

# **CLD Learning Community Partnership**

## **Galashiels Learning Community**

### **Plan 2018-21**

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#### **APPENDICES**

## Purpose of this plan

This plan details how organisations and community groups will provide partnership **community learning and development (CLD)** opportunities in the Galashiels learning community over the next three years. The plan supports the Scottish Borders Community Planning Partnership aim of **reducing inequalities** by providing learning opportunities that result in:

- Improved life chances for people of all ages, through learning, personal development and active citizenship
- Stronger, more resilient, supportive, influential and inclusive communities.

In Galashiels, people with an interest in CLD have been working towards this vision of Galashiels as a learning community:

*“A learning community seeks to address the learning needs of its locality through partnership. It uses the strengths of institutions, public, private and voluntary services, and community groups to enable young people and adults to achieve to their full potential. Learning communities use learning as a way to build community capacity, and to promote social cohesion, social inclusion, regeneration and economic development.”*

Learning in Scotland’s Communities, 2011

CLD Guidance and Regulations (Scottish Government, 2012 &13) place a duty on Scottish Borders Council to provide a 3 year plan for CLD.

The plan that follows details how the CLD Learning Community Partnership will work together to use CLD learning to reduce inequalities in Galashiels.

## Profile of the Learning Community

Statistics about the Galashiels Learning Community population is drawn from datazones across three Ward Profiles (Figure 1):

- **Galashiels and District** (Langlee, Galashiels, Stow, Fountainhall, Heriot)
- **Leaderdale and Melrose** (Tweedbank)
- **Tweeddale East** (Clovenfords).

These datazones break down further and are depicted fully in Figure 2.

Ward profiles are available from the Council website:

[https://www.scotborders.gov.uk/downloads/file/2984/ward\\_3\\_-\\_galashiels\\_and\\_districtpdf](https://www.scotborders.gov.uk/downloads/file/2984/ward_3_-_galashiels_and_districtpdf)



Figure 1

**Figure 2a:** The data presented here sets out population estimates for individual datazones within Galashiels and District and surround. It includes datazone codes and presents data for Scotland and the Scottish Borders, demonstrating the representative population for relative comparison.

Datazone Name (2011)	DS2011 Code	Children population 2015	Working age population 2015	Pension age population 2015	Total population 2015
Gala - Langlee - Central	S01012287	221	559	117	897
Gala - Langlee - East	S01012286	179	665	184	1,028
Gala - Langlee - West	S01012288	148	471	124	743
Galashiels - N - Halliburton	S01012274	169	576	139	884
Galashiels - N - Town Centre	S01012275	92	595	97	784
Galashiels - N - Windyknowe	S01012276	137	600	212	949
Galashiels - N - Wood Street	S01012277	155	747	135	1,037
Galashiels - S - Glenfield	S01012285	46	285	183	514
Galashiels - S - Huddersfield	S01012284	106	487	179	772
Galashiels - S - Netherdale	S01012282	113	650	284	1,047
Galashiels - S - St Peters School	S01012283	166	537	171	874
Galashiels - W - Balmoral Pl	S01012281	86	468	124	687
Galashiels - W - Balmoral Rd	S01012280	176	609	141	926
Galashiels - W - Old Town	S01012276	75	451	151	677
Galashiels - W - Thistle St	S01012279	114	515	89	718
Heriot - Fountainhall - Stow Landward	S01012271	293	900	198	1,391
Stow	S01012272	143	440	130	713
Clovenfords	S01012273	173	522	192	887
Tweedbank - E	S01012295	185	520	70	775
Tweedbank - N	S01012294	126	541	143	810
Tweedbank - W	S01012293	79	259	119	457
<b>Galashiels and District Total</b>		<b>2,982</b>	<b>11,397</b>	<b>3,182</b>	<b>17,570</b>
<b>Scottish Borders</b>		<b>18,975</b>	<b>68,307</b>	<b>26,748</b>	<b>114,030</b>
<b>Scotland</b>		<b>912,262</b>	<b>3,477,740</b>	<b>982,998</b>	<b>5,373,000</b>
<b>Galashiels</b>		<b>1,983</b>	<b>8,215</b>	<b>2,330</b>	<b>12,528</b>

**Figure 2a**

**Figure 2b:** The data here details the percentage of children in low income families (right hand column). This data is drawn from HMRC.

<b>Datazone Name (2011)</b>	<b>DS2011 Code</b>	<b>% Children population 2015</b>	<b>% Working age population 2015</b>	<b>% Pension age population 2015</b>	<b>% Total population 2015</b>
Gala - Langlee - Central	S01012287	24.6	62.3	13	42.9
Gala - Langlee - East	S01012286	17.4	64.7	17.9	26.4
Gala - Langlee - West	S01012288	19.9	63.4	16.7	36.1
Galashiels - N - Halliburton	S01012274	19.1	65.2	15.7	11.4
Galashiels - N - Town Centre	S01012275	11.7	75.9	12.4	36.9
Galashiels - N - Windyknowe	S01012276	14.4	63.2	22.3	4.8
Galashiels - N - Wood Street	S01012277	14.9	72	13	14.7
Galashiels - S - Glenfield	S01012285	8.9	55.4	35.6	0
Galashiels - S - Huddersfield	S01012284	13.7	63.1	23.2	21.8
Galashiels - S - Netherdale	S01012282	10.8	62.1	27.1	0.7
Galashiels - S - St Peters School	S01012283	19	61.4	19.6	18.4
Galashiels - W - Balmoral Pl	S01012281	12.7	69	18.3	15.2
Galashiels - W - Balmoral Rd	S01012280	19	65.8	15.2	16.3
Galashiels - W - Old Town	S01012276	11.1	66.6	22.3	23.1
Galashiels - W - Thistle St	S01012279	15.9	71.7	172.4	31.5
Heriot - Fountainhall - Stow Landward	S01012271	21.1	64.7	14.2	7.1
Stow	S01012272	20.1	61.7	18.2	9.7
Clovenfords	S01012273	19.5	58.9	21.6	3.3
Tweedbank - E	S01012295	23.9	67.1	9	15.1
Tweedbank - N	S01012294	15.6	66.8	17.7	15.4
Tweedbank - W	S01012293	17.3	56.7	26	10.5
<b>Galashiels and District Total</b>		<b>16.6</b>	<b>64.65</b>	<b>26.25</b>	<b>17.2</b>
<b>Scottish Borders</b>		<b>16.6</b>	<b>59.9</b>	<b>23.5</b>	<b>14</b>
<b>Scotland</b>		<b>17</b>	<b>64.7</b>	<b>18.3</b>	<b>18.4</b>
<b>Galashiels</b>		<b>15.8</b>	<b>65.6</b>	<b>18.6</b>	<b>20</b>

**Figure 2b**

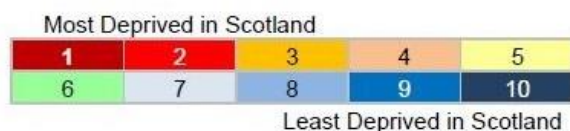
## Scottish Index of Multiple Deprivation (SIMD)

SIMD measures across seven domains: current income, employment, health, education, skills and training, housing, geographic access and crime. It provides a relative measure of deprivation, which means the SIMD ranks can be used to compare data zones by providing a relative ranking from most deprived (rank 1) to least deprived (rank 6,505), see Figure 3. The SIMD cannot be used to determine 'how much' more deprived one data zone is than another ([www.gov.scot](http://www.gov.scot)).

Datazone Name (2011)	Overall Decile	Income decile	Employment decile	Health decile	Education decile	Housing decile	Access decile	Crime decile	Urban / Rural
<b>Gala - Langlee - Central</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	4	6	<b>2</b>	2
Gala - Langlee - East	3	4	3	3	3	4	3	5	2
<b>Gala - Langlee - West</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>1</b>	4	4	<b>1</b>	2
Galashiels - N - Halliburton	5	5	5	4	7	6	4	7	2
Galashiels - N - Town Centre	4	4	4	4	4	<b>2</b>	<b>10</b>	<b>1</b>	2
Galashiels - N - Windyknowe	5	5	4	4	6	4	5	3	2
Galashiels - N - Wood St	5	6	5	4	4	6	4	5	2
Galashiels - S - Glenfield	7	8	6	6	9	6	6	4	2
Galashiels - S - Huddersfield	3	4	3	3	<b>1</b>	3	9	<b>1</b>	2
Galashiels - S - Netherdale	8	7	8	7	9	9	<b>2</b>	7	2
Galashiels - S - St Peters Sch	6	5	5	5	6	9	7	7	2
Galashiels - W - Balmoral PI	5	5	7	3	4	4	<b>10</b>	5	2
Galashiels - W - Balmoral Rd	4	4	4	4	4	5	6	9	2
Galashiels - W - Old Town	4	4	4	<b>2</b>	4	4	<b>10</b>	<b>1</b>	2
Galashiels - W - Thistle St	4	4	3	3	3	3	9	6	2
Heriot - Fountainhall - Stow Landward	7	8	9	8	8	6	<b>1</b>	8	5
Stow	8	7	7	7	8	6	3	9	5
<b>Clovenfords and Area</b>	<b>7</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>8</b>	<b>9</b>	<b>2</b>	<b>10</b>	<b>5</b>
Tweedbank - East	5	5	6	4	6	<b>10</b>	<b>2</b>	7	2
Tweedbank - North	5	6	5	4	6	7	<b>2</b>	4	2
Tweedbank - West	6	6	6	6	8	9	<b>2</b>	<b>10</b>	2

Figure 3

### Scottish Index of Multiple Deprivation - Deciles



### 6 Fold Urban / Rural Classification

1	Settlements of 125,000 or more people.
2	Settlements of 10,000 to 124,999 people.
3	Settlements of 3,000 to 9,999 people and within 30 minutes drive of a settlement of 10,000 or more.
4	Settlements of 3,000 to 9,999 people and with a drive time of over 30 minutes to a settlement of 10,000 or more.
5	Areas with a population of less than 3,000 people, and within a 30 minute drive time of a settlement of 10,000 or more.
6	Areas with a population of less than 3,000 people, and with a drive time of over 30 minutes to a settlement of 10,000 or more.

Scottish Index of Multiple Deprivation 2016: 1 = Most Deprived, 10 = Least Deprived

## Mapping of CLD Activity

This section outlines the work delivered by partners in Galashiels, mapping it against the Scottish Borders Council's 5 Reducing Inequalities Themes (*long-term outcomes*).

All activity developed by the Partnership seeks to reduce inequalities across these five areas through learning and partnership. Also outlined is work that seeks to reduce inequalities through capacity building and partnership.

'Activity' is considered any engagement, provision, project or service that partners provide in the local community. The activity captured in this summary represents partners who attended the Galashiels Partnership meeting of December 6<sup>th</sup>, 2018. During this session 38 partners contributed to this document.

### Reducing Inequalities Theme: Attainment, Achievement and Inclusion

Reduce inequalities and improve well being through early intervention and prevention approaches		
Long term Outcome	Short Term Outcomes	Mapping of CLD Activity
<p style="text-align: center;"><b>ATTAINMENT, ACHIEVEMENT AND INCLUSION</b></p>	<p>Partners will increase their commitment to promote and deliver more opportunities to support targeted young people (especially LAC and vulnerable YP) into positive destinations</p>	<p><i>ADP-commissioned Action for Children</i> Children Affected by Parental Substance Misuse</p> <p>Alzheimer Scotland volunteering for young people</p> <p>Borders College Borders Young Talent project</p> <p>Borders College Senior Phase pupil support</p> <p>CLD Service Adult Literacies programme</p> <p>CLD Service Learn 2 Play Friday parent and toddler group</p> <p>CLD Service Literacies SQAs</p> <p>CLD Service Schools partnership work: parent and family engagement and learning</p> <p>CLD Service Volunteering</p> <p>Cricket Club Community Garden</p>
	<p>More Looked after Children and Vulnerable Young people from areas of deprivation will be supported through positive transitions at all stages of their learning</p>	<p>Criminal Justice ReConnect Women At Risk of Re-offending group</p> <p>Gala Men's Shed</p> <p>Galashiels Academy Hub Partnership</p> <p>Healthy Living Network Community Fridge</p> <p>Healthy Living Network Junior Youth Club, Langlee Community Centre</p> <p>Healthy Living Network LPS Supper Club</p> <p>Healthy Living Network REHIS Food Hygiene Certificate courses</p> <p>Healthy Living Network Walking Fitness group</p> <p>Interest Link</p> <p>Job Centre Plus Support for Young People (18-24)</p> <p>Langlee Early Years Centre Breast Feeding Group</p> <p>Langlee Early Years Centre Monday Drop-In</p> <p>Langