantially prior to that.  Alterations in what is required in future returns may expose any deficiencies in resourcing of climate change work within the Council.

7

**Ensuring Equalities**

5.7     Not applicable.

**Additional Report Implications**

5.8     For additional report implications see Appendix A.

**Appendices**

Appendix A – Additional Report Implications
Appendix B – Background Papers/Resource Links

**APPENDIX A – Additional Report Implications**

**A.1     Key Priorities within the Single Midlothian Plan**

Midlothian Council and its Community Planning Partners have made a commitment to addressing climate change a key priority under the Single Midlothian Plan. This report will assist in reporting on progress towards this goal.

**A.2     Key Drivers for Change**

Key drivers addressed in this report:

☐ Holistic Working
☐ Hub and Spoke
☐ Modern
☒ Sustainable
☐ Transformational
☒ Preventative
☐ Asset-based
☒ Continuous Improvement
☐ One size fits all
☐ None of the above

**A.3     Key Delivery Streams**

Key delivery streams addressed in this report:

☒ One Council Working with you, for you
☒ Preventative and Sustainable
☐ Efficient and Modern
☐ Innovative and Ambitious
☐ None of the above

**8**

**A.4    Delivering Best Value**

The PBCCD submission has been expanded in recent years to provide a more thorough account of activities that the Council has been doing in relation to climate change. This has been done partly through the use of information within existing department Service Plans and Performance Reports, ensuring that this expansion in the content of the submissions has been done in a manner which is as efficient as possible for staff. It has not involved the use of additional financial or equipment resources.

**A.5    Involving Communities and Other Stakeholders**

Not applicable – producing the PBCCD submission is an internal Council process.

**A.6    Impact on Performance and Outcomes**

The submission of the report will demonstrate compliance with climate change legislation. The comprehensive nature of the submission demonstrates transparency and a commitment to go beyond the minimum requirements in this regard.

**A.7    Adopting a Preventative Approach**

The timely and thorough completion of the PBCCD submission reduces the likelihood of legal challenge or investigations into the Council regarding non-compliance with the requirements of climate change legislation. The participation of Council staff in making future submissions as comprehensive as possible is necessary in maintaining this position.

**A.8    Supporting Sustainable Development**

This report only concerns sustainable development in that it reports on what the Council is doing to promote it.

**APPENDIX B – Background Papers/Resource Links**

Midlothian Council Statutory Report to Scottish Ministers on Public Bodies Climate Change Duties 2022/23

**9**

# 2022-23 CLIMATE CHANGE ANNUAL REPORT TO SCOTTISH GOVERNMENT

**PART 1 – PROFILE OF REPORTING BODY**

| 1(a) Name of reporting body |
|---|
| Provide the name of the listed body (the 'body') which prepared this report. |
| Midlothian Council |

| 1(b) Type of body |
|---|
| Local Government |

| 1(c) Highest number of full-time equivalent staff in the body during the report year |
|---|
| 4,053 |

### 1(d) Metrics used by the body

Specify the metrics that the body uses to assess its performance in relation to climate change and sustainability.

| Metric | Unit | Value | Comments |
|---|---|---|---|
| Population size served | Population (people) | 98,620 | Midlothian Council's emissions estimate for 2022/23 is 16,973tCO$_2$e. This equates to 0.172 tonnes of carbon dioxide equivalent (tCO$_2$e) per resident provided with Council services. This metric will be used in future reporting to assess carbon performance in relation to service provision. |

### 1(e) Overall budget of the body

Specify approximate £/annum for the report year.

| Budget | Budget comments |
|---|---|
| £268,135,215 | This is the 'revised budget' figure. It is from the Council final outturn report and is a statement of the amount of budget allocated in line with Council governance. At the time of writing, the 22/23 financial statements are going through the audit process from external auditors, Audit Scotland. |

### 1(f) Report type

Specify the report year type.

| Report type | Report year comments |
|---|---|
| Financial | This report covers the 2022/23 financial year. |

| 1(g) Context |
|---|
| Provide a summary of the body's nature and functions that are relevant to climate change reporting. |

During the reporting year, Midlothian Council was responsible for the utility/fuel costs of:

- A building portfolio of around 200 premises that includes:
  - 2 major administration offices (located in Dalkeith)
  - 4 works depots
  - 9 libraries
  - 38 schools
  - 7 leisure centres and swimming pools (some of which are co-located on school premises)
- The following street lighting assets:
  - 709 control cabinets
  - 19,895 street lights
  - 11,000 LED street lighting assets
  - 948 signs
  - 626 bollards
  - 62 CCTV cameras
  - 40 sets of traffic signals
  - 70 sets traffic signalled crossings
  - 30 variable message signs
- Fleet assets totalling 284 vehicles which include:
  - 192 vehicles under 3.5tonnes, including vans and pool cars
    - 21 of these are electric vehicles (12 of which are leased)
  - 59 HGVs
  - 32 buses
  - 36 public access charging points, including 4 rapid chargers, 30 fast chargers and 2 standard (slow) chargers.

According to the latest population estimates from National Records of Scotland (NRS), which are from mid-2021, Midlothian Council provided local authority services during the report year to a population of 94,680*. This was an increase of 1.6% on the mid-2020 estimate; the joint-highest percentage increase of all Scottish Local Authorities over the period. From mid-2011 to mid-2021, Midlothian has experienced the highest such population increase in Scotland at 13.5%, ahead of Edinburgh (10.5%) and some distance ahead of the third-fastest growing area (East Lothian, at 9.7%). Between now and 2031, NRS project that the population of Midlothian will grow to 107,000, which amounts to an increase of 13.5%. This compares to an equivalent Scotland-wide figure of 1.4%

and is the greatest expected increase of any local authority nationwide. These figures are indicative of the scale of growth locally and the attendant challenges and opportunities faced by the Council in addressing climate change.

Further information on Midlothian Council is available at the 'Your Council' page of our website.

* Accounting for house completions in Midlothian since the last official estimates were released in mid-2021, the area's population is around 98,600 as of mid-2023. This is the figure used for calculations in 1(d) above.

| **2(a) How is climate change governed in the body?** |
|---|
| Provide a summary of the roles performed by the body's governance bodies and members in relation to climate change. If any of the body's activities in relation to climate change sit outside its own governance arrangements (in relation to, for example, land use, adaptation, transport, business travel, waste, information and communication technology, procurement or behaviour change), identify these activities and the governance arrangements. Provide a diagram / chart to outline the governance structure within the body. |
| Political leadership for the Council's climate change work lies with a Cabinet of Elected Members. Council management and staff follow their direction in relation to climate change mitigation and adaptation. The Council's motion of December 2019 declared a climate emergency and set the goal of making its activities net zero carbon by 2030 and is therefore a primary driver for the response and how it is governed.<br><br>The motion led to the creation of the Council's Climate Change Strategy and a Climate Emergency Group to focus collective effort on meeting the commitments of the motion across Midlothian and within the Council. This group is composed of Midlothian Community Councils and other community groups, national government agencies, third sector organisations, Midlothian Council representatives, local chamber of commerce personnel, land owners and Midlothian Energy Ltd. The Group was convened by the Community Planning Partnership, who draw together public, voluntary and private sector bodies with local communities to deliver a shared plan to improve the lives of local people. In Midlothian, this is called the Single Midlothian Plan (SLP). Although this covers the whole of the area and not just the Council's activities, the SLP is approved by Elected Members and requires Council departments to have regard to its aims when creating their Service Plans. Therefore, since an outcome of the Single Midlothian Plan is for 'significant progress [to be] made towards net zero carbon emissions by 2030', this means that relevant Service Managers within the Council must take its commitments for carbon emissions into account when organising their department's work.<br><br>Other means by which strategic matters such as climate change are governed by the Council are:<br>• The Business Transformation Steering Group (BTSG) – a body composed of Councillors that forms part of the governance framework for the Midlothian Council Transformation Blueprint, including its ambitions for carbon and energy;<br>• The Council's Business Transformation Board – a group comprising senior Council management with the purpose of driving forward the work of the Transformation Blueprint, with political steer from the BTSG; and<br>• The Corporate Management Team – a group composed of senior Council management with the role of the provision of strategic direction on major issues facing the Council and the delivery of effective corporate governance.<br><br>The Council's Internal Auditors and Audit Committee also help steer Midlothian Council's climate change governance. The Audit Committee provides independent review of the council's governance, risk management and control frameworks and internal auditors have reported twice on work in this area, in 2017/18 and 2021/22, and also on energy and water consumption in 2022/23. These reports have been fed back to the Audit Committee and to senior management. |

| 2(b) How is climate change action managed and embedded by the body? |
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| Provide a summary of how decision-making in relation to climate change action by the body is managed and how responsibility is allocated to the body's senior staff, departmental heads etc. If any such decision-making sits outside the body's own governance arrangements (in relation to, for example, land use, adaptation, transport, business travel, waste, information and communication technology, procurement or behaviour change), identify how this is managed and how responsibility is allocated outside the body. Provide a diagram to show how responsibility is allocated to the body's senior staff, departmental heads etc. |

While emissions reduction is a Council-wide priority, the governance structures described in 2(a) have allocated particular duties to some departments within its Place Directorate, namely:

- Neighbourhood Services;
- Property & Facilities Management; and
- Planning, Sustainable Growth and Investment.

Below are examples of the obligations that Managers of these services have taken on and have allocated to their staff.

Neighbourhood Services:

- Their Roads Services team are pursuing an energy efficiency drive to replace existing street lights with low-energy LED equivalents;
- Waste Management staff whose priorities include ensuring that waste disposal contracts promote maximum recycling, and that waste service options consider and limit the climate impact of their delivery; and
- Travel and Fleet Services supporting the delivery of the Council's Climate Change Strategy by exploring options for additional funding for electric vehicles and their charging infrastructure.

Property & Facilities Management:

- One of its service priorities is to develop carbon reduction targets for Council properties and work with energy partners to develop energy efficiency projects, including renewable energy, in support of sustainable low carbon energy targets and district heating schemes;
- The Energy Officer in this department monitors power and fuel use, provides input on this for the annual Public Bodies Climate Change Duties (PBCCD) report and implements energy reduction projects; and
- A new member of staff in this department will develop the area's Local Heat and Energy Efficiency Strategy.

Planning Sustainable Growth and Investment:

- The Manager of this department directed the content of the Council's Climate Change Strategy and its accompanying actions, including liaising with senior management;
- A Lead Officer within the department organises the Climate Emergency Group and resulting actions;
- Its Research & Information Officer compiles the Council's annual PBCCD report, with input from many other services; and
- Several staff work to increase sustainable and active travel and on expanding the use of electric/low-emissions vehicles.

Other examples of how climate change action is embedded in the Council are:

- Building Services, who deliver the Energy Efficiency Standard for Social Housing scheme and will implement the Local Authority Carbon Management Plan;
- Procurement: see the dedicated section elsewhere in this report for more; and
- Land & Countryside Services, whose work involves ecological conservation and promoting biodiversity awareness.

Further details on how climate change action is managed and embedded in Midlothian Council are provided in our Service Plans. Additional direction on governance and actions was provided by the Council's Annual Audit Report to Members and the Controller of Audit which provided recommendations in this respect to be taken forward.

| 2(c) Does the body have specific climate change mitigation and adaptation objectives in its corporate plan or similar document? | | |
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| Provide a brief summary of objectives if they exist. | | |
| **Wording of objective** | **Name of document** | **Document link** |
| • The motion declares a climate emergency.<br>• It aims to make the Council's activities net-zero carbon and achieve 100% clean energy across the Council's full range of functions by 2030.<br>• It proposes producing an Action Plan to achieve this within 12 months.<br>• It proposes the creation of:<br>  o A Citizen's Assembly to identify how the Council's activities might be made net-zero carbon by 2030;<br>  o A Climate Change Partnership Group, involving Councillors, residents, young citizens, climate science and solutions experts, businesses, Citizens Assembly representatives and other relevant parties. They will consider actions being developed by the Council and other partner organisations and develop a strategy in line with a target of net zero emissions by 2030;<br>• The motion extends beyond Council activities – it has the aim of working towards making the entire area zero carbon by 2030. | Council Climate Emergency Motion | Council's Climate Change Web Page |
| • Community Planning Partnerships draw together public, voluntary and private sector bodies, and local communities to deliver a shared 'plan' to improve the lives of local people based on evidence. In Midlothian, the plan is called the Single Midlothian Plan (SMP). This is what Midlothian calls its Local Outcome Improvement Plan, which is a legally required document.<br>• The SMP has three intended outcomes for the next four years, one of which is 'significant progress is made towards net zero carbon emissions by 2030'.<br>• It has seven themes of work that will be carried out to achieve these, one of which is 'Midlothian Will Be Greener', which is the most important for the above outcome. The priorities in this theme are:<br>  o Learning for sustainability is increased;<br>  o Sustainable living is increased;<br>  o Low carbon/renewable energy development and home energy saving is increased; and | Single Midlothian Plan 2023-27 | Community Planning in Midlothian |

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| o Carbon storage is increased.<br>• The Council's Service Plan goals are aligned with those of the SMP and therefore help to achieve them. | | |
| • This is designed in line with the Single Midlothian Plan and is supported by the Council's Service Plans, both of which aim to reduce the emissions from our activities.<br>• The transition to net zero carbon is a thread found throughout the document and it also has a specific aim of 'Workplaces of the Future', this being one of themes (aims) of the document.<br>• This builds on 2020's Midlothian Route Map Through and Out of the Covid Pandemic which has six interventions intended to support Midlothian's recovery from the Coronavirus pandemic. These include a new effort to embed less carbon intensive work practices called 'digital by default, remote working and carbon neutral by 2030 approaches to the workplace and active travel'. | Midlothian Council Transformation Blueprint | Presented to the Council meeting of 27/06/2023 |
| • The Strategy contains a set of objectives that are structured around the Council's Climate Emergency Motion of 2019.<br>• It identifies existing Council plans and strategies that will make a contribution to reducing its greenhouse gas emissions.<br>• It looks at the breadth of areas in which the Council can help mitigate and adapt to climate change, including energy efficiency, recycling and waste treatment, sustainable development, sustainable travel and business processes.<br>    o Cross-service activities – both new and ongoing – that contribute to reducing the Council's carbon footprint in these areas are set out in an Action Plan that accompanies the Strategy.<br>    o For each of these actions, the Council service responsible is identified and a timetable and desired outcome is specified.<br>• The Strategy was approved by Council in 2020.<br>• Work commenced in 2022/23 to update the Strategy, to determine the scope of emissions and activities included in the update and to cost out a pathway for the Council to reach net zero by 2030. | Scotland's Changing Climate – Midlothian's Climate Change Strategy | Council's Climate Change Web Page |
| • The Capital Investment Strategy sets out the vision for capital planning in Midlothian based on the themes of the Single Midlothian Plan, which aims for sustainable growth and a reduction in the Council's carbon emissions.<br>• Under this theme, the Capital Investment Strategy includes various environmental objectives. The ones relevant to climate change (particularly mitigation and adaptation) are:<br>    o 'Promote sustainable energy solutions where this can be achieved in a manner acceptable in terms of the environment';<br>    o 'Seek to achieve a high quality of design in all new development, including measures to promote community safety, low and zero-carbon technologies and resilience to the impacts of a changing climate';<br>    o 'Safeguard and enhance biodiversity and take full account of development impact on the water environment whilst consideration is being taken for its improvement'. | Capital Investment Strategy 2018 – 2028 | Capital Investment Strategy 2018 – 2028 |

| 2(d) Does the body have a climate change plan or strategy? |
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| If yes, provide the name of any such document and details of where a copy of the document may be obtained or accessed. |
| Yes. This is referred to in question 2(c), which provides a summary of its content. The Strategy can be found at the Council's Climate Change Web Page. |

| 2(e) Does the body have any plans or strategies covering the following areas that include climate change? | | | |
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| Provide the name of any such document and the timeframe covered.<br><br>*Note that documents entered below may have expired or been superseded, however they are included as they were applicable during the reporting year.* | | | |
| Topic area | Name of document & link to it | Time period covered | Comments |
| Adaptation | Midlothian Green Network Supplementary Guidance | 2018 until the new Local Development Plan is adopted | • The Midlothian Green Network Supplementary Guidance (2018) supports the maintenance and expansion of the green network in the area. This will enable the network to provide the best possible contribution to climate change mitigation and adaptation through its various functions, such as:<br>   o Ensuring habitat connectivity to allow species to adapt to climate change through movement;<br>   o Encouraging retention and expansion of plants and trees to provide opportunities for carbon trapping or sequestration; and<br>   o Providing sustainable drainage and water attenuation opportunities to reduce the impact of storm events.<br>• Its aims are delivered through planning applications, which are assessed in relation to whether they are compatible with the Guidance's goals. |
| Business Travel | Business Travel & Subsistence Policy - this is available internally for staff from the Council's intranet pages | 2019 onwards | • One of the goals of this policy is to ensure that opportunities for reducing carbon emissions from business travel are maximised. It achieves this by:<br>   o Encouraging employees to consider whether travel is necessary;<br>   o Promoting a travel hierarchy that encourages green transport modes; and<br>   o Paying cycle mileage to promote active travel use for business purposes. |
| Staff Travel | School Travel Plans - These are available from individual schools, some of which publish them on their website. They are also obtainable from the Council's School Travel Plan Co-ordinator. | Individual School Travel Plans each cover a two year period | • Every Midlothian school has a School Travel Plan, and they are available from those individual schools.<br>• They are traditionally updated every two years, though in recent times this cycle has been interrupted by implications of the Covid pandemic, such as schools being closed and travel modes being altered. Staff are catching up with all those delayed during this period.<br>• School Travel Plans enable the Council to monitor travel modes and are used to ask questions relating to active travel and what would encourage it over car use. This means that barriers preventing walking and cycling to school can be identified and tackled. They apply to both staff and pupils, with parents and staff in primary schools and pupils and staff in secondary schools being involved. |

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| Energy Efficiency | [Place Directorate Service Plans](#) / [Place Directorate Performance Reports](#) | Updated annually | • The Place Directorate Service Plan identifies 'service priorities' for its departments. Many of these are related to energy efficiency, including:<br>  o Delivering the Energy Efficiency Standard for Social Housing programme;<br>  o Implementing the Local Authority Carbon Management Plan; and<br>  o Managing and monitoring energy usage and costs, and developing renewable energy and heat projects.<br>• These goals, and progress towards them, are recorded in Place Directorate Annual (and Quarterly) Performance Reports. |
| Fleet Transport | [Place Directorate Service Plans](#) / [Place Directorate Performance Reports](#) | Updated annually | • The Place Directorate Service Plan identifies 'service priorities' for its departments. Many of these are related to emissions reductions from fleet operations, these being the responsibility of the Neighbourhood Services Team. They include:<br>  o Promoting the use of environmentally friendly, low-emission vehicles;<br>  o Increasing rates of active travel; and<br>  o Supporting the delivery of the Council's Climate Change Strategy and exploring options for funding electric vehicles and their charging infrastructure.<br>• These goals, and progress towards them towards them, are recorded in Place Directorate Annual (and Quarterly) Performance Reports. |
| ICT | [Digital Midlothian](#) | 2021 - 2023 | • This Strategy was produced in 2021, partly in response to the Coronavirus pandemic. It proposes changes to the Council's working practices to use technology to deliver services more effectively and cost-efficiently.<br>• It recognises that digital, data and technology are fundamental to supporting us to meet the Council's goal of reducing our carbon emissions to net zero by 2030. To help achieve this it has the aim that wherever possible, we should implement digital technologies that are low carbon in themselves and seek to enable and support other green and low carbon initiatives, activities and working practices.<br>• The Corporate Solutions Service Plan (presented to Council on 27/06/2023) states that a 'key priority' for 2023/24 is to review this document. Its replacement will incorporate the Council's net zero emissions aims. |
| Renewable Energy | [Place Directorate Service Plans](#) / [Place Directorate Performance Reports](#) | Updated annually | • The Place Directorate Service Plan identifies the following as a service priority: 'develop carbon reduction targets for Council properties and work with energy partners to develop energy efficiency projects, including renewable energy, in support of sustainable low carbon energy targets and district heating schemes'.<br>• Progress towards this goal is recorded in Place Directorate Annual (and Quarterly) Performance Reports. |
| Sustainable / Renewable Heat | [Midlothian Local Development Plan](#) | 2017 onwards | • The Midlothian Local Development Plan supports renewable and low carbon heating projects via policy NRG5 ('Heat Supply Sources and Development with High Heat Demand') and NRG6 ('Community Heating'). |

| | | | • The Plan specifically identifies housing sites in the Shawfair area as locations where community heating is presumed.<br>• The Plan is the framework for development across Midlothian as a whole and is not limited to the Council's estate/operational interests. These will be taken forward by parts of the Council's Place Directorate and their Service Plan notes that the introduction of renewable technologies (including heat) is a 'Service Priority'. |
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| Waste Management | None | | |
| Water & Sewerage | [Local Flood Risk Management Plan – Forth Estuary Local Plan District](#) | 2022 - 2028 | • The Local Flood Risk Management Plan helps to implement the Flood Risk Management (Scotland) Act 2009. Flood Risk Management Plans are Scotland's route map for reducing the effects of flooding on communities. They are also important in our response to the climate emergency as flooding is increasing due to it. They are delivered over six-year cycles. This plan is for Cycle 2 (2022 and 2028).<br>• The Plan identifies where in the area it covers is at most risk of flooding and where the benefits of investment are greatest. It specifies how and when actions will be taken.<br>• The Flood Risk Management Plan is listed as forming part of the 'Strategic Framework' for Neighbourhood Services in the Place Directorate Service Plan that went to Council on 27/06/2023. |
| Land Use | [Midlothian Local Development Plan](#) | 2017 onwards | • The Midlothian Local Development Plan contains many policies that support the sustainable development of land, renewable & low carbon heating projects and the promotion of active travel. These include:<br>  o NRG5 – 'Heat Supply Sources and Development with High Heat Demand';<br>  o NRG6 – 'Community Heating';<br>  o NRG2 – 'Wind Energy';<br>  o ENV5 – 'Peat and Carbon Rich Soils', and;<br>  o TRAN1 – 'Sustainable Travel'.<br>• The Plan is the framework for development across Midlothian as a whole and is not limited to Midlothian Council estate/operational interests. As such, the Council's Service Plans identify the roles of its various departments in applying the Plan's framework to the Council's interests, such as its own low carbon housing or renewable energy projects. |
| Adaptation | [Winter Service Policy and Operational Plan](#) | Winter 2022 - 2023 | • The purpose of this Plan is to demonstrate that the Council has taken reasonable steps to prevent snow and ice endangering the safe passage of pedestrians and vehicles over public roads, to fulfil its Statutory responsibilities as defined in Section 34 of the Roads (Scotland) Act 1984.<br>• The Plan also specifically references climate change and notes that it can be implemented at any time of year. It notes that such instances are likely to occur with increased frequency and intensity due to climate change. It should be read in conjunction with the Council's Severe Weather Plan (both are updated every winter). This is referenced below. |
| Adaptation | Severe Weather Plan & Resources | Winter 2022 – 2023 | A variety of resources on severe weather are available on the Council intranet, including: |

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| | | | • A Scottish Environment Protection Agency (SEPA)/Met Office Flood Guidance Statement User Guide;<br>• Transport Scotland advice on driving in bad weather;<br>• The Council's Severe Weather Plan, which provides:<br>  o A summary of the Met Office National Severe Weather Warning System and guidance on resulting action; and<br>  o A flexible framework for the management of a co-ordinated response by Midlothian Council and partner organisations to an emergency caused by severe weather.<br>• The Council's Emergency Planning Procedures for Early Learning and Childcare Settings, Schools and Children's Services. This includes a number of key principles to assist decision-making by Head Teachers during adverse weather, as well as a communications protocol, transport procedures and information on health and safety criteria for taking the decision to close a school due to severe or hazardous weather. |
| Adaptation | Midlothian Local Biodiversity Action Plan | 2019 - 2024 | • The Local Biodiversity Action Plan identifies priorities and actions for improving biodiversity in Midlothian. It was produced by the Midlothian Biodiversity Partnership (which includes Midlothian Council) and was adopted by the Council in 2019.<br>• It focuses on six priority areas and identifies actions required of each group involved in the Partnership. It also must be considered in the assessment of planning applications in Midlothian.<br>• It relates to climate change in terms of:<br>  o Promoting actions to enhance wildlife corridors so that biodiversity is more resilient to its impacts.<br>  o Suggesting a variety of water management actions so that water courses and bodies adapt to climate change. |
| Adaptation | Biodiversity Duty Report | 2017 – 2020 (but see comments) | • The Nature Conservation (Scotland) Act 2004 requires public bodies to further the conservation of biodiversity in delivering services, having regard to the Scottish Biodiversity Strategy. The Wildlife and Natural Environment (Scotland) Act 2011 requires public bodies to publish a 'Biodiversity Report' every three years that sets out the actions taken by the public body in carrying out its biodiversity duty. The latest report was presented to the Council's Cabinet meeting of December 2020.<br>• The report has a section which describes how the Council has integrated biodiversity into nature-based solutions to the climate emergency. |
| Staff Travel | Flexible Working Policy - this is available internally for staff from the Council's intranet pages. | 2020 onwards | • Midlothian Council's Flexible Working Policy includes the provision for employees to request to work from home for all or part of their role. It thereby enables the Council to decrease the emissions resulting from its staff commuting to and from work.<br>• It has applied since 2014 and was updated in 2020. Its aims have been partly superseded by the 'digital by default' approach where home-working is recommended for most staff following the Coronavirus pandemic. |

| Energy Efficiency | Effective Working in Midlothian Strategy (EWiM) / Council Building Rationalisation | 2007 onwards | • As stated in the Council's Place Directorate Service Plan, EWiM is part of the strategic framework for the Property & Facilities Management Service. It refers to the rationalisation of the Council's office and depot estate. It includes the introduction of space standards complemented with the workforce's flexible and mobile working. The pandemic accelerated the adoption of remote working and enhanced digital capability across the Midlothian estate. EWiM is now pivotal to the Council's service redesign and recovery programmes.<br>• It had indirect benefits for energy efficiency and emissions. This was because one of its goals was to achieve the cost-effective use of Council property, which led to improved building occupancy levels (creating efficiencies regarding the heat and power used in them) and flexible working (that reduced staff travel and the emissions associated with it). |
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| Energy Efficiency | Local Housing Strategy | 2021 - 2026 | • One of the intended outcomes of the Local Housing Strategy is that 'housing in all tenures will be more energy efficient and fewer households will live in, or be at risk of, fuel poverty'. It includes several 'Key Actions' that the Council will pursue to achieve this:<br>  o Target energy efficiency advice at households most at risk of fuel poverty;<br>  o To achieve the highly energy efficient 'Passivhaus' standard on all directly commissioned housing in order to meet the Scottish Government's New Build Heat Standard;<br>  o Improve knowledge of the levels, extent and nature of fuel poverty and energy efficiency of housing, with a focus on older properties;<br>  o Promote the support available from the Scottish Government to help owners transform their properties and meet the minimum energy efficiency standards for the private and social rented sectors by 2030; and<br>  o Continue to provide/facilitate services to maximise household income and reduce fuel poverty. |
| Energy Efficiency | Strategic Housing Investment Plan | 2023/24 - 2027/28 | • SHIP developments help to fulfil the aims of the Local Housing Strategy, one of which is to increase the energy efficiency of homes.<br>• Projects are scored on their environmental impact, which includes the use of renewable technologies. This helps to ensure that projects with better environmental credentials are prioritised for development ahead of other less sustainable alternatives.<br>• The latest SHIP details potential sites for 2,594 new affordable homes to be built between 2023/24 and 2027/28. Of these, 1,958 units are expected to receive additional funding due to them meeting the 'greener homes' standard – this number is likely to increase as renewable technology becomes more commonplace in new housing designs. |
| Energy Efficiency | Net Zero Housing Design Guide | 2022 onwards | • The Council agreed at its meeting of 29/03/2022 that all new Council houses shall be built in line with this.<br>• It was developed in cooperation with Smith Scott Mullan Associates and is intended to give designers, consultants, developers, contractors and others a clear briefing on the standards that Midlothian Council is seeking to achieve in new developments. These are in line with wider national |

| | | | and local policies, along with Midlothian Council's commitment to become a net zero carbon Council by 2030.<br>• The Design Guide incorporates best practice on how to achieve net zero in housing developments, including through a series of checklists which developers will use to demonstrate how their project meets a comprehensive range of sustainability and low carbon criteria. |
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| Energy Efficiency | Midlothian Council Building Heating Policy - this is an internal Council document | 2019 onwards | • The aim of this policy is to set and control building temperature ranges in the heating season (approximately mid October to late May) in order to help manage the Council's carbon footprint.<br>• The policy applies to all workplaces where Midlothian Council has control and sets minimum, maximum and ideal temperatures for different building types (e.g. schools, offices and leisure centres). |
| Energy Efficiency | Learning Estate Strategy | Covers 2017 to 2047; updated December 2022 | • The Council's Learning Estate Strategy notes that it must align with the key priority of the Single Midlothian Plan for significant progress to be made towards net zero carbon emissions by 2030.<br>• This is being taken forward with respect to the new Easthouses Primary School, replacement Beeslack High School and the refurbishment of Penicuik High School. For instance, new school buildings must involve:<br>  o A reduction of operational energy consumption, in line with the Learning Estate Investment Programme targets;<br>  o Strict construction embodied carbon targets being met;<br>  o Low carbon and zero waste processes to be implemented during the construction phase; and<br>  o The circular economy agenda being promoted.<br>    ⬚ For example, the refurbishment of Penicuik High School aims reduce its annual estimated energy consumption to a cost of £60,000 a year from £244,000 at present. It is also located in the town centre in a highly accessible location that will encourage walking and cycling to school. |
| ICT | [ICT Procurement Frameworks](#) | Various, depending on equipment type. | • The Council purchases almost all of its IT equipment via these Scottish Government frameworks. We continue to rely on them to ensure that the hardware we purchase is as energy efficient as possible. It means that as we continue with our rolling refresh of hardware, that significant numbers of older, less energy efficient devices are replaced year-on-year.<br>• The frameworks deliver environmental benefits, including a reduction in carbon emissions through the inclusion of latest environmental and energy efficiency certification. |
| Land Use | Shawfair Sustainable Growth Agreement | 2019 onwards | • Sustainable Growth Agreements (SGAs) are voluntary, non-legally binding, formal agreements through which organisations and SEPA can explore new and innovative ways to improve environmental performance and focus on practical actions that deliver environmental, social and economic success.<br>• An SGA for Shawfair was agreed between the Council, Shawfair LLP and SEPA in December 2019. It identifies opportunities for increased collaboration in low carbon heating, sustainable working practices, and the promotion of active travel. |

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| | | | o One of the SGA's key projects is the district heating system for Shawfair town centre. This will be powered by surplus, zero carbon heat from the nearby recycling and energy recovery centre. |
| Other | Economic Growth Strategy 2020 - 2025 (+ Midlothian Economic Renewal Strategy) | 2020 - 2025 | • The Strategy contains several 'Strategic Priorities', one of which is to improve the vibrancy of Midlothian's town centres and make them more environmentally-friendly.<br>• There are several 'key actions' that aim to promote this goal:<br>  o Creating low carbon/energy efficient business co-working space at Shawfair;<br>  o Reducing $CO_2$ emissions per capita;<br>  o Developing a Carbon Charter and aiming to sign up new businesses to it; and<br>  o Identifying a site for a modern, light industrial use and low carbon business park;<br>• The Economic Renewal Strategy is an addendum to the original Strategy. It was created in response to the economic challenges resulting from Brexit and the Coronavirus pandemic. It has several environmental objectives including:<br>  o Supporting businesses to do sustainable travel options appraisals;<br>  o Targeting increased referrals to Zero Waste Scotland/Resource Efficient Scotland for free environmental audits; and<br>  o Launching the Midlothian Carbon Charter.<br>• A replacement, called the 'Midlothian Economic Strategy for Inclusive Growth 2023 – 2028', is due to be published in autumn 2023. It fits with the Scottish Government's goal to transition to a wellbeing economy in line with their National Strategy for Economic Transformation. |
| Other | Midlothian Council Procurement Strategy 2018 - 2023 | 2018 - 2023 | Topic area covered: procurement.<br><br>• There are five strategic themes to the Procurement Strategy, one of which is 'environmental benefits'. This is detailed on page 17, in relation to the Sustainable Procurement Duty. It specifically references consideration of the impact of procurement activities in relation to climate change.<br>• The importance of the environmental credentials of suppliers are also emphasised elsewhere by Procurement, such as on the overview of the tender process web page and within the Terms and Conditions for the Purchase of Goods. The latter specifies, for example, that contracts with both suppliers to the Council and their sub-suppliers may be terminated if obligations relating to environmental law are not fulfilled.<br>• Updating the Procurement Strategy is a key priority for Legal and Governance Services, as stated in the Corporate Solutions Service Plan for 2023/34 – 2027/28. |
| Other | Midlothian Council Local Procurement Strategy 2021 | 2021 until superseded | Topic area covered: procurement.<br><br>This helps to further the aims of the Council's overall 2018 – 2023 Procurement Strategy (see above) and also:<br>• Sees the Council use its spend to actively encourage and support a growing, diverse and resilient local business base, to work towards its Carbon Neutral by 2030 ambitions; |

| Other | Midlothian Compact Agreement | 2020 - 2025 | • Places more emphasis on considering any negative externalities of procurement, for example the impact on the environment; and<br>• Further promotes the use of local suppliers where appropriate, to help reduce the carbon footprint of the Authority's activities, such as those associated with transport which would otherwise be higher if less local alternatives were used. |
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| Other | Midlothian Compact Agreement | 2020 - 2025 | Topic area covered: various areas of work on climate change.<br><br>• The Midlothian Compact is an agreement and plan for how the Council will work together with its third sector partners.<br>• It recognises that climate change is one of the key challenges that work between the Council and its third sector partners must address. It outlines several actions for this area of work, which include the need to create new networks and opportunities to bring community members, the third sector and the public sector together to address climate change. |
| Other | Midlothian Physical Activity, Sport and Health Strategy | 2018 - 2023 | • The Midlothian Physical Activity, Sport and Health Strategy 2018 - 2023 aims to encourage everyone in Midlothian to be more active whether that's through work, play, sport, travel or leisure. The strategy provides direction for the Council's approach to raising awareness of the benefits of physical activity and encouraging the people of Midlothian to be more active.<br>• Though most of the focus of the strategy is on increasing participation in physical activity and sport, it also has a strand that is aimed toward increasing the amount of active travel that people do, including to work. |
| Other | Midlothian Active Travel Strategy | 2018 - 2021 | • The Active Travel Strategy has nine objectives and an accompanying action plan, which aim to increase walking and cycling and reduce motorised transport. It contains a map of the region and settlements, showing existing infrastructure and identifies routes for new infrastructure and the priority level of these projects. It also contains details on cross-border routes and specifies national, regional and local policies that contributed to its development.<br>• The action plan contains a set of actions covering topics such as infrastructure and network development and school engagement. Some of the objectives are also linked to monitoring activities and targets.<br>• Work on updating the Active Travel Strategy is underway with the replacement due in 2023/24. This will inform the new Midlothian Local Development Plan and the Council's new Local Transport Strategy. |

| 2(f) What are the body's top 5 priorities for climate change governance, management and strategy for the year ahead? |
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| Provide a brief summary of the body's areas and activities of focus for the year ahead. |
| 1) As part of Midlothian Council's Transformation Blueprint (2023 – 2028), progress the Council's estates and assets rationalisation works as part of Theme 3 ('Workplaces of the Future') and the associated sprints.<br><br>2) To refresh Midlothian's 2021 Digital Strategy as a key priority, including to incorporate the Council's net zero ambitions.<br><br>3) To participate in Climate Week in autumn 2023 so that Economic Development staff can promote action on emissions amongst Midlothian's businesses, including encouraging more to sign up to the Midlothian Business Carbon Charter / Midlothian Green Pledge.<br><br>4) To commission a review of the Council's Climate Change Strategy to develop the Council estate's pathway to net zero, supported by a detailed action plan outlining carbon impacts and costs of actions.<br><br>5) To implement the recommendations in the report by the Council's Internal Audit department from January 2023 surrounding monitoring energy usage, long term planning for improving estate energy efficiency and renewables projects. |

**2(g) Has the body used the Climate Change Assessment Tool (a) or equivalent tool to self-assess its capability / performance?**

If yes, please provide details of the key findings and resultant action taken.

(a) This refers to the tool developed by Resource Efficient Scotland for self-assessing an organisation's capability / performance in relation to climate change.

Midlothian Council used the Climate Change Assessment Tool for the first time in 2021/22. It provides an overall rating of capability/performance and ratings for five areas within an organisation. The results were:

- Governance – a score of 13 out of 28 (or 46%);
- Emissions – a score of 8 out of 30 (or 27%);
- Adaptation – a score of 10 out of 28 (or 36%);
- Behaviour – a score of 10 out of 20 (or 50%); and
- Procurement – a score of 6 out of 16 (or 38%).

The overall rating was a score of 47 out of 122 (or 39%).

As part of its 'Council Climate Plan Scorecard's' project in 2021, Climate Emergency UK also assessed the Council's plans for its climate change work according to 28 questions across nine sections, based on an expert-approved checklist. Each council was marked against these criteria and given a right to reply before the scores underwent a final audit. The results are presented below, including a comparison to other Councils similar to Midlothian for context.

| Section | Midlothian Council Score | Average Score for Similar Councils |
|---|---|---|
| Governance, development and funding | 13/21 | 10.3/21 |
| Mitigation and adaptation | 10/18 | 9.0/18 |
| Commitment and integration | 5/7 | 4.1/7 |
| Community engagement and communications | 5/9 | 5.1/9 |
| Measuring and setting emissions targets | 4/5 | 2.9/5 |
| Co-benefits | 0/4 | 2.2/4 |
| Diversity and inclusion | 0/5 | 0.9/5 |
| Education, skills and training | 1/5 | 2.3/5 |
| Ecological emergency | 2/4 | 2.1/4 |

**2(h) Supporting information and best practice**

Provide any other relevant supporting information and any examples of best practice by the body in relation to governance, management and strategy.

Since 2017, the Council's Internal Auditors have undertaken three reviews into a combination of its Public Bodies Climate Change Duties reports and its energy consumption. This has led to recommendations in relation to governance, management and strategy for how the Council should proceed with future reports and work on sustainability and climate change matters more generally.

**3(a) Emissions from the start of the year which the body uses as a baseline (for its carbon footprint) to the end of the report year**

Complete the following table using the greenhouse gas emissions total for the body calculated on the same basis as for its annual carbon footprint / management reporting or, where applicable, its sustainability reporting. Include greenhouse gas emissions from the body's estate and operations (a) (measured and reported in accordance with Scopes 1 & 2 and, to the extent applicable, selected Scope 3 of the Greenhouse Gas Protocol (b). If data is not available for any year from the start of the baseline year to the end of the report year, provide an explanation in the comments column.

(a) No information is required on the effect of the body on emissions which are not from its estate and operations.

(b) This refers to the document entitled "The greenhouse gas protocol. A corporate accounting and reporting standard (revised edition)", World Business Council for Sustainable Development, Geneva, Switzerland / World Resources Institute, Washington DC, USA (2004), ISBN: 1-56973-568-9.

| Year | Year type | Scope 1 | Scope 2 | Scope 3 | Total | Units | Comments |
|------|-----------|---------|---------|---------|-------|-------|----------|
| 2016/17 | Financial | 10,726 | 8,949 | 5,287 | 24,962 | tCO$_2$e | This year is used as the default baseline year as it was the first year following the expiration of the Council's last Carbon Management Plan. |
| 2017/18 | Financial | 11,418 | 9,730 | 1,036 | 22,184 | tCO$_2$e | |
| 2018/19 | Financial | 10,191 | 5,459 | 641 | 16,290 | tCO$_2$e | |
| 2019/20 | Financial | 10,587 | 4,874 | 590 | 16,051 | tCO$_2$e | |
| 2020/21 | Financial | 10,904 | 4,085 | 976 | 15,965 | tCO$_2$e | |
| 2021/22 | Financial | 11,529 | 3,914 | 991 | 16,433 | tCO$_2$e | Figures retrospectively revised (upwards, by 189 tCO$_2$e) following an error in mileage claim data. |
| 2022/23 | Financial | 11,345 | 3,838 | 1,790 | 16,974 | tCO$_2$e | Relates to emissions detailed in table 3(b) below, which include gas and electricity consumption in estate buildings, fuel use by the Council's fleet and electricity consumption associated with street lighting. |

## 3(b) Breakdown of emission sources

Complete the following table with the breakdown of emission sources from the body's most recent carbon footprint (greenhouse gas inventory); this should correspond to the last entry in the table in 3(a) above. Use the 'Comments' column to explain what is included within each category of emission source entered in the first column. If there is no consumption data available for an emission source enter the emissions in kgCO₂e in the 'Consumption' column of one of the 'Other' rows and assign the scope and an emission factor of 1. Emissions factors are published annually by the UK Department for Business, Energy & Industrial Strategy. 'FTE' = Full-Time Equivalent.

| Emission source | Scope | Consumption data | Units | Emission factor | Units | Emissions (tCO$_2$e) | Comments |
|---|---|---|---|---|---|---|---|
| Electricity | Scope 2 | 14,695,750 | kWh | 0.19338 | kgCO$_2$e/kWh | 2,841.86 | This data relates to Council estate buildings for which it is responsible for the utilities cost. These include schools, offices, leisure centres and libraries. Also includes consumption from stair lighting, door entry systems and car charging points. |
| Electricity transmission and distribution losses | Scope 3 | 14,695,750 | kWh | 0.01769 | kgCO$_2$e/kWh | 259.97 | This data relates to network losses of power that supplies Council estate buildings for which it is responsible for the utilities cost. These include schools, offices, leisure centres and libraries. Also includes consumption from stair lighting, door entry systems and car charging points. |
| Electricity | Scope 2 | 5,152,613 | kWh | 0.19338 | kgCO$_2$e/kWh | 996.41 | Refers to power consumed by assets such as street lights, road signs and traffic signal equipment. |
| Electricity transmission and distribution losses | Scope 3 | 5,152,613 | kWh | 0.01769 | kgCO$_2$e/kWh | 91.15 | Refers to network losses of power that supplies assets such as street lights, road signs and traffic signal equipment. |
| Natural gas | Scope 1 | 49,153,128 | kWh | 0.18254 | kgCO$_2$e/kWh | 8972.41 | This data relates to Council estate buildings for which it is responsible for the utilities cost. These include schools, offices, leisure centres and libraries, as well as Bonnyrigg District Heating. |
| Gas oil | Scope 1 | 735,746 | kWh | 0.25679 | kgCO$_2$e/kWh | 188.93 | Relates to gas oil consumption within Moorfoot Primary School, Tynewater Primary School and Vogrie Country House. |
| Gas oil | Scope 1 | 7,661 | litres | 2.75857 | kgCO$_2$e/litres | 21.13 | Relates to fuel consumption from the Council's vehicle fleet. |
| Diesel (average biofuel blend) | Scope 1 | 754,746 | litres | 2.55784 | kgCO$_2$e/litres | 1,930.52 | Relates to fuel consumption from the Council's vehicle fleet. |
| Petrol (average biofuel blend) | Scope 1 | 27,443 | litres | 2.16185 | kgCO$_2$e/litres | 59.33 | Relates to fuel consumption from the Council's vehicle fleet. |
| Water supply | Scope 3 | 205,110 | m³ | 0.10000 | kgCO$_2$e/m³ | 20.51 | Refers to all of the Council's estate. |
| Water treatment | Scope 3 | 194,854 | m³ | 0.19000 | kgCO$_2$e/m³ | 37.02 | Refers to all of the Council's estate. |
| Average car - Unknown | Scope 1 | 629,961 | miles | 0.27465 | kgCO$_2$e/miles | 173.02 | Relates to staff mileage claims – using their own vehicles to fulfil their employment duties - in 2022/23. |
| Homeworking emissions | Scope 3 | 4,054,436 | FTE Working Hours | 0.34075 | kg CO$_2$e/FTE Working Hour | 1,381.56 | This is an estimate based on full-time equivalent staff employed by the Council in 2022/23, observations of office occupancy and a standard working week of 36 hours per week and working 47 weeks per year. |

| 3(c) Generation, consumption and export of renewable energy | | | | | |
|---|---|---|---|---|---|
| Provide a summary of the body's annual renewable generation (if any), and whether it is used or exported by the body. | | | | | |
| | Renewable Electricity | | Renewable Heat | | |
| Technology | Total consumed by the body (kWh) | Total exported (kWh) | Total consumed by the body (kWh) | Total exported (kWh) | Comments |
| Solar photovoltaics | | 110,437 | | | The Council has 10 solar photovoltaic systems with a total capacity of 100kW. Most were installed during 2018/19 as part of Non Domestic Energy Efficiency projects. Ones previously installed were at Gore Glen, Bilston and Roslin primary schools. They are:<br>• Goreglen Primary School (capacity 6.25kW, commissioned in 2016);<br>• Bilston Primary School (capacity 3.75kW, commissioned in 2016, but not operational in 2022/23);<br>• Roslin Primary School (capacity 6.24kW, commissioned in 2017);<br>• Penicuik Pool & Library (capacity 11.55kW, commissioned in 2019);<br>• Loanhead Centre (capacity 12.03kW, commissioned in 2018);<br>• Bonnyrigg Primary School (capacity 11.55 kW, commissioned in 2019);<br>• Cuiken Primary School (capacity 12.38kW, commissioned in 2019);<br>• St Andrew's RC Primary School (capacity 12.38kW, commissioned in 2019);<br>• Woodburn Primary School (capacity 11.55kW, commissioned in 2019); and<br>• Lasswade Campus (capacity 12.10 kW, commissioned in 2019). |

## 3(d) Organisational targets

List all of the body's targets of relevance to its climate change duties. Where applicable, targets for reducing indirect emissions of greenhouse gases, overall carbon targets and any separate land use, energy efficiency, waste, water, information and communication technology, transport, travel and heat targets should be included. Where applicable, you should also provide the body's target date for achieving zero direct emissions of greenhouse gases, or such other targets that demonstrate how the body is contributing to Scotland achieving its emissions reduction targets.

| Name of target | Target | Boundary / scope of target | Target completion year | Progress against target | Comments |
|---|---|---|---|---|---|
| Number of street lights replaced with LED lanterns. | Install 746 new street lighting columns and 500 LED light upgrades to save energy. | Scope 2 | 2023/24 | Savings 1,256 tonnes of $CO_2$ were made from this in 2021/22. Figures from Q1 to Q3 of 2022/23 are 751 tonnes of $CO_2$. Q4 figures were not available the time of writing. | Each LED light replaced reduces energy consumption by a factor of five, compared with standard units. |
| Electricity consumption (non-heat) - kWh/year/m² | Reduce electricity consumption in offices, schools, schools with pools, leisure centres and leisure centres with pools. | Scope 2 | 2023/24 (& ongoing) | New target for 2023/24 | Introduced as a set of new 'Key Performance Indicators' for 2023/24 for the Property & Facilities Management Service in the Place Directorate Service Plan 2023 – 2027. |
| Carbon dioxide emissions (all energy + water) - kgCO₂e/year/m² | Reduce carbon dioxide emissions from offices, schools, schools with pools, leisure centres and leisure centres with pools. | Scope 2 | 2023/24 (& ongoing) | New target for 2023/24 | Introduced as a set of new 'Key Performance Indicators' for 2023/24 for the Property & Facilities Management Service in the Place Directorate Service Plan 2023 – 2027. |
| Water consumption – m³/year | Reduce water consumption from offices, schools, schools with pools, leisure centres and leisure centres with pools. | Scope 3 | 2023/24 (& ongoing) | New target for 2023/24 | Introduced as a set of new 'Key Performance Indicators' for 2023/24 for the Property & Facilities Management Service in the Place Directorate Service Plan 2023 – 2027. |
| Local Heat & Energy Efficiency Strategies | Increase the percentage of Local Heat & Energy Efficiency Strategies complete. | All energy use | 2023/24 (& ongoing) | New target for 2023/24 | Introduced as a set of new 'Key Performance Indicators' for 2023/24 for the Property & Facilities Management Service in the Place Directorate Service Plan 2023 – 2027. |
| The percentage of Council fleet which is 'Green' | 8% of vehicles | Transport | 2022/23 (ongoing annual target beyond) | 8.2% | Latest figure available is from the Council's Q3 Place Directorate Performance Report. Usually reported in the Place Directorate Annual Performance Reports. |
| Progress 'Passivhaus' social housing projects | 209 housing units built | Energy use in buildings | See 'Comments' | 159 units have planning consent, 50 are under construction | Details of progression towards completions is outlined in the Council's Strategic Housing Investment Plan report and its Housing Land Audit. |

| **3(d)(a) How will the body align its spending plans and use of resources to contribute to reducing emissions and delivering its emission reduction targets?** |
|---|
| Provide any relevant supporting information |
| Midlothian Council delivers its priorities through the Single Midlothian Plan (SMP). This has several aims in relation to emissions reductions, including to increase the amount of renewable and low carbon energy generation in Midlothian and the amount of energy saved in the area's homes, increasing carbon storage in the area and raising awareness of the climate emergency.<br><br>Service Plans and Performance Reports for each Council department outline the priorities for their staff together with measurement indicators to determine progress. These documents are expected to show connections to the SMP and therefore must outline how services are using and will use their resources to meet the SMP's climate change related objectives. The Transformation Blueprint, and supporting Medium Term Financial Strategy, have also been developed in line with the Single Midlothian Plan and are supported by the Council's Service Plans. See question 2(c) for further details on the Blueprint.<br><br>Reports presented to meetings of Midlothian's Council and Cabinet also outline how the matters/actions they describe support sustainable development and the use of the Council's resources in doing so. |

| **3(d)(b) How will the body publish, or otherwise make available, it's progress towards achieving its emissions reduction targets?** |
|---|
| Provide any other relevant supporting information. In the event that the body wishes to refer to information already published, provide information about where the publication can be accessed. |
| Given that they contain data on the Council's current emissions volume and sources, together with data for previous years, the annual Public Bodies Climate Change Duties Return will document progress towards achieving Midlothian Council's emissions reduction targets. These reports are presented to the Council's Cabinet each year prior to submission and such items are publically available via a 'Council, Cabinet and Committees' webpage. The Council's 'Sustainable Development and Climate Change' web page will also be updated each year with the latest submission.<br><br>Progress towards the Council's emissions reduction targets will also be presented in the Council's performance reporting, which now includes key performance indicators that will track electricity and water consumption as well as carbon dioxide emissions across various categories of premises that comprise its estate. |

## 3(e) Estimated total annual carbon savings from all projects implemented by the body in the report year

If no projects were implemented against an emissions source, enter "0".

If the body does not have any information for an emissions source, enter "Unknown".

If the body does not include the emissions source in its carbon footprint, enter "N/A".

| Emissions source | Total estimated annual carbon savings (tCO$_2$e) | Comments |
|---|---|---|
| Natural gas | 15 | This figure refers to the projects detailed in question 3(f). Savings are from Salix projects. For more details on this scheme, see the 'Other Notable Reporting Activity' table at the end of this document. |

## 3(f) Detail the top 10 carbon reduction projects to be carried out by the body in the report year

Provide details of the 10 projects which are estimated to achieve the highest carbon savings during report year.

| Project name | Funding source | First full year of CO$_2$e savings | Capital cost (£) | Project lifetime (years) | Primary fuel/emission source saved | Estimated carbon savings per year (tCO$_2$e/annum) | Estimated costs savings (£/annum) | Comments |
|---|---|---|---|---|---|---|---|---|
| Gorebridge Leisure Centre (CMID02P081) | Salix | 2022/23 | 19,110 | 20 | Natural gas | 4.6 | 1,517 | Refers to the installation of roof insulation that will save 92tCO$_2$e over its lifespan. |
| Glencorse Primary School (CMID02P082) | Salix + capital | 2022/23 | 17,347 | 20 | Natural gas | 10.6 | 3,489 | Refers to the replacement of boilers that will save 115tCO$_2$e over their lifespan. |

**3(g) Estimated decrease or increase in the body's emissions attributed to factors (not reported elsewhere in this form) in the report year**

If the emissions increased or decreased due to any such factor in the report year, provide an estimate of the amount and direction.

| Emissions source | Total estimated annual emissions (tCO₂e) | Increase or decrease in emissions | Comments |
|---|---|---|---|
| Estate changes | 88 | Decrease | This fall in emissions is due to sites in the Council estate being leased, demolished or closed. As a result, emissions from gas consumption fell by 63 tonnes of $CO_2$e and emissions from electricity consumption fell by 25 tonnes of $CO_2$e.<br><br>The biggest single contribution to these decreases were the closure of Buccleuch House, followed the Jarnac Court offices being refurbished into homeless accommodation and the Orchard Centre becoming vacant. |
| Service provision | | | |
| Staff numbers | 3.5% (not tCO₂e) | Increase | Staff numbers reported in Part 1 of this report are 4,053. The equivalent number for the previous report was 4,032. Total emissions for these respective years are 16,973tCO₂e and 16,434tCO₂e. This equates to a 3.5% year-on-year increase in emissions per member of staff. |
| Other (specify in comments) | | | |

**3(h) Anticipated annual carbon savings from all projects implemented by the body in the year ahead**

If no projects are expected to be implemented against an emissions source, enter "0".
If the organisation does not have any information for an emissions source, enter "Unknown".
If the organisation does not include the emissions source in its carbon footprint, enter "N/A".

| Emissions source | Total estimated annual carbon saving (tCO₂e) | Comments |
|---|---|---|
| | | |

**3(i) Estimated decrease or increase in emissions from other sources in the year ahead**

If the body's corporate emissions are likely to increase or decrease for any other reason in the year ahead, provide an estimate of the amount and direction.

| Emissions source | Total estimated annual emissions (tCO₂e) | Increase or decrease in emissions | Comments |
|---|---|---|---|
| | | | |

| 3(j) Total carbon reduction project savings since the start of the year which the body used as a baseline for its carbon footprint |||
|---|---|---|
| If the body has data available, estimate the total emissions savings made from projects since the start of that year ('the baseline year'). |||
| **Total savings** | **Total estimated emissions savings (tCO$_2$e)** | **Comments** |
| Total project savings since baseline year | 901 | Refers to savings made since 2016/17 from the implementation of emissions reductions projects across the Council's estate. These are taken from the entries made for question 3e for each of those reporting years. Respectively, these are 68, 55, 407, 93, 263 and 15 tCO$_2$e in those years. These are savings made from Salix, capital and Non Domestic Energy Efficiency Framework projects. |

| 3(k) Supporting information and best practice |
|---|
| Provide any other relevant supporting information and any examples of best practice by the body in relation to corporate emissions, targets and projects. |

The energy consumption and emissions data in this section was provided by the Energy Assistant Development Officer from the Council's Property & Facilities Management department, who has many years experience in the role and of providing data for the Council's reporting. During the reporting year they continued to monitor energy consumption across the Council's building portfolio on a monthly basis. More accurate monitoring has been enhanced by the use of Automatic Meter Readers. These are in place for all Council premises with gas supplies and most of the Council's larger sites in the case of electricity. A Council Internal Audit report from 2022/23 examined such issues and recommended strengthening procedures in this respect further to ensure efficiency, best value and a reduction in carbon emissions.

Other measures in relation to corporate emissions, targets and projects are outlined in Q5 of the 'Other Notable Reporting Activity' section at the end of this report. They include:

- The Council's Local Heat and Energy Efficiency Strategy (LHEES), which it is currently developing, to systematically improve the energy efficiency of buildings and decarbonise heat in Midlothian. It incorporates the Council's past work from the 'Green Heat in Green Spaces / Park Power' project which investigated the possibilities for how Council-owned urban green and blue spaces can support Scotland's low carbon heat transition;
- Salix carbon reduction and energy efficiency projects; and
- Energy efficiency projects involving the environmental charity 'Changeworks'.

Midlothian Energy Ltd (MEL, the Council's joint venture energy company with Vattenfall) are taking forward a number of carbon reduction projects. These include solar PV, electric vehicle charging, direct wire electricity, Non-Domestic Energy Efficiency Framework measures, hydroelectric and hydrogen. It is estimated that such schemes will lead to an investment of £90 - £100m. There is also the potential to expand their district heating project in Shawfair into neighbouring sites. Laying the 4km of pipes that this project entails started in summer 2023. This initial phase will supply 3,000 homes, education and retail properties at Shawfair, saving over 2,500 tonnes of CO$_2$ per year (the equivalent of taking 1,200 cars off the road) and the project is benefitting from up to £7.3m from the Scottish Government's Low Carbon Infrastructure Transformation Project. MEL also intend to engage with various departments from Councils in Edinburgh and East Lothian to scope the potential for cross-boundary emissions reductions projects too.

| 4(a) Has the body assessed current and future climate-related risks? |
|---|
| If yes, provide a reference or link to any such risk assessment(s). |

The Council's exposure to risks related to climate are reported in updates of its Strategic Risk Profile presented to its Audit Committee. The risk is summarised as a score based on possible impacts and the likelihood of these impacts, together with a commentary to add context.

During the 2021/22 reporting year, The Council's Internal Audit department also assessed the risks to the Council of not meeting its climate change obligations. This followed a similar investigation in 2017/18 and, more recently, a report in 2022/23 to review the controls over the Council's consumption of utilities (energy and water) and associated risks.

The Council's Planning, Sustainable Growth & Investment Service produced an updated Climate Change Risk Assessment in 2021/22 to assess its exposure in this area too. It is based on:

- The categories of risk identified in the UK Climate Change Risk Assessment 2017 – Summary for Scotland, produced by the UK government's Committee on Climate Change;
- An additional criteria – 'Compliance, Governance & Management Risks'; and
- Midlothian Council's Climate Change Strategy – the Risk Assessment examines the risk to the Council associated with the targets and actions in the Strategy, noting the impact and likelihood of failing to meet the actions in a risk assessment matrix.

Current and future climate-related risks due to flooding have been assessed through the risk assessment and Strategic Environmental Assessment of the Midlothian Local Development Plan 2017. The Strategic Flood Risk Assessment identifies the area's functional flood plain and collates information on all sources of flood risk, including the Scottish Environment Protection Agency Indicative River and Coastal Flood Risk Maps. It was used to inform the development strategy of the Plan. These documents are available here and here.

The Council also assessed climate-related flooding risks as part of its input to Forth Estuary Local Flood Risk Management Plan, which helps to implement the Flood Risk Management (Scotland) Act 2009 and translates it into action. Flood Risk Management Plans are Scotland's route map for reducing the effects of flooding on communities and form an important part of the response to the climate emergency as flooding is increasing due to it. They are delivered over six-year cycles. The Plan identifies where in the area it covers is at most risk of flooding and where the benefits of investment are greatest. It specifies how and when actions will be taken.

Current and future climate-related risks were also previously covered by the Midlothian Community Planning Partnership Strategic Assessment. It provided an insight into the main issues that present a threat or risk to communities within Midlothian. It did this using 'PESTEL' analysis, and environmental issues –

such as climate change – were examined as part of this. The last separate Strategic Assessment was written in 2019, however elements of it are now incorporated into the Single Midlothian Plan.

Climate change-related risks are also assessed when various Council policies are drafted - see question 4b below.

| 4(b) What arrangements does the body have in place to manage climate-related risks? |
|---|
| Provide details of any climate change adaptation strategies, action plans and risk management procedures, and any climate change adaptation policies which apply across the body. |

Climate-related risks, as they relate to any particular document or proposal, will be considered by Elected Members as part of regular Council, Cabinet and Committee meetings. Arrangements for managing risks also arise from discussions and actions following the presentation of the Council's Strategic Risk Profile to its Audit Committee, which estimates the Council's current exposure to climate change related risks. Further measures of managing such risks that relate to particular areas of Council business are referred to below.

Winter Service Policy and Operational Plan:
- The purpose of this Plan is to demonstrate that the Council has taken reasonable steps to prevent snow and ice endangering the safe passage of pedestrians and vehicles over public roads, to fulfil its Statutory responsibilities as defined in Section 34 of the Roads (Scotland) Act 1984.
- The Plan also specifically references climate change and notes that it can be implemented at any time of year. It notes that such instances are likely to occur with increased frequency and intensity due to climate change. It should be read in conjunction with the Council's Severe Weather Plan (both are updated every winter). This is referenced below.

Severe Weather Plan & Resources:
- A variety of resources on severe weather are available on the Council intranet, including:
  o A SEPA/Met Office Flood Guidance Statement User Guide;
  o Transport Scotland advice on driving in bad weather;
- The Council's Severe Weather Plan, which provides:
  o A summary of the Met Office National Severe Weather Warning System and guidance on resulting action; and
  o A flexible framework for the management of a co-ordinated response by Midlothian Council and partner organisations to an emergency caused by severe weather.
- The Council's Emergency Planning Procedures for Early Learning and Childcare Settings, Schools and Children's Services. This includes a number of key principles to assist decision-making by Head Teachers during adverse weather, as well as a communications protocol, transport procedures and information on health and safety criteria for taking the decision to close a school due to severe or hazardous weather.

Local Flood Risk Management Plan – Forth Estuary Local Plan District:

- The Local Flood Risk Management Plan helps to implement the Flood Risk Management (Scotland) Act 2009. Flood Risk Management Plans are Scotland's route map for reducing the effects of flooding on communities. They are also important in our response to the climate emergency as flooding is increasing due to it. They are delivered over six-year cycles. The latest plan is for Cycle 2 (2022 and 2028).
- The Plan identifies where in the area it covers is at most risk of flooding and where the benefits of investment are greatest. It specifies how and when actions will be taken.
- The Flood Risk Management Plan is listed as forming part of the 'Strategic Framework' for Neighbourhood Services in the Council's most recent Place Directorate Service Plan.

Integrated Impact Assessments:
- Integrated Impact Assessments are systematic, evidence-based checks to consider the risks and impacts of policies and decisions on legal duties in relation to equality, human rights, sustainability and the environment.
- In relation to the environment, they require the author to identify and examine impacts of decisions on:
  - Reducing greenhouse gas emissions;
  - Planning for and adapting to climate change;
  - Air, water and soil pollution;
  - The efficient use of energy and materials; and
  - Enhancing biodiversity.

**4(c) What action has the body taken to adapt to climate change?**

Include details of work to increase awareness of the need to adapt to climate change and build the capacity of staff and stakeholders to assess risk and implement action. The body may wish to make reference to the Scottish Climate Change Adaptation Programme ('the Programme').

Assessing risk and implementing action to adapt to climate change is enhanced by the Council's Risk Management Policy and Strategy, which provides a systematic and formalised framework for determining and responding to risks such as those posed by climate change (see also question 4e). This outlines the proposed approach to risk management and governance arrangements for risk monitoring and accountability within the Council. It focuses on all risks that the Council may be exposed to and is by no means focussed exclusively on climate-related risks, though an objective of it is to anticipate and respond to social, environmental and legislative requirements. It also states that, in the area of risk management, the Council seeks to safeguard and enhance the quality of Midlothian's environment. It was reviewed in mid-2021 when a Risk and Resilience Group was established with membership drawn from Chief Officers and Senior Managers across the Council and its Audit Service.

In November 2022, and in conjunction with the Climate Reality Project, the Council's Communities, Lifelong Learning and Employability staff hosted a 'Climate Reality Event' on the science of climate change at Dalkeith Arts Centre.

Adaptation actions are promoted though the Midlothian Local Development Plan, which proposed developments must adhere to. It identifies locations for developments that require Flood Risk Assessments, watercourse buffer strips and Sustainable Urban Drainage Systems to avoid surface water flooding.

The Midlothian Green Network Supplementary Guidance provides a framework to enable green networks to help climate change mitigation and adaptation through its various functions. These include:

- Ensuring habitat connectivity to allow species to adapt to climate change through movement;
- Encouraging the retention and expansion of plants and trees to provide opportunities for carbon sequestration; and
- Providing water attenuation opportunities to reduce the impact of storm events.

These aims form a list of 'Design Principles for the Green Network' that are used to assess planning applications.

Raising awareness of climate change amongst staff is also done via:

- A dedicated web page on the topic which includes a presentation on the science of climate change, what actions the Council is doing to mitigate and adapt to it and how staff can play their part; and
- Announcements in staff communications of climate change related events such as advice sessions on saving energy and using active transport.

Wider awareness raising is performed by providing guidance to Midlothian residents via the Council website. This includes:

- Information on flooding, such as contact details to report surface water drainage issues and referring readers to other sources of information, including live flooding updates (via Floodline.org.uk); and
- Information on severe weather events, including school closure updates, the Council's Winter Service Policy and a 'Frequently Asked Questions' page which includes relevant Council service contact numbers. Links to external websites are also provided, and cover issues such as advice on travel and the loss of utilities.

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**4(d) Where applicable, what contribution has the body made to helping deliver the Programme?**

Provide any other relevant supporting information.

The Second Scottish Climate Change Adaptation Programme 2019 – 2024 lists various policies that will help to achieve its outcomes, together with owners of these policies. The text below lists contributions made by Midlothian Council to the policies against which Local Authorities are marked as owners.

**Flood Risk Management Strategies**

- A Strategic Flood Risk Assessment accompanies the Midlothian Local Development Plan. It collates information on all sources of flood risk, including SEPA Indicative River and Coastal Flood Risk Flood Maps, and was used to inform the development strategy of the Plan.
- Planning staff are in regular contact with SEPA to obtain and be informed about the latest flood risk data. This is being used in producing the next Local Development Plan to inform discussions with staff who specialise in flooding matters.

- Policy ENV 10 (Water Environment) of the Midlothian Local Development Plan helps implement the objectives of the River Basin Management Plan: it states that development proposals that contribute to the aims of the River Basin Management Plan will be supported.
- Midlothian Council took part in the development of latest the Forth Estuary Local Flood Risk Management Plan and it is listed as forming part of the 'Strategic Framework' for Neighbourhood Services in the Place Directorate Service Plan that went to Council on 27/06/2023. See question 4(b) above for further details on it.
- Midlothian Council's Planning Team and a representative of the Roads Service regularly meet with Scottish Water to discuss matters such as the management of surface water to ensure that sewer systems are resilient to climate change. Similar meetings also take place with Scottish Natural Heritage and the Scottish Environment Protection Agency.

**Energy Efficient Scotland**
- The Council is currently developing its Local Heat and Energy Efficiency Strategy, to systematically improve the energy efficiency of buildings and decarbonise heat in Midlothian. More detail on this is included in Q5 of the 'Other Notable Reporting Activity' section at the end of this report.
- An aim of the Council's Local Housing Strategy is that homes will be more energy efficient. This will be achieved via means such as using the 'Passivhaus' low energy design standard on all directly commissioned Council housing projects, promoting support available from the Scottish Government to help owners transform their properties and meet the minimum energy efficiency standards for the private and social rented sectors by 2030, and targeted energy efficiency advice.
- Midlothian Council's Building Services department has been and continues to be involved in projects to improve the energy efficiency of buildings alongside Changeworks (an environmental charity).
- The Council has a Net Zero Housing Design Guide that applies to all new Council houses.
- The Council's Property & Facilities Management Service progress work in this area through the development of renewable energy projects in the Council's building estate.

**Tolerable Standards and Scottish Housing Quality Standards**
- The Council's Building Services staff progress work towards the Scottish Housing Quality Standards and have various performance indicators that relate to it. These include the percentage of the Council housing stock meeting the criteria in general as well as specific aspects of it such as the percentage meeting the 'modern facilities & services', 'free from serious disrepair' and 'healthy, safe and secure' criteria. The percentage of Council dwellings that are energy efficient is also a corporate performance indicator.

**Water Refill Locations: Local Development Plans**
- This is being taken forward as part of the review of the Midlothian Local Development Plan following guidance and requirements on the topic from the Planning (Scotland) Act 2019 and the resulting Local Development Planning Regulations & Guidance Consultation.

**Outdoor Learning In Nature**

- The Midlothian Ranger Service offers a variety of [educational activities](#) based on the Curriculum for Excellence from the Early through to the Senior phase. It organises and leads free curriculum based education for schools and groups involving teaching to inspire pupils about nature, their local environment and the world around them. These include:
  - The [Midlothian Outdoor Festival](#) (last held in October 2022) involved partnering with volunteers to produce an annual programme of walks and cycles, a wildlife recording workshop, talks & video presentations and river discovery events which looked at aquatic biota and water quality. A programme of around 30 walks and events is taking place as part of the 2023 Festival; and
  - Vogrie Outdoor Early Learning & Childcare Centre, which opened in 2019, is an outdoor nursery located within the grounds of Vogrie Country Park that provides care for children up to three days a week. It aims to generate an interest in the natural world amongst children to create environmental awareness and its vision is 'learning and growing together through nature, nurture and play'. It was rated as 'very good' during its last inspection (in 2021).
  - The 'Big Help Out' is part of a nationwide initiative to get people involved in volunteering in their communities. The Midlothian Ranger Service arranged three activities as part of this in May 2023: tree planting and maintenance, the 'Big Pond Dig' (where volunteers record pond life in a citizen science project); and 'Feed the Birds' (where volunteers will make bird feeders).
  - There are actions in the Single Midlothian Plan to pursue outdoor learning in nature – see question 2a in the Recommended Reporting section.
- As of July 2023 there were 67 schools and nurseries in Midlothian that are registered with the Eco-Schools programme (including private facilities). It is the largest sustainable schools programme in the world and is delivered in Scotland by Keep Scotland Beautiful. It involves schools forming an Eco-Committee which completes an Environmental Review, to help decide which topics to work on. This is followed by an Action Plan which needs to cover three of the ten possible topics: one of these must be climate action and the others include food & the environment or biodiversity. Actions should also be linked with the curriculum and should involve the local community. This work is recognised by the Green Flag Award, which is a visible indication of a school's commitment to learning about sustainability, and an internationally recognised accreditation. It is renewed every two years through a repeat of the process. 13 of the 67 participants in Midlothian have been awarded Green Flag status.
- Doors Open Days are a range of events coordinated by the Scottish Civic Trust. They run throughout Scotland every September as part of European Heritage Days. They are primarily about celebrating heritage and the built environment by offering free access to venues across Midlothian, however some of the events are environment-themed. For example, the 2022 Doors Open Day included a bat walk at Straiton Pond and opening The Wildlife Information Centre office to the public (Midlothian Council have a service level agreement with them to provide various biodiversity related work – further details are provided elsewhere in this document).

There are other policies within the Second Scottish Climate Change Adaptation Programme 2019 – 2024 that although they do not list local authorities as owners, nevertheless overlap with their work and which Midlothian Council are therefore helping to progress. These are:
- Clean Air for Scotland Strategy (progressed by the Midlothian Council's Protective Services);
- Electric Vehicle Charging Network through ChargePlace Scotland (Neighbourhood Services);
- Building Regulations/Standards (Building Services);

- Scottish Water Surface Water Policy (Planning, Sustainable Growth and Investment; and Projects (via the Edinburgh and Lothians Strategic Drainage Partnership)); and
- Blue-Green Infrastructure (Planning, Sustainable Growth and Investment).

| **4(e) What arrangements does the body have in place to review current and future climate risks?** |
|---|
| Provide details of arrangements to review current and future climate risks, for example, what timescales are in place to review the climate change risk assessments referred to in Question 4(a) and adaptation strategies, action plans, procedures and policies in Question 4(b). |
| The items discussed in questions 4a and 4b are periodically updated, often annually, and will therefore be used to review current and future climate risks.<br><br>Climate-related risks are continually reviewed as part of Integrated Impact Assessments and Strategic Environmental Assessments as these are required on policy decisions that may have consequences for the environment.<br><br>The Council's overall approach in the area of risk and accountability for it is outlined in its Risk Management Policy and Strategy. It was reviewed in 2021 by a Risk and Resilience Group that included Chief Officers, Senior Managers and its Audit Service. It focuses on all risks that the Council may be exposed to and not exclusively on climate-related risks, though an objective of it is to anticipate and respond to environmental legislative requirements. It also states that, in the area of risk management, the Council seeks to safeguard and enhance the quality of Midlothian's environment. |

| **4(f) What arrangements does the body have in place to monitor and evaluate the impact of the adaptation actions?** |
|---|
| Please provide details of monitoring and evaluation criteria and adaptation indicators used to assess the effectiveness of actions detailed under Question 4(c) and Question 4(d). |
| Under the Environmental Assessment (Scotland) Act, the Council is required to monitor the significant environmental effects of the implementation of every strategic action for which it has carried out a Strategic Environmental Assessment. This is done using criteria which enables the Council to identify any unforeseen adverse effects at an early stage; and undertake appropriate remedial action.<br><br>The impact of adaptation actions identified in individual workstreams are monitored and evaluated through the periodic reviews of those workstreams and the tasks they involve. For example measures to adapt to climate change as outlined in the Midlothian Local Development Plan are monitored and evaluated through meetings of the Development Plan Monitoring Group. This assesses progress being made towards the environmental goals of the Plan and lessons learned for future Plans. |

| **4(g) What are the body's top 5 climate change adaptation priorities for the year ahead?** |
|---|
| Provide a summary of the areas and activities of focus for the year ahead. |
| 1) To identify then implement suitable projects for Midlothian's 2023/24 allocation of Nature Restoration Fund monies to restore wildlife and habitats in Midlothian. |

2)  Pursue the objective of the restoration and maintenance of peatland alongside NatureScot and the Peatland Action Team as part of the 'carbon storage is increased' aim of the Single Midlothian Plan.

3)  Continue to work in partnership with the community and volunteers at our countryside sites and on the Midlothian path network for the benefit of people and wildlife. The target for 2023/24 is to accrue 4,500 hours of volunteer in kind contribution hours as part of this.

4)  Applying the principles from National Planning Framework 4 on nature-based solutions for climate change adaptation, including protecting and enhancing blue-green infrastructure and addressing the connectivity of biodiversity rich areas through nature networks, as part of the ongoing work on progressing the new Midlothian Local Development Plan.

5)  To explore progressing Midlothian Council having a Climate Adaptation Vision, signed off across Council departments with Councillor support, to include alignment of Financing, Design, Delivery and Maintenance of the different infrastructures needed to support Council and national climate transformation objectives.

| 4(h) Supporting information and best practice |
|---|
| Provide any other relevant supporting information and any examples of best practice by the body in relation to adaptation. |
| The information and examples provided in questions 4(a) to 4(g) above are accompanied by links to documents which provide supporting information, if required. |

| **5(a) How have procurement policies contributed to compliance with climate change duties?** |
| --- |
| Provide information relating to how the procurement policies of the body have contributed to its compliance with climate changes duties. |

The Midlothian Council Procurement Strategy 2018 - 2023 and derived policy and procedures reflect European, national and local objectives, including their sustainability considerations. These are:

- European objectives - Directives 2014/24/EU, 2014/23/EU and 2014/55/EU;
- National objectives – the Procurement Reform (Scotland) Act 2014, Scottish Procurement Policy Notes and the Scottish Government's Public Procurement Strategy for Scotland 2023 to 2028); and
- Local objectives - Single Midlothian Plan objectives.

The Council notes the importance of environmental matters prominently within its Procurement Strategy, which has five strategic themes to promote ethical standards. Whilst it encompasses social and economic matters, the Strategy also notes that environmental opportunities are of 'equal importance' and this includes considering the impact of purchases on, for instance, climate change, waste production or scarce materials. In practical terms, this may involve:

- Collaborating with partners to share good practice and maximise opportunities when procuring from the same suppliers;
- Undertaking soft market testing to understand the potential for innovation and what the market can offer in terms of sustainable solutions;
- Considering environmental sustainability in the early stages of each project, identifying goods, works and services with significant impact;
- Including appropriate standards, requirements and targets in contracts;
- Considering environmental factors where appropriate in supplier selection and tender evaluation; and
- Taking a whole lifecycle approach to costs.

The above aims are also furthered by Midlothian Council's 2021 Local Procurement Strategy, which:

- Sees the Council use its spend to actively encourage and support a growing, diverse and resilient local business base, to facilitate its Carbon Neutral by 2030 ambitions;
- Involves considering any negative externalities of procurement, for example the impact on the environment; and
- Promotes the use of local suppliers where appropriate, to help reduce the carbon footprint of the Authority's activity, such as that associated with transport which would otherwise be higher if less local alternatives were used.

To assist the aims of the Local Procurement Strategy, the Council's Procurement Team have collaborated with their colleagues in Economic Development. This includes to launch the Midlothian Business Carbon Charter/Green Pledge. It supports businesses to operate in environmentally friendly and low-carbon ways, for example by signposting information, expert advice from partner agencies, and funds to facilitate energy efficiencies. Businesses signing up are directed to a range of advice on how to achieve the Charter's aims, including by developing travel plans and energy, waste and water audits. Those adopting it will therefore be in a better position to comply with the Council's procurement standards and the Local Procurement Strategy.

The Council's Economic Development staff support the aims of the Local Procurement Strategy by:

- Encouraging businesses to sign the Council's Carbon Charter/Midlothian Green Pledge to commit to operating in environmentally-friendly and low-carbon ways. Signatories are directed to a range of advice on how to achieve the Charter's aims and so will be in a better position to support the Local Procurement Strategy's objective to procure sustainably;
- Encouraging and supporting businesses to register with Public Contracts Scotland to increase their access to tender opportunities within Midlothian and the wider public sector;
- Encouraging registration with the Supplier Development Programme, which provides access to free training and support in public sector tendering to improve the tender readiness of local suppliers;
- Working collaboratively with the Council's Procurement Team to identify upcoming opportunities and promoting them via the Council's digital channels and contacting businesses directly;
- Attending the Supplier Development Programme's quarterly meetings, promoting events and training and sharing of articles;
- Offering guidance and support on all aspects of procurement, to aid understanding of regulations and to support bidders to submit compliant tender submissions;
- Hosting 'Meet the Buyer' events, attended jointly by Economic Development, Midlothian Business Gateway and Council Procurement staff for relevant contracts; and
- Supporting Meet the Buyer events by external organisations by promoting them via social media and contacting local businesses to raise awareness and register attendance. Recent examples include Shawfair's Low Carbon District Heating System Supplier Engagement Event by and Balfour Beatty's supply chain engagement event.

| 5(b) How has procurement activity contributed to compliance with climate change duties? |
|---|
| Provide information relating to how procurement activity by the body has contributed to its compliance with climate changes duties. |

Tender processes use the Single Procurement Document (SPD). This incorporates a standard set of questions, including on environmental compliance and policy to help ensure tenderers have an appropriate history and overall approach to environmental considerations. Invitations to Tender and associated documents issued by Midlothian Council Procurement also specify environmental considerations/requirements (including those relating to carbon emissions) that tenderers must comply with. Where proportionate to the nature of the contract, environmental considerations will go further.

Examples of the application of these procedures and procurement activities contributing to compliance with climate change duties during the 2022/23 reporting year are:

- An Invitation to Tender for the supply and installation of street lighting requiring bidders to describe the details of any specific steps taken in the design, manufacture and installation of this equipment to increase energy efficiency and reduce any detrimental environmental impacts;
- An Additional Standards Statement for a contract for the construction of Council social housing requiring tenderers to have appropriate environmental/energy management systems in place such as UKAS (or equivalent) accredited independent third party certificate of compliance with BS EN ISO 14001 (or equivalent) or a valid EMAS (or equivalent) certificate; and
- The award criteria within the Technical Questionnaire for the supply of ski slope materials to Midlothian's snowsports centre requiring a statement on efforts by bidders to meet sustainability criteria, such as their actions to meet the Scottish Government's target of net zero greenhouse gas emissions by 2045, with a 75% reduction by 2030.

Full details on these and other Contact Notices published by Midlothian Council, including those archived from previous years, are available at the Council's page on the Public Contracts Scotland portal.

| 5(c) Supporting information and best practice |
| --- |
| Provide any other relevant supporting information and any examples of best practice by the body in relation to procurement. |

Midlothian Council's procurement Terms & Conditions contain provisions that allow for the termination of contacts if obligations under the European Communities Act 1972 have not been met. This includes events where the supplier has failed to comply in the performance of the Contract with legal obligations in the fields of environmental law. Suppliers themselves must include the same provision within their various sub-contracts. These requirements apply to the Council's Terms & Conditions for the purchase of goods, for the purchase of services, for the use of consultancy services and for the supply of goods.

The Council provides an overview of the tender process, which specifically emphasises the importance of environmental considerations in bids made for goods and services.

The Council's Procurement Strategy and Terms & Conditions of business are available on the Council website and the former specifically references climate change matters as an influencing factor in procurement decisions.

The Procurement pages on the Council's website also direct potential suppliers to the Midlothian Business Carbon Charter (as mentioned above).

Resource efficiency and carbon considerations are part of procurement decisions for **i)** goods & services and **ii)** decisions about capital and maintenance budget expenditure. In relation to the former, a whole life cost approach to contract development is included within tender documents and commodity strategies. This involves considering low carbon alternatives for selected goods and services that may have a high emissions impact. For capital and maintenance budget expenditure, larger projects that are subject to financial appraisal are also subject to carbon appraisal, including whole lifecycle costing and consideration of alternative low carbon methods. In practical terms, there are numerous services procured via various Framework Agreements such as Scotland Excel frameworks, where the framework contracts have climate related inclusions for suppliers to have carbon considerations or environmental/sustainability commitments within the commissioning.

# PART 6 – VALIDATION & DECLARATION

## 6(a) Internal validation process

Briefly describe the body's internal validation process, if any, of the data or information contained within this report.

Much of the data within this submission was obtained from reports that were presented to Council meetings during the reporting year, including Service Plans and Performance Reports. In other cases, the relevant Council services were contacted directly to validate it.

The data in part 3 was compiled and reviewed by the Council's Energy Officer while the overall report was reviewed by the Planning Sustainable Growth and Investment Service Manager (who has departmental responsibility for the authoring officer).

The Council's Internal Audit staff have also played an indirect role in validation. They have previously scrutinised two such reports and reported on another occasion on energy use in the Council's estate. This resulted in recommendations both on the procedural aspects of how the report is compiled and on the Council's climate change response which underpins it. Their most recent investigation was in the 2022/23 reporting year. As per their previous instructions, this year's proposed PBCCD report was presented to the Council's Cabinet for scrutiny and approval prior to its submission.

## 6(b) Peer validation process

Briefly describe the body's peer validation process, if any, of the data or information contained within this report.

No peer validation took place.

## 6(c) External validation process

Briefly describe the body's external validation process, if any, of the data or information contained within this report.

Ernst & Young commented and made recommendations on the Council's work towards its climate change goals, including the topics covered within this report in its Annual Audit Report to Members and the Controller of Audit for the Year Ended 31st March 2022. This was reported to Council in October 2022, along with recommendations for how to proceed. Note that this reporting was not exclusively focused on the review of the Council's Public Bodies Climate Change Duties return, but a wider range of activities that also encompasses it.

## 6(d) No validation process

If any information provided in this report has not been validated, identify the information in question and explain why it has not been validated.

N/A - our validation process is outlined above.

## 6e - Declaration

I confirm that the information in this report is accurate and provides a fair representation of the body's performance in relation to climate change.

| Name | Role in the body | Date |
|---|---|---|
| Peter Arnsdorf | Planning, Sustainable Growth and Investment Manager | 03/10/2023 |

**RECOMMENDED REPORTING: REPORTING ON WIDER INFLUENCE**

| Q1 Historic Emissions (Local Authorities only) |
| --- |
| Please indicate emission amounts and unit of measurement (e.g. tCO$_2e$) and years. Please provide information on the following components using data from the links provided below. Please use (1) as the default unless targets and actions relate to (2).<br>(1) UK local and regional CO$_2$ emissions: **subset dataset** (emissions within the scope of influence of local authorities):<br>(2) UK local and regional CO$_2$ emissions: **full dataset**: |

**Local Authority (please state):** Midlothian
**BEIS Dataset (full or sub-set):** Subset

| Table 1a – Subset (units are ktCO$_2$, except for *, which is tCO$_2$) | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Sector** | **2010** | **2011** | **2012** | **2013** | **2014** | **2015** | **2016** | **2017** | **2018** | **2019** | **2020** | **2021** | **Comments** |
| Total emissions | 511.90 | 451.47 | 490.24 | 479.60 | 433.71 | 429.24 | 409.55 | 402.80 | 385.91 | 373.11 | 330.95 | 377.36 | |
| Industry and commercial | 131.76 | 105.77 | 130.04 | 127.11 | 110.46 | 104.15 | 96.46 | 81.15 | 70.80 | 66.94 | 57.92 | 69.46 | |
| Domestic | 195.85 | 171.13 | 183.89 | 180.44 | 153.05 | 154.52 | 144.50 | 140.16 | 137.13 | 137.45 | 131.09 | 138.87 | |
| Transport total | 146.50 | 143.33 | 138.74 | 135.66 | 138.70 | 139.40 | 143.46 | 146.82 | 142.20 | 138.94 | 113.07 | 133.72 | |
| Per capita | 6.22 | 5.41 | 5.82 | 5.66 | 5.03 | 4.91 | 4.62 | 4.47 | 4.22 | 4.03 | 3.55 | 3.99 | |
| Waste (total) | - | 96.01 | 97.86 | 98.60 | 92.30 | 91.43 | 95.31 | 98.18 | 91.86 | 91.55 | 97.89 | 101.52 | Data from https://informatics.sepa.org.uk/HouseholdWaste/ |
| Waste (per capita)* | - | 1.17 | 1.16 | 1.16 | 1.07 | 1.05 | 1.08 | 1.09 | 1.01 | 0.99 | 1.05 | 1.07 | Data from https://informatics.sepa.org.uk/HouseholdWaste/ |

| Q2a - Targets | | | | | |
|---|---|---|---|---|---|
| **Please detail your wider influence targets** | | | | | |
| **Sector** | **Description** | **Start year** | **Target** | **Target / End Year** | **Comments** |
| Other | Learning for sustainability is increased | 2023 | • Two Council Rangers and 10 volunteers trained by 31/03/2024.<br>• 3 schools adopting fresh water sites by 31/03/2025.<br>• Introduction of an adaptation vision given consideration by 31/03/2025. | March 2025 | Included in the 2023 – 2027 Single Midlothian Plan as an outcome under the 'Midlothian Will be Greener' theme. |
| Other | Sustainable living is increased | 2023 | • Establish a 'Midlothian Climate Hub'.<br>• Produce and distribute info on promoting biodiversity in small scale spaces.<br>• Mapping and promoting community/social enterprise food production.<br>• Identify community scale climate change projects in Midlothian.<br>• Promote active travel information and work with Sustrans, SEStrans and neighbouring Councils to do so.<br>• Establish a shared transport scheme across Midlothian. | March 2026 | Included in the 2023 – 2027 Single Midlothian Plan as an outcome under the 'Midlothian Will be Greener' theme. |
| Energy | Increase low carbon/renewable energy developments and home energy saving | 2023 | • Support and promote Changework's decarbonisation projects and signpost information on home energy saving using the 'Midlothian Climate Hub'.<br>• Work with Midlothian Energy Ltd on low carbon heating and renewable energy projects.<br>• Work with Midlothian Council to delivery its Local Heat and Energy Efficiency Strategy. | March 2027 | Included in the 2023 – 2027 Single Midlothian Plan as an outcome under the 'Midlothian Will be Greener' theme. |
| Rural land use | Carbon storage is increased | 2023 | • Map areas of wildflowers and meadows in Midlothian and encourage their growth.<br>• NatureScot to connect Midlothian Council with Peatland Action to explore possibilities in this area for carbon savings.<br>• Map areas of greenspace and tree canopy cover. | March 2026 | Included in the 2023 – 2027 Single Midlothian Plan as an outcome under the 'Midlothian Will be Greener' theme. |

**Q2b) Does the organisation have an overall mission statement, strategies, plans or policies outlining ambition to influence emissions beyond your corporate boundaries? If so, please detail this in the box below.**

Yes - see the answers to questions within the 'Governance, Management & Strategy' section. Many of the documents listed there for questions 2c, 2d and 2e extend beyond the Council's corporate boundary, as do many of the activities listed in the 'Other Notable Reporting Activity' section below. The requirements of the Council in relation to sustainable procurement also assist in influencing emissions beyond its boundaries.

Midlothian Council's declaration of a 'climate change emergency' in 2019 includes the aim of encouraging emissions reductions across the region – it stated that 'the council will support and work with other agencies towards making the entire area zero carbon within the same timescale [by 2030]'. To assist in achieving this, a Climate Emergency Group started during the previous reporting year. It has seen the Council collaborate with partners in Midlothian to pursue emissions reductions and as a result, several goals for this are contained within the latest Single Midlothian Plan. These are detailed in question 2a above.

**Q3) Policies and Actions to Reduce Emissions**

| Sector | Start year for policy / action imple-mentation | Year that the policy / action will be fully imple-mented | Annual CO_2 saving once fully imple-mented (tCO_2) | Latest year measured | Saving in latest year measured (tCO_2) | Status | Metric / indicators for monitoring progress | Delivery role | During project / policy design and implementation, has ISM or an equivalent behaviour change tool been used? | Please give further details of this behaviour change activity | Value of investment (£) | Ongoing costs (£/ year) | Primary funding Source for implementation of policy / action |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | | |

**Please provide any detail on data sources or limitations relating to the information provided in Table 3**

The Council has not completed this question for this report year. It is hoped to do so for future reports as data and information becomes more readily available and resources allow, in particular, the review of the Council's Climate Change Strategy. This commenced during the reporting year with initial work focussing on determining the scope of emissions and activities included in the update and costing out a pathway for the Council to reach net zero by 2030.

Many entries that could go in the table above are nevertheless included in Section 3 (particularly 3d) and the 'Other Notable Reporting Activity' section below, while carbon reduction targets that extend beyond the Council's own emissions are included in Q2a in this section.

**Q4) Partnership Working, Communication and Capacity Building.**
**Please detail your Climate Change Partnership, Communication or Capacity Building Initiatives below.**

| Key Action Type | Description | Organisation's Project Role | Lead Organisation (if not reporting organisation) | Private Partners | Public Partners | 3rd Sector Partners | Outputs | Comments |
|---|---|---|---|---|---|---|---|---|
| | | | | | | | | Examples of these actions are detailed throughout this report, particularly in the 'Other Notable Reporting Activity' table below, or in relation to Midlothian Energy Ltd. Other examples elsewhere in this report include the work of the Climate Emergency Group in Q2a above. |

| Key Action Type | Key Action Description | Organisation's Project Role | Impacts/Comments |
|---|---|---|---|
| **Q5) Please detail key actions relating to Food and Drink, Biodiversity, Water, Procurement and Resource Use in the table below.** | | | |
| Air Quality | Air Quality Annual Progress Reports | Lead | • Air Quality Annual Progress Reports set out the results of air quality monitoring carried out by Midlothian Council and consider the potential impacts from a range of sources such as road traffic and other transport emissions, industrial processes, commercial and domestic fuel use and fugitive emission sources. They also note the relevance of air quality issues to climate change, for example as covered by the Clean Air for Scotland Strategy.<br>• Monitoring activity is performed in relation to nitrogen dioxide, which can contribute to climate change since it is a precursor of ozone (a greenhouse gas). The reports also document progress on measures to improve air quality which result in reduced emissions of greenhouse gases too, for example efforts to reduce vehicle idling, encourage public transport use and increase the uptake of electric vehicles. |
| Air Quality | East Central Scotland Vehicle Emissions Partnership | Participant | • Midlothian Council forms part of the East Central Scotland Vehicle Emissions Partnership, together with the Councils of West Lothian, East Lothian, Falkirk and Stirling as well as the Scottish Government.<br>• The remit of the group is to help reduce vehicle emissions by encouraging drivers to switch off their engine whenever possible, educating the general public and by handling idling complaints.<br>• They provide a range of services to discourage idling around schools and have information on fuel efficient driving on their website. |
| Biodiversity | Midlothian Local Biodiversity Site System | Lead | • The Midlothian Local Biodiversity Site System is run by The Wildlife Information Centre (TWIC), who fulfil the Council's obligation for sites to be assessed in terms of the health of their species and habitats.<br>• There are currently over 50 designated local biodiversity sites in Midlothian and TWIC maintain records of flora and fauna, site boundaries and survey information for both existing and proposed sites. These are assessed using a methodology overseen by the Midlothian Local Biodiversity Site Steering Group which is chaired by the Council and its members include volunteer local botanical experts, representatives of the Scottish Wildlife Trust and Botanical Society of the British Isles. NatureScot is also corresponding member. |
| Biodiversity | Planning Application Biodiversity Screening | Participant | Planning applications received by the Council are assessed in respect of their impact on biodiversity and compliance with guidance on it (the Local Biodiversity Action Plan). This takes place via TWIC (the Wildlife Information Centre), who the Council have a service agreement with and who provide screening reports and views on biodiversity information submitted in support of proposals. Consultation responses from staff in the Conservation & Environment Section of the Planning department assist in this area. These sources will contain information, suggestions and requests and ensure that biodiversity issues are taken into account in determining the application. |
| Biodiversity | Midlothian Ranger Service | Lead | • The Midlothian Ranger Service manages the countryside in Midlothian for the benefit of people and wildlife, via work in the following three areas and accompanying objectives: |

| | | | o Recreation (access) - to encourage participation in Midlothian's countryside and to improve the path network through work with volunteers and in partnership with communities;<br>   o Education - to help everyone learn about Midlothian's countryside and heritage; and<br>   o Conservation (biodiversity) - to conserve and enhance Midlothian's natural environment and cultural heritage and work with volunteers and partners to effect change.<br>• The Ranger Service produce Management Plans for the five sites they care for which include measures relating to biodiversity. |
|---|---|---|---|
| Biodiversity | Nature Restoration Fund Projects | Lead | • Funded by the Scottish Government and managed by NatureScot, The Nature Restoration Fund (NRF) is a competitive fund launched in July 2021, which specifically encourages applicants with projects that restore wildlife and habitats on land and sea and address the twin crises of biodiversity loss and climate change.<br>• In 2022/23, Midlothian Council was awarded £103,000 from the NRF for environmental initiatives, including pond maintenance and construction in Rosewell and at Vogrie Country Park. NRF projects such as these works will contribute towards the council's commitment to increasing the number of managed ponds in Midlothian which is set out in the Midlothian Local Biodiversity Action Plan.<br>• Funding to Midlothian of £210,000 for 2023/24 was allocated in summer 2023, with work ongoing at that time for project ideas. |
| Energy Efficiency | Changeworks Energy Efficiency Projects | Supporting | • Energy Efficient Scotland: Area Based Schemes (EES:ABS) are the Scottish Government's flagship energy efficiency scheme. Changeworks has worked with Councils, including Midlothian, to deliver these by installing external wall insulation on a number of homes throughout Bonnyrigg, Penicuik, North Middleton and Cousland, increasing their energy efficiency and tackling fuel poverty. 36 properties were supported through this scheme in 2022/23.<br>• EES:ABS is also supported by the Energy Companies Obligation (ECO). Midlothian Council access ECO funding via the Local Authority Flexible Eligibility Scheme (ECO Flex). In May 2023, the Council issued a Statement that sets out the eligibility criteria for the fourth cycle of ECO. This will run until March 2026.<br>• Midlothian Council also provide funding to this, to pay for energy efficiency improvements to their Council homes.<br>• Another work stream of this kind that Changeworks do in Midlothian is the "Midlothian Decarbonisation Fund". This is referred to on page 47 of the Single Midlothian Plan. Funded by the Scottish Government Decarbonisation Fund targeting council housing in Midlothian this project installed air source heat pumps, solar panels and batteries, and underfloor insulation to homes throughout Midlothian helping to make their heat and energy more renewable and tackle fuel poverty. 26 properties in Midlothian were supported by this work in 2022/23. |
| Energy Efficiency | Changeworks in Dalkeith | Supporting | • This is a three year project delivered by Changeworks. They will be working with local community groups and hosting events to raise awareness of the climate emergency and help people save money and carbon. It is funded by Midlothian Council with match funding from Changeworks - £48,670 split over the project lifetime and £16,140 in 2022/23. It is funded by the Council's Large Grants Scheme.<br>• The project launched with a drop-in event in Dalkeith in July 2022 where passers-by on Buccleuch Street could get advice on how to save carbon and save money. Other events include |

| | | | those on active travel (September 2022), hard to heat homes (January 2023) and renewable heating options for domestic properties (March 2023). |
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| | | | • Changeworks' Key Performance Indicators for the project are to reach 2,000 individuals in Dalkeith and the surrounding area across three years. Of these, 80% will have increased confidence in taking climate action and 1,000 will take positive action that drive us towards net zero. |
| Energy Efficiency | Scottish Energy Officers Network | Participant | A member of staff from the Council's Property & Facilities department took part in this. It involves all 32 Scottish Councils and is a community for people working in or who have an interest in the Public Sector Energy Management field so as to share best practice and disseminate information. They meet every two months. |
| Energy Efficiency | IT Power Down Activities | Lead | • The vast majority of the Council's desktop and laptop equipment in both corporate and school buildings is set to power down at 7.30pm each evening if not in use. There are a very few exceptions where the hardware has to be kept alive for operational reasons.<br>• All monitors go into a low energy consumption sleep mode (.45W) if not connected and can be manually turned off by users. |
| Energy efficiency | Salix Energy Efficiency Projects | Participant | • Salix are public sector energy efficiency financiers who are working with the Scottish Government to support continued investment of former Central Energy Efficiency Fund (CEEF) money. CEEF was a Scottish Government scheme to reduce public sector carbon emissions, and when it was abolished in 2016, Councils were permitted to retain their funding. Salix are supporting the continued investment of this money via match-funding Council investment with interest-free conditional grants.<br>• Salix projects in Midlothian have covered the installation of a range of technologies to reduce the energy consumption and carbon output of the Council's estate. Examples include fitting Building Energy Management Systems, new boilers and LED lighting. Those installed in the current reporting year are detailed in table 3f of this report. |
| Energy efficiency, renewable energy /low carbon heat | Local Heat & Energy Efficiency Strategy / Local Heat & Energy Efficiency Delivery Plan | Lead | • Local Heat and Energy Efficiency Strategies (LHEES) are area-based plans for systematically improving the energy efficiency of buildings and decarbonising heat. The Local Heat and Energy Efficiency Strategies (Scotland) Order 2022 requires Councils to publish their first LHEES and its first Local Heat and Energy Efficiency Delivery Plan (EEDP) on or before 31/12/2023, then update them every five years.<br>• A (new) Key Performance Indicator in the Place Directorate Service Plan presented to Council on 27/06/2023 is 'Percentage of LHEES' complete.<br>• The Medium Term Financial Strategy presented to Council on 21/02/2023 includes a new expenditure commitment of £2m for LHEES'.<br>• In March 2022, proposals were put before the Council to produce an EEDP for the Council's Housing stock and to set up a project team with budget and governance to oversee the EEDP development by December 2022. It will, as an absolute minimum, contain targets that deliver compliance with the Energy Efficiency Standard for Social Housing (EESSH) 2, this being requirements relating to grades of Energy Performance Certificates for social rented houses which need to be met by the end of 2032.<br>  o A report to Council on 27/06/2023 stated that the Housing Revenue Account Capital Plan for 2023/24 to 2025/26 allocates £19.6 million for investment in EESSH 2. |

| | | | • Midlothian Council's LHEES is being developed in conjunction with Changeworks and Midlothian Energy Ltd. It incorporates information from the Council's participation in the 'Green Heat in Green Spaces / Park Power' project, to identify how urban greenspaces can be used to transition to low carbon heat.<br>• The Council advertised for an LHEES Lead Officer in July 2023 to deliver the LHEES and EEDP. |
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| Food & Drink | Allotment & Food Growing Strategy 2020 - 2030 | Lead | • This was created in response to the Community Empowerment (Scotland) Act 2015 which places a duty on local authorities to publish a food growing strategy for their area.<br>• The implementation of the Strategy will help to reduce the carbon footprint and food miles of Midlothian's residents.<br>• The Strategy also recognises the contribution that allotments make to biodiversity. It therefore includes an action to prepare a biodiversity gardening leaflet for new plot-holders so that these benefits are maximised. |
| Raising Awareness | Council E-Training Module and Climate Change Web Page | Lead | • The Climate Change page of the Council's web site was given an overhaul in 2021, with it now containing an 'e-learning' course (primarily for staff, but also of interest to the wider public) and the Council's Climate Change Strategy amongst other things.<br>• The 'e-learning' module contains details on the science of climate change, the Council's commitments in this area and what people can do to reduce their emissions. It asks employees to take a 'pledge' to reduce their carbon footprint. |
| Transport | Electric Vehicle Charging Infrastructure | Lead | • The Council hosts 36 public access charging points, including 4 rapid chargers, 30 fast chargers and 2 standard (slow) chargers.<br>  o There are also non-public access (workplace) chargers at the Bonnyrigg Depot, Midlothian House and Stobhill Depot to promote the use of electric vehicles for Council business trips, which are managed by Travel & Fleet staff (part of Neighbourhood Services).<br>• The Council's Sustainable Transport Officer manages all aspects of EV charging including strategy and policy development, operations and maintenance.<br>• Chargers were initially funded by the Local Authority Investment Programme (LAIP), under which Councils could receive 100% capital grants for chargers. Part of the Council's 2021/22 LAIP fund (£72,777) was carried over into 22/23 and went toward installing 12 new charging points. The total costs for the work was £95,587, with this including electricity supply connections, underground cabling works and cost of all charging units, installation of the charging units, maintenance contract and commissioning costs.<br>• Transport Scotland replaced the LAIP after 2021/22 with the Electric Vehicle Infrastructure Fund (EVIF). This will run until 2025/26 and aims to support Councils to draw in private investment across Scotland through owner/operator models in partnership with private sector. Councils have been allocated £140,000 over the 4-year period as resource funding for the purposes of developing an Electric Vehicle Charging Strategy and Infrastructure Expansion Plan. |
| Transport | Electric Vehicle Charging Strategy / Electric Vehicle Policy | Lead | • Councils have been allocated £140,000 from the Electric Vehicle Infrastructure Fund (EVIF) for developing an Electric Vehicle Charging Strategy and Infrastructure Expansion Plan. In 2022/23, Midlothian Council commissioned consultants Mott MacDonald to produce these and a final draft is due by March 2024. Work has so far has involved various tasks including:<br>  o Forecasting demand for electric vehicle charging until 2030, establishing the Council's role in supporting infrastructure provision to meet this demand; |

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| | | | o Providing an assessment of delivery models and developing an expansion delivery plan; and<br>o Hosting a public consultation and workshops with various Council departments and Elected Members.<br>• A working group has also been formed to update the Council's 2019 Electric Vehicle Policy including minimum standards, designs for new charging facilities in general and those specific to new developments. A Planning Officer is also developing the Council's Parking Standards and there will be some cross-over of this with the Electric Vehicle Policy. |
| Transport | Staff Cycling Facilities | Lead | • Lockers are available in Fairfield House and Midlothian House on a first-come, first-served basis for staff that cycle to work.<br>• Cycle parking facilities include an externally-funded covered cycle shelter in the car park behind Midlothian House and rails behind Fairfield House.<br>• Upgrading the Council's staff shower facilities was done with Cycling Scotland funding and there are now two for staff use – in Fairfield House and in the Old Fairfield building.<br>• Because of the above initiatives, Midlothian Council was awarded "Cycle Friendly Employer" status by Cycling Scotland. It is valid until February 2024. |
| Transport | Staff Bike Loan Scheme | Lead | • 13 bikes are available for staff on a rolling basis for commuting. People are lent a bike for free for up to two months, after which it will go to another member of staff. Bikes are reserved on a first-come basis but a waiting list is also in place. Accessories such as a lock and lights are also provided.<br>• The bikes themselves were funded through Cycling Scotland and the ongoing operation of the scheme is supported by Smarter Choice, Smarter Places.<br>• It is hoped that the initiative will encourage staff to buy their own bike and change their travel behaviour after the hire period. |
| Transport | Active/Sustainable Travel Maps | Lead | • The Council produces a range of mapped resources that allow people to find out about local active travel infrastructure and journey times. These encourage both staff and Midlothian's residents to use active travel. These include an active travel map created by Spokes (a Lothian-wide cycle campaign) which the Council placed on its interactive consoles around Midlothian to support more accurate travel planning and sustainable journeys.<br>• Walking and cycling maps are provided on a regular basis to libraries/ leisure centres and health centres around Midlothian. They are also given out at active travel events. |
| Transport | Places for Everyone | Participant | • Places for Everyone aims to increase journeys made by active travel modes. It is funded by the Scottish Government through Transport Scotland and is administered by Sustrans.<br>• In January 2023, three applications from Midlothian Council for funding worth a total of £266,076 were approved. These are for:<br>o A7 Urbanisation - £108,198 was awarded for early concept design, technical and feasibility studies on this;<br>o Shawfair Connections - £117,878 to work on priority routes for active travel infrastructure in the Shawfair area, including connections into the existing network and cross-boundary connections into other Local Authorities; and<br>o £40,000 for an assessment of active/sustainable travel provision within and around new developments. This will inform future policy principles and design standards for new developments and help ensure that the choice of new housing sites encourages it. |

| Transport | Smarter Choices, Smarter Places (SCSP) | Participant | • This is administered by the walking charity Paths For All and has a Local Authority Fund which Councils can apply to to implement active and sustainable travel projects. The 2022/23 funding report states that £80,000 was awarded to Midlothian Council for:<br>o An Active Travel Marketing Officer post, to co-ordinate all active travel initiatives and engagement in Midlothian.<br>o An Active Travel Marketing Officer (Schools) post, to provide engagement, active travel education including Bikeabililty and promotional events for schools and implementing the School Streets project at a primary school. |
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| Transport | Staff Cycling Training Sessions | Lead | • These have been delivered regularly over the last few years, both for the public and staff, and have advertised in the Wednesday Weekly All Staff Email and the Council's social media pages.<br>• Cycling Scotland approved trainers deliver them and, where possible, bikes are provided to attendees that don't have one.<br>• In the past they have been tied into "Dr Bike" cycle maintenance sessions and Cycling UK's "Shift" programme.<br>• Sessions took place in June and September 2022 and in July 2023, the latter being part of British Cycling's "Breeze" programme. |
| Transport | Cycling Walking and Safer Routes | Participant | • Cycling and Walking Safer Routes is a Scottish Government scheme that funds Councils directly. Midlothian's proposed projects for 2023/24 are:<br>o Rosewell to Auchendinny (National Cycle Route 196) path resurfacing;<br>o Edgehead village traffic calming;<br>o Pedestrian crossing improvements on Lauder Road;<br>o Traffic calming and pedestrian crossing improvements at Gore Glen Primary School;<br>o Pedestrian crossing improvements at Bog Road, Penicuik;<br>o Traffic calming and pedestrian crossing improvements at Sherwood Crescent, Bonnyrigg; and<br>o Pedestrian crossing improvements on the A7 at the Sun Inn. |
| Transport | Promoting Other Active Travel Events | Participant | • The Council participated in various events in 2022/23 to promote active travel in Midlothian. These included:<br>o Sustrans Big Walk and Wheel in March 2023. It is the UK's largest inter-school walking, wheeling, scooting and cycling challenge and aims to get pupils active during the school run. During the two-week challenge, schools compete to record the greatest number of pupils walking, using a wheelchair, scooting and cycling to school, whilst learning about the benefits of active travel;<br>o Promoting "Cycle to Work Day" via the Wednesday Weekly All Staff Email, which also promoted the Council's other activities to encourage cycling at the same time. Cycle to Work Day was 04/08/2022;<br>o Promoting Bike Week on the 5th to the 11th of June 2023 which focussed on workplace cycling. Cycling UK, who organise the week, want to encourage as many staff as possible during the week to leave their cars and ride their bikes; and<br>o The Midlothian Outdoor Festival (working with the Midlothian Ranger Service and Communities, Lifelong Learning and Education) to deliver active travel events in October 2022. |

| Transport | Midlothian Bus Alliance | Lead | • The Midlothian Bus Alliance (MBA), led by Midlothian Council, formed in 2021 and made a successful bid for £300,000 to the Bus Partnership Fund (BPF) to develop four key routes within the Midlothian area. This will help promote public transport, reducing private car use and therefore emissions too.<br>• The BPF is a capital fund to develop and implement bus priority infrastructure. This initial award has been made to support the Midlothian Bus Alliance (MBA) through funding resources required to conduct appraisals and business cases. A report on preliminary options was put to the Council meeting of 21/02/2023. |
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| Transport | Loanhead Bike Refurbishment Project | Lead | • This involves staff from Communities Lifelong Learning & Education, who are also bike technicians, offering bike maintenance to feeder schools for Lasswade High School, though they have also offered their services in local parks. This is called 'The Bike Tent'.<br>• They are funded by Levenseat, the council's bulky waste recycling partner who have pledged financial support for local organisations involved in reuse/recycling initiatives and sustainable/environmental activities. |
| Transport | Cycle Solutions / Cycle to Work Scheme | Supporting | • This started in 2019 and is a Government-backed initiative that enables people to obtain a bike and/or cycling accessories to use for riding to work whilst making tax and National Insurance savings from their gross pay. It is offered to Midlothian Council staff through Eden Red who operate an employee benefits scheme on behalf of the Council.<br>• The Council's Employment and Rewards staff administer the scheme. |
| Transport | Various Cycling Activities In Schools | Lead | • Bikeability Training – this is rolled out in primary schools by coordinating and managing the school bike loan service and volunteers, as well as delivering the training to school staff as part of their Continuous Professional Development. 1,219 pupils in Midlothian took part in Bikeability levels 1 and 2 training in the 2022/23 school year.<br>• The Council's Bike Loan Scheme – Midlothian Council has a fleet of bikes which are available to schools to allow cycling sessions to take place. This year over 250 pupils across 11 schools benefitted from the cycle fleet. It allows pupils who normally wouldn't be able to take part to do so.<br>• Led Rides – these are provided as part of school PE lessons and the Duke of Edinburgh's Awards in high schools across Midlothian. The Active Travel Officer (Schools) provided 15 led rides at Dalkeith High School with groups of pupils ranging from 6 - 12 years old. The rides involve taking pupils around the school's local area and both on and off road cycling so participants learn to cycle on different terrains.<br>• Bike Maintenance Classes - these involve leading maintenance sessions for schools to train pupils and ensure bikes are in a working and safe condition. Maintenance classes were ran at 10 schools (with around 200 beneficiaries) within the authority to ensure bikes were safe and fit to be ridden before Bikeability sessions commenced. |
| Transport | Cycle Storage | Lead | This year the Active Travel Officer (Schools) and team looked at improving cycle storage at schools that require it across the authority. They were successful in obtaining £40,000 from Cycling Scotland to improve the storage at Newtongrange Primary, Woodburn Primary, Kings Park Primary and Lasswade High School. These will all be installed before 2024. |

| Transport | Play on Pedals | Participant | • This is a project done in collaboration with Playbase and Cycling Scotland that delivers balance bike activities to 3 to 5 year olds in nurseries and aims to get them used to cycling and bikes from a young age so they use them for transport later in life.<br>• The bikes were maintained regularly (by the Council's Active Travel Officer) for Midlothian Playbase for them to be distributed out to nurseries. The fleet of bikes were loaned to Woodburn Primary School on a long loan and are being used by all the nursery children there throughout the year. |
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| Transport | School Streets | Participant | This is an initiative that addresses issues with parking and traffic to support more children to walk, cycle, scoot or wheel to school – 'School Streets' are roads outside a school with a temporary restriction on motorised traffic at school drop-off and pick-up times. It involves providing accessible information and guidance to empower local communities who want to see such schemes implemented. The project was rolled out at St Mary Primary school, with next year's being planned at Stobhill Primary. |
| Transport | Walk to School Week / WOW | Participant | • Walk to School Week is organised by Living Streets, a charity whose objective is to promote walking in the UK. It is a five-day walking challenge that ran from the 15th to the 19th of May 2023. Its purpose is to encourage children to travel to school sustainably. They track their progress each day on a wallchart, unlocking information as they go. Individual activity diaries, daily stickers and end of week pupil rewards complement the activities, reinforcing the benefits and keeping children engaged.<br>• It is part of a larger campaign by Living Streets called WOW - a year round walk to school challenge where participating schools award badges to kids who walk to school regularly.<br>• This entailed an inter school walk which involved taking between 6 and 8 pupils from each school within Midlothian and walking them from school to school creating a continuous chain. This meant over 100 pupils from 21 schools walked the streets promoting walking to the public. |
| Transport | Midlothian Walking Battle | Lead | • This is a project designed to increase the amount that pupils walk to school. They are provided with pedometers to count their steps and they compete to see which class can walk the farthest: 505 pupils participated in the walking battle across 6 different schools. This project cost £1,440 for 100 pedometers to be distributed between schools.<br>• Several schools have used the pedometers to conduct their own activity, such as walking up the local hills/paths and monitoring their distance. |
| Waste | Millerhill Zero Waste Parc | Participant | • There are two major waste processing facilities at the Millerhill Zero Waste Parc:<br>  o The Recycling and Energy Recovery Centre, which is a 25 year joint venture with the City of Edinburgh Council. Much of Midlothian's residual waste is processed here and is used to generate electricity at the facility. A project to use the heat from it in a district heating system is also being implemented; and<br>  o An Anaerobic Digester, where Midlothian's food waste is broken down to produce fertiliser and biogas (which is used to generate heat and electricity).<br>• This is part of a wider strategy to reduce waste to landfill in Midlothian. The work has assisted in lowering $CO_2$ emissions in Midlothian from 1.17 tonnes of $CO_2$ per person in 2011 to 1.07 tonnes in 2020, a fall of 8.5%. |
| Waste | Household Waste Recycling Centres | Lead | • There are two Household Waste Recycling Centres in Midlothian, at Stobhill and Penicuik. These allow the public and local businesses to dispose of waste where it can then be recycled. |

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| | | | • In 2023/24 these facilities may receive as many as 145,000 individual customer visits (400 per day). |
| Waste | Waste Education | Lead | • The Waste Aware Officer is available to provide a wide range of advice, guidance and support on waste, waste minimisation and recycling.<br>  o This can be done with schools and youth groups, involving a range of online activities that can be arranged to meet the specific age group, level of awareness and number of participants. These include waste audits, recycling activities and games.<br>  o Other activities are geared towards adult groups. These include online seminars and discussion sessions to allow people to ask specific questions on all aspects of recycling and waste management.<br>• The Waste Aware Team also has a range of educational materials, posters and literature, which can be displayed in work places or community venues. |
| Waste | Council Food Waste Recycling | Lead | • In 2019, food waste collection bins were introduced in Fairfield House and Midlothian House for staff to use. These are located around the kitchen areas in these buildings together with other recycling bins, meaning that staff have the opportunity to recycle as many as possible components of the waste they may produce.<br>• Food waste collected is taken to a local anaerobic digester that converts the waste heat generated during the decomposition of the food to energy. The residue is used as an agricultural fertiliser. |
| Waste | Household Recycling Charter for Scotland | Participant | • The Scottish Government, Zero Waste Scotland and COSLA agreed a Household Recycling Charter and Code of Practice which set out a framework for implementing consistent recycling collections across Scotland. The Code of Practice specifies the material streams that should be collected separately and the specific items that will be accepted within each stream through standardisation of the specification for recyclable materials.<br>• The Household Recycling Charter identifies a number of collection strategies to improve recycling performance and develop a consistent national system, whilst leaving scope for Councils to design services around their local context.<br>• Midlothian Council agreed to sign the Charter in 2016 and it will be a key driver of the Council's Waste Strategy, when approved. |
| Waste | Food Waste Collection in Rural Areas | Lead | • In November 2021, the Council's Waste Team received £132,085 from the Scottish Government's Recycling Improvement Fund to offer a food waste recycling service in some rural areas of Midlothian. The money will be used to buy an additional vehicle and to provide food waste caddies.<br>• No final decision on routes has been taken, but the service is likely to cover an additional 1,800 properties that were initially excluded because of their location. The intention was to implement this from mid 2023 but Midlothian's General Services Capital Plan 2022/23 Final Outturn which went to Council on 27/06/2023 noted that manufacturing delays have resulted in purchase of the food waste vehicle being delayed until 2023/24. |
| Miscellaneous | Weekly All Staff Emails | Lead | • The Weekly All Staff Email is regularly used as a means by which to communicate details of and promote Council initiatives that are relevant towards climate change mitigation. Examples include: |

| | | | o The email of 15/06/2022 advertised Clean Air Day and promoted simple steps that we can all take to cut down on air pollution; |
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| | | | o The email of 24/08/2022 advertised advice that Citizens Advice Scotland, Energy UK and Ofgem have produced to help domestic energy customers save energy and help manage their bills; |
| | | | o The email of 19/10/2022 advertised the WWF carbon footprint calculator' and |
| | | | o The email of 31/08/2022 had an item called 'How You can Help with Climate Change'. |
| | | | • The Council's staff magazine, Connect, can also be used to share successes and good news stories on climate change matters. |
| Miscellaneous | Participation in Earth Hour | Participant | The Council supports Earth Hour, with Midlothian residents being encouraged to follow suit in switching off lights and appliances. This is promoted via the Council's social media channels. |
| Miscellaneous | Midlothian Business Carbon Charter / Midlothian Green Pledge | Lead | • This aims to encourage local businesses to contribute towards Midlothian Council's Net Zero 2030 goal and Scotland's wider Net Zero 2045 targets.<br>• Signing the Pledge involves businesses agreeing to undertake various commitments such as switching to a 100% renewable energy supplier, reduce their energy usage and encouraging active travel amongst their employees. Businesses signing up are directed to a range of advice on how to achieve the Charter's aims, including developing travel plans and energy, waste and water audits. They are also signposted to support from expert partner agencies who can help them review their operations, create a Green Action Plan and help them monitor their activities.<br>• Other benefits to signatories include being highlighted on the Locate in Midlothian website, promoting them via the Locate in Midlothian and Business Gateway Midlothian's social media channels, dedicated adviser support and access to support through a Pledgers LinkedIn Group.<br>• It was launched in 2021 and as of July 2023, 53 businesses have signed up. |
| Miscellaneous | Green Transition Fund / Local Authority Covid Economic Recovery Fund (LACER) | Participant | • Midlothian Council was allocated £1.36m of Scottish Government LACER funding in 2022. This was split between Low Income Households and Business Support. The total awarded to business support was £398,781, with £199,351 allocated to the Green Transition Fund to further support signatories to the Council's Carbon Charter / Midlothian Green Pledge. All grants were awarded on a 70/30 match funded basis with the maximum grant capped at £20,000.<br>• The panel assessed the applications on a wide variety of factors including business stability, growth potential, scale of the projects, the safeguarding and creation of jobs, increased green investment and the decarbonisation of buildings. 23 applications were received with 11 being successful.<br>• The Green Transition fund also resulted in additional private investment of £270,785. |
| Miscellaneous | Climate Week Events | Participant | • Scotland's Climate Week is an annual event to raise awareness of the global climate emergency and encourages climate action across the country.<br>• A 'Virtual Coffee Morning' was held as part of Climate Week 2022, with 17 businesses attending. The purpose was to inspire and encourage businesses to focus on carbon reduction practices and have local businesses sharing their journey to date along with a speaker from Scottish Enterprise's Sustainability Team outlining Scottish Enterprise support in this area.<br>• For Climate Week 2023, Economic Development are inviting local businesses to a tour at The Energy Training Academy, to raise awareness of renewable technologies for business, the |

| | | | business association initiative as part of their Community Wealth Building approach, and the Carbon Pledge to encourage new sign ups. |
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| Miscellaneous | Midlothian Council Grants: Small Grants & Community Council Grants 2022/23 and Large Grants Allocation 2022 - 2025 | Lead | • Small Grants:<br>　o The Council's small grants scheme was available in 2022/23 to voluntary and community organisations on an annual basis to deliver services across four funding streams to meet the priorities and outcomes of the Community Planning Partnership and the Single Midlothian Plan. One of these themes is reducing carbon emissions. Two projects were awarded £6,000 for helping to achieve this:<br>　　▪ PlayBase scio - resource boxes to support and promote learning for sustainability which will be borrowed by Early Learning and Childcare settings in Midlothian; and<br>　　▪ Gorebridge Community Development Trust - Funding to continue Growgetters, which are monthly child and family growing sessions focusing on growing your own food, connecting with nature and the outdoors, and gardening for wildlife.<br>• Large Grants:<br>　o The Council's Large Grants Allocation funds projects which demonstrated how they achieved the aims of the Single Midlothian Plan. Accordingly, one of the judging criteria was projects that reduce carbon emissions. Three grants were awarded under this category covering 2022 to 2025, totalling an allocation of £134,000. These were:<br>　　▪ Create and develop a food forest with an orchard, a training and demonstration site, at the Midlothian Community Hospital (£37,000);<br>　　▪ Develop and support community climate action in the Dalkeith area to take action to address the climate emergency (£49,000), this being the Changeworks in Dalkeith project; and<br>　　▪ Deliver a range of activities centred around food growing and supporting people to grow their own and learn what to do with the produce (£48,000). |
| Miscellaneous | Shared Prosperity Investment Plan Projects | Participant | • The UK Shared Prosperity Fund has led to 17 projects being awarded around £2m in funding from the UK Government across 2022 to 2025. It is one strand of funding that succeeded the old EU structural funds, which were available before the UK left the European Union. The Council is responsible for approving and distributing the funds locally and an Investment Plan produced by the Council and partners setting out how the money will be spent has been approved by the UK Government.<br>• The projects include climate change related work, such as:<br>　o Delivering 'Green Skills' courses at Edinburgh College;<br>　o Delivering a programme of outdoor-based skills and wellbeing in nature development at Newbattle Abbey College; and<br>　o Energy efficiency projects (solar photovoltaic installation and building refurbishment). |

**Q6) Please use the text box below to detail further climate change related activity that is not noted elsewhere within this reporting template**

**Croft Street, Penicuik – Introduction of All Day Waiting Restrictions**

**Report by Derek Oliver, Chief Officer – Place**

**Report for Decision**

**1      Recommendations**

It is recommended that Cabinet:

i.     Note the significant pressure from local residents to introduce measures to improve access through Croft Street, Penicuik;

ii.    Note that some objections were received regarding the location of double yellow lines outside certain properties which may impact on some parking spaces;

iii.   Approves on balance the introduction of the relevant traffic and legal orders to bring into effect the prescribed double yellow line scheme in Croft Street, Penicuik shown on the amended drawing at paragraph 3.10.

**2      Purpose of Report/Executive Summary**

This report describes the significant pressure from local residents to introduce measures to improve vehicular access for larger vehicles through Croft Street, Penicuik.

The report lays out a Council draft order proposing the prohibition and restriction on waiting, loading and unloading by way of introduction of double yellow lines on certain designations part of the carriageway at Croft Street, Penicuik.

The report asks elected members to note there were some objections which were significantly outweighed by the demand by local residents for improvements to the through access and safety of this road. On balance elected members are requested to approve the scheme as amended and shown at paragraph 3.10.

**Date:**             1 October 2023
**Report Contact:**   Robbie Beattie Senior Manager, Neighbourhood Services
**Email:**            robbie.beattie@midlothian.gov.uk

## 3 Background

3.1 Croft Street in Penicuik runs one-way from West Street to Bridge Street. The carriageway is constricted in sections due to a) the needs of residents to park their own vehicles on street since few of the properties have garages or run-ins, b) the location is used for parking by customers and visitors to nearby shops and services c) some commuters to Edinburgh park there in the day to catch buses to the city.

3.2 The carriageway constriction creates acute difficulties for large vehicles, such as fire appliances and ambulances, weekly bin collection lorries, removal and delivery lorries and vans, etc. Local residents have indicated difficulties in parking due to spaces being occupied by non-residents of the street.

3.3 Local residents have actively pressed the Council to take action to ameliorate the position. A well-attended public meeting in Penicuik Town Hall in January 2023 considered initial proposals by the Council to apply double yellow line (all day, Monday to Sunday) waiting restrictions.

3.4 The sightlines for traffic emerging from the south end of Croft Street are particularly poor, and one element of the proposed scheme is that waiting restrictions should extend around the corners of Croft Street into Bridge Street, to improve safety for emerging vehicles.

3.5 Taking account of feedback from the January 2023 public meeting and other representations by email the Council published a formal consultation process on a revised proposal. This amended proposal altered the extent and location of some of the double yellow lines to take account of views expressed.

### Main Report

3.6 The carriageway of Croft Street, Penicuik is constricted in parts which creates acute difficulties for large vehicles to navigate. Following local resident feedback and a public meeting in Penicuik a formal public consultation was held. The consultation on the proposed draft traffic order was conducted in compliance with the Road Traffic Regulation Act 1984 as amended and as modified by The Road Traffic (Permitted Parking Area and Special Parking Area) (Midlothian Council) Designation Order 2018.

3.7 The draft order proposed the prohibition and restriction on waiting, loading and unloading by way of introduction of double yellow lines on certain designations part of the carriageway.

3.8    There were seven responses to the three-week consultation. Of the responses received three were strongly supportive of the measures in full, none were against some sort of scheme and there were four responses which suggested modifications to the proposals. The modifications suggested were typically to remove the double yellow lines from outside properties with odd numbers and site them on other side of the street with properties with even numbers. It was suggested this arrangement would provide a better flow down the street.

3.9    With the consultation concluded the legal pathways which are now open to the Council are:

(a)    Repel the objections and implement the scheme as advertised.

(b)    Remove controversial elements of the proposal and implement the remainder which can be done without needing to re-advertise the reduced proposal.

(c)    Make changes such as agreeing to switch a length of proposed new double yellow line from one side of Croft Street to the other. This would affect length(s) of kerb not covered by the original proposal and would require the 3-week statutory consultation to be re-run.

(d)    Abandon the proposal.

3.10   Officers recommend that pathway c) is followed. The areas of proposed double yellow line that will not be implemented at this time are circled in black on the below drawing. The remaining double yellow lines on Croft Street leading onto Bridge Street will be implemented with the appropriate parts of the draft Order shown at Appendix B2 to be

amended to reflect this. If the amended proposal is approved Officers will make the necessary legal and traffic orders and paint the lines.

Officers will also draft an updated drawing showing double yellow lines on the opposite side of Croft Street at various pinch points between 6 Croft Street, Penicuik and 20 Croft Steet, Penicuik and open a formal public consultation on the proposal to be reported in due course.
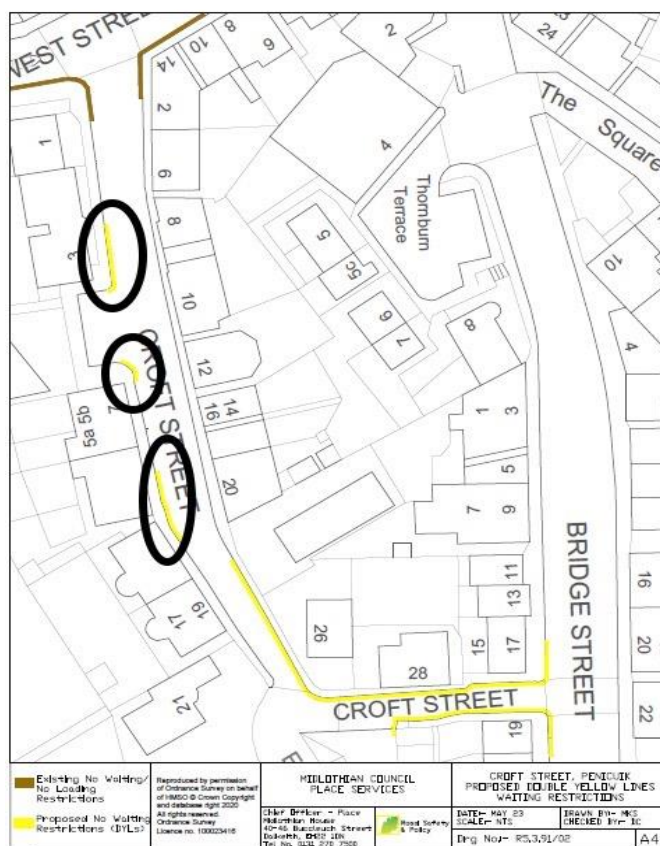


3.11 Officers will also review the available local land to determine if some of that can be designated as overflow parking. If a suitable and affordable proposal is identified this will be reported to Elected Members.

## 4    Report Implications (Resource, Digital and Risk)

### 4.1    Resource
The introduction of the scheme will be contained within Road Services approved budget.

### 4.2    Digital
The proposal in this report has no digital impact.

### 4.3    Risk
There is evidence of previous impacts on the local community due to restricted access for emergency vehicles. Some residents fear if there was fire in their home that the fire service would have significant difficulty in gaining access.

### 4.4    Ensuring Equalities (if required a separate IIA must be completed)
The subject of this report does not have a significant impact on equality.

**4.5    Additional Report Implications**

**Appendices**
**Appendix A – Additional Report Implications**
**Appendix B – Background information/Links**


**APPENDIX A – Report Implications**

**A.1    Key Priorities within the Single Midlothian Plan**
In terms of the key priorities through the Single Midlothian Plan safety, children and sustainability feature highly.

**A.2    Key Drivers for Change**
Key drivers addressed in this report:

☐ Holistic Working
☐ Hub and Spoke
☐ Modern
☒ Sustainable
☐ Transformational
☒ Preventative
☒ Asset-based
☐ Continuous Improvement
☐ One size fits one
☐ None of the above

**A.3    Key Delivery Streams**
Key delivery streams addressed in this report:
☒ One Council Working with you, for you
☒ Preventative and Sustainable
☐ Efficient and Modern
☐ Innovative and Ambitious
☐ None of the above

**A.4    Delivering Best Value**
The project will deliver Best Value

**A.5    Involving Communities and Other Stakeholders**
This proposal is in response to requests from local residents for action to be taken. Two informal town hall meetings have been held and the proposal was subject to a legally required formal consultation process.

**A.6    Impact on Performance and Outcomes**
The proposal will make it easier for residents, visitors, delivery drivers, emergency services and council refuse vehicles amongst others to travel from one end of Croft Steet to the other.

**A.7    Adopting a Preventative Approach**
The proposal will make it easier for emergency service access.

**A.8    Supporting Sustainable Development**
The proposal will make it easier for residents to go about their daily business and access their properties with vehicles as necessary.

## APPENDIX B

### Appendix B1 Copy of consultation notice

 THE MIDLOTHIAN COUNCIL (VARIOUS ROADS) (PROHIBITION AND RESTRICTION ON WAITING, LOADING AND UNLOADING ETC) (VARIATION NO _) ORDER 202_
- TO/R5.3.91
The Council proposes to make a new Order to extend Double Yellow Line (all day) waiting restrictions on Croft Street, Penicuik and at its junction with Bridge Street. The purposes are to improve road safety, and to facilitate the movement of vehicles, in particular the emergency services and collection / delivery lorries and vans. Details may be examined from 29 June to 21 July at Libraries, at *www.tellmescotland.gov.uk* or from *david.chambers@midlothian.gov.uk.*

Any person wishing to object to this proposal should send details of their grounds of objection in writing, quoting reference R5.3.91, to: The Legal Services Manager, Midlothian Council, Midlothian House, 40-46 Buccleuch Street, Dalkeith EH22 1DN, or to legal@midlothian.gov.uk, to arrive not later than 21 July 2023.

### Appendix B2
### Draft Order laying out location of double yellow line restrictions.

DRAFT

Variations etc to The Midlothian Council (Various Roads) (Prohibition and Restriction on Waiting, Loading and Unloading etc) (Decriminalised Parking Enforcement) Designation and Consolidation Order 2018

The above Order shall have effect as if:

(a)  In Appendix 2 after all the existing words in the table there were added the words:

| Mid/R5.3.19-06 | dd/mm/2023 | dd/mm/2023 | R5.3.92  Applies DYL waiting restrictions along Croft Street, Penicuik and at its junction with Bridge Street. |
|---|---|---|---|

(b)  In the computerised plan which records all the restrictions imposed by Traffic Order R5.3.19 as varied there were added the lengths of road subject to 'Schedule 2' 24 hour waiting restrictions (double yellow lines) shown in Table 1 below, all as illustrated on Plan R5.3.91/02 attached.

**TABLE 1:  Schedule 2 - Lengths of Road Subject to 24-hour Waiting Restrictions (Double Yellow Lines)**

| Settlement | Road | Section | Ref | Length (metres) |
|---|---|---|---|---|
| Penicuik | Bridge Street | West Side<br>(a)  from the north kerbline of Croft Street northwards for a distance of 8 metres or thereby. | 2.xx.a | 8 |
| | | (b)  from the north kerbline of Croft Street southwards for a distance of 8 metres or thereby. | 2.xx.b | 8 |
| | Croft Street | East / North Side<br>(a)  from the west kerbline of Bridge Street westwards and then north-westwards for a distance of 68 metres or thereby. | 2.yy.a | 68 |
| | | West / South Side<br>(a)  from a point 29 metres or thereby south of the projected south kerbline of West Street southwards for a distance of 8 metres or thereby. | 2.yy.b | 8 |
| | | (b)  from a point 71 metres or thereby south of the projected south kerbline of West Street southwards for a distance of 13 metres or thereby. | 2.yy.c | 13 |
| | | (c)  from the west kerbline of Bridge Street westwards for a distance of 29 metres or thereby. | 2.yy.d | 29 |

**Lothian Street, Bonnyrigg – Introduction of All Day Waiting Restrictions**

**Report by Derek Oliver, Chief Officer – Place**

**Report for Decision**

**1      Recommendations**

It is recommended that Cabinet:

i.     Note the challenges for movement of buses and other large vehicles along Lothian Street, Bonnyrigg and the safety of pedestrians crossing the road due to parked cars;

ii.    Note that significant objections were received to the formal public consultation proposing to extend double yellow lines on Lothian Street, Bonnyrigg;

iii.   Approves on the grounds of pedestrian road safety and traffic flow improvement the introduction of the relevant traffic and legal orders to bring into effect the proposed double yellow line scheme in Lothian Street, Bonnyrigg shown on the drawing at paragraph 3.9 and the draft order at appendix B2.

**2      Purpose of Report/Executive Summary**

This report describes the challenges for movement of buses and other large vehicles along Lothian Street Bonnyrigg and the safety of pedestrians crossing the road due to restricted vision caused by parked cars at various pinch points along the route.

The report notes an informal public consultation took place in November 2022 with local residents of Lothian Street, Bonnyrigg. It also reports on the output from the formal public consultation of a proposal informed by the earlier local consultation and discussions with local elected members. The proposal laid out a Council draft order (appendix B2) for further prohibition and restriction on waiting, loading and unloading by way of extension of double yellow lines on certain designated parts of the carriageway at Lothian Street, Bonnyrigg.

This report asks elected members to note there were significant objections to the consulted proposal and lays out four legal pathways as next steps. Elected members are asked to consider these pathways and agree to approve that pathway a) be adopted to introduce the relevant traffic and legal orders to bring into effect the prescribed double yellow line scheme on Lothian Street, Bonnyrigg.

**Date:**            1 October 2023
**Report Contact:**  Robbie Beattie Senior Manager, Neighbourhood Services
**Email:**           robbie.beattie@midlothian.gov.uk

## 3       Background

3.1    A6094 Lothian Street in Bonnyrigg is a key link in Midlothian's road network. It forms part of the main route from Bonnyrigg to Dalkeith and the east-bound City Bypass and is an important corridor for bus services.

3.2    The character of this road, between its junctions with High Street and Eldindean Road, is such that traffic movements and especially bus services are regularly impeded. There are safety concerns for pedestrians who must cope with cars which park on the relatively narrow footways restricting vision when trying to cross the road.

3.3    Traffic volumes are growing, with ongoing increases in housing development in local areas, commercial activities at the A7 / A6094 junction hub, access to Midlothian Community Hospital, and so on.

3.4    The carriageway is constricted in some sections due to a) the needs of residents to park their own vehicles on street since some of the properties don't have garages or run-ins, b) the location is used for parking by customers and visitors to nearby retail outlets.

3.5    In November 2022 an informal consultation was conducted with local residents of Lothian Street. Residents were sent a letter with an outline of a proposal to introduce waiting restrictions by way of double yellow lines and provision of a small amount of additional parking on a vacant site adjacent to the road. The circulated draft proposal is copied below.
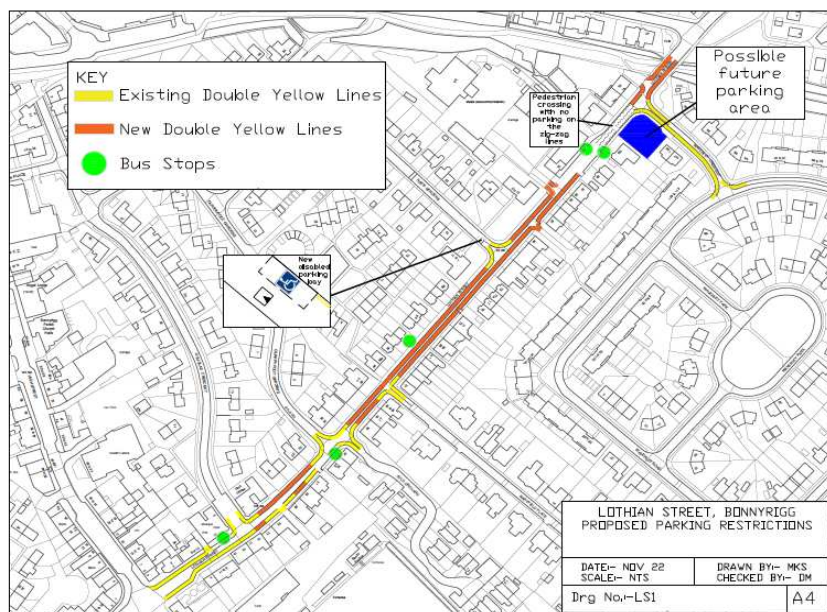


3.6    There were 18 responses to the informal consultation. Of those seven (39%) were supportive of additional double yellow lines in some form, eight (44%) were against introduction of double yellow lines with many proposing alternative car parks be created or other sites be used for provision of parking for residents and three (17%) did not express an opinion on double yellow lines. Some feedback suggested the proposal for additional parking provision was for retail use rather than local resident use.

3.7    Taking account of feedback from the November 2022 informal consultation with local resident and discussion with local elected members the Council published a formal consultation process on a revised proposal. This amended proposal altered the extent and location of some of the double yellow lines to take account of views expressed and removed the provision of additional parking space.

**Main Report**

3.8    The carriageway of Lothian Street, Bonnyrigg is constricted in parts which creates difficulties for large vehicles such as buses and emergency vehicles to navigate. Following local resident and elected member feedback a formal public consultation was held. The consultation on the proposed draft traffic order was conducted in compliance with the Road Traffic Regulation Act 1984 as amended and as modified by The Road Traffic (Permitted Parking Area and Special Parking Area) (Midlothian Council) Designation Order 2018.

3.9    The draft order proposed the prohibition and restriction on waiting, loading and unloading by way of introduction of double yellow lines on certain designated parts of the carriageway. The plan circulated is copied below which shows in yellow the extent of current double yellow lines and in red the extent of proposed additional double yellow lines.
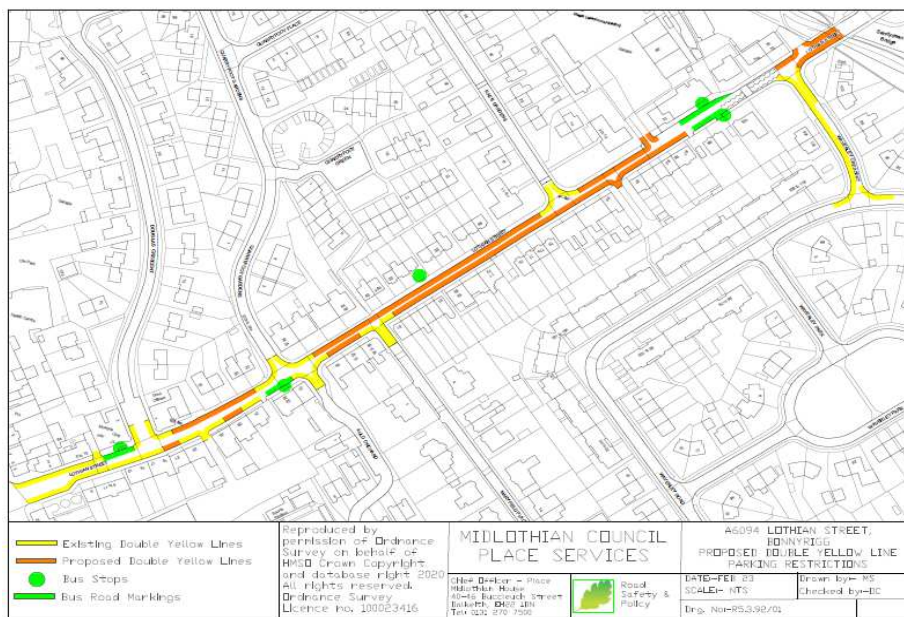


3.10    There were nine responses to the three-week consultation. Of the responses received none were supportive of the measures in full, there were two responses which suggested modifications to the location of some of the double yellow lines.

3.11    Some responses also included alternative proposals such as introduction of a 20mph zone, traffic calming measures such as humps, provision of additional parking or additional speed detection activity and parking enforcement to deal with pavement parking. One response highlighted that whilst introduction of double yellow lines would clear the carriageway to improve traffic flow this would increase speed and make the road more dangerous contrary to the aims of the proposal.

3.12     AECOM were commissioned by the Council to undertake a design review of the proposals to restrict on street parking in Lothian Street,

Bonnyrigg. The aim was to examine the proposed design and to highlight any possible road safety issues that may be present, prior to implementation of the scheme on site to ensure that the Council were providing infrastructure that was safe for all expected road user types.

3.13 The review concluded in summary the proposed design would be safe for the majority of all road users.

3.14 The AECOM review also recommended that a speed survey be conducted in advance of implementation of the proposal to provide baseline data. A further speed survey should be conducted after implementation to determine if there had been any significant change in the speed profile. If a significant adverse speed change is noted warranting remedial corrective measures, then consideration should be given to introduction of speed calming and widening of footways to narrow the carriageway.

3.15 With the consultation now concluded the legal pathways open to the Council are:

    (a) Repel the objections and implement the scheme as advertised.

    (b) Remove controversial elements of the proposal and implement the remainder which can be done without needing to re-advertise the reduced proposal.

    (c) Make changes to the proposal to vary lengths and location of new double yellow line not covered by the original proposal. This would require the 3-week statutory consultation to be re-run.

    (d) Abandon the proposal.

3.10 Officers recommend that pathway a) is followed. If the proposal is approved Officers will make the necessary draft legal orders, conduct a speed survey and paint the lines.

3.11 Officers will also review the available local land to determine if any of that can be designated for parking. If a suitable and affordable proposal is identified this will be reported to Elected Members.


4 **Report Implications (Resource, Digital and Risk)**

4.1 **Resource**
The introduction of the scheme will be contained within Road Services approved budget.

4.2 **Digital**
The proposal in this report has no digital impact.

4.3 **Risk**
There is evidence of previous impacts on the local community due to restricted access for emergency vehicles and running times for bus services. Sight lines for pedestrian to cross the busy road in some sections are impacted by parked cars.

**4.4 Ensuring Equalities (if required a separate IIA must be completed)**
The subject of this report does not have a significant impact on
equality.

**4.5 Additional Report Implications**

**Appendices**
**Appendix A – Additional Report Implications**
**Appendix B – Background information/Links**

**APPENDIX A – Report Implications**

**A.1 Key Priorities within the Single Midlothian Plan**
In terms of the key priorities through the Single Midlothian Plan safety,
children and sustainability feature highly.

**A.2 Key Drivers for Change**
Key drivers addressed in this report:
☐ Holistic Working
☐ Hub and Spoke
☐ Modern
☒ Sustainable
☐ Transformational
☒ Preventative
☒ Asset-based
☐ Continuous Improvement
☐ One size fits one
☐ None of the above

**A.3 Key Delivery Streams**
Key delivery streams addressed in this report:
☒ One Council Working with you, for you
☒ Preventative and Sustainable
☐ Efficient and Modern
☐ Innovative and Ambitious
☐ None of the above

**A.4 Delivering Best Value**
The project will deliver Best Value.

**A.5 Involving Communities and Other Stakeholders**
This proposal is in response to requests from local residents and
elected members for action to be taken.

**A.6 Impact on Performance and Outcomes**
The proposal will reduce the number of parked vehicles on the street
improving sight lines for pedestrians to cross the road safely. It will also
be easier for emergency services and buses amongst others to travel
along Lothian Street, Bonnyrigg with reduced restrictions.

**A.7 Adopting a Preventative Approach**
The proposal will reduce the number of parked vehicles improving sight
lines for pedestrians to cross the road safely and help prevent accidents.

**A.8 Supporting Sustainable Development**
The proposal will improve the flow of traffic along Lothian Street
reducing vehicle engine idling.

## APPENDIX B

## Appendix B1 Copy of consultation notice

 THE MIDLOTHIAN COUNCIL (VARIOUS ROADS) (PROHIBITION AND RESTRICTION ON WAITING, LOADING AND UNLOADING ETC) (VARIATION NO _) ORDER 202_ - TO/R5.3.92
The Council proposes to make a new Order to apply Double Yellow Line waiting restrictions along the length of the A6094 Lothian Street, Bonnyrigg between Douglas Crescent and Eldindean Road, to improve road safety, to remove congestion along a key link road and to facilitate the movement of buses.

Details may be examined from 30 March to 21 April 2023 at Council Libraries, at www.tellmescotland.gov.uk or from david.chambers@midlothian.gov.uk. Any person wishing to object to this proposal should send details of their grounds of objection in writing, quoting reference R5.3.92, to: The Legal Services Manager, Midlothian Council, Midlothian House, 40-46 Buccleuch Street, Dalkeith EH22 1DN, or to legal@midlothian.gov.uk, to arrive not later than 21 April 2023.

## Appendix B2
## Draft Order laying out location of double yellow line restrictions.

Variations etc to The Midlothian Council (Various Roads) (Prohibition and Restriction on Waiting, Loading and Unloading etc) (Decriminalised Parking Enforcement) Designation and Consolidation Order 2018

The above Order shall have effect as if:

(a) In Appendix 2 after all the existing words in the table there were added the words:

| Mid/R5.3.19-06 | dd/mm/2023 | dd/mm/2023 | R5.3.92  Applies DYL waiting restrictions along A6094 Lothian Street, Bonnyrigg. |

(b) In the computerised plan which records all the restrictions imposed by Traffic Order R5.3.19 as varied there were added the lengths of road subject to 'Schedule 2' 24 hour waiting restrictions (double yellow lines) shown in Table 1 below, all as illustrated on Plan R5.3.92/01 attached.

TABLE 1: Schedule 2 - Lengths of Road Subject to 24-hour Waiting Restrictions (Double Yellow Lines)

| Settlement | Road | Section | Ref | Length (metres) |
|---|---|---|---|---|
| Bonnyrigg / Lasswade | A6094 Lothian Street | **North-west Side** <br> (a) from the extended north-east kerbline of Douglas Crescent north-eastwards to the extended south-west kerbline of Quarryfoot Gardens, a distance of 74 metres or thereby. | 2.24.a | 74 |
| | | (b) from the extended north-east kerbline of Quarryfoot Gardens north-eastwards to the extended south-west kerbline of Rae's Gardens, a distance of 167 metres or thereby. | 2.24.b | 167 |
| | | (c) from the extended north-east kerbline of Rae's Gardens north-eastwards for a distance of 59 metres or thereby. | 2.24.c | 59 |
| | | (d) from the projected south-east kerbline of Waverley Crescent north-eastwards for a distance of 27 metres or thereby. | 2.24.d | 27 |
| | | **South-east Side** <br> (a) from the projected north-east kerbline of Douglas Crescent north-eastwards for a distance of 66 metres or thereby. | 2.24.e | 66 |
| | | (b) from the projected north-east kerbline of Auld Orchard north-eastwards to the south-west kerbline of Maryfield Place, a distance of 40 metres or thereby | 2.24.f | 40 |
| | | (c) from the north-east kerbline of Maryfield Place north-eastwards for a distance of 191 metres or thereby. | 2.24g | 191 |
| | | (d) from the extended north-east kerbline of Waverley Crescent north-eastwards for a distance of 31 metres or thereby. | 2.24h | 31 |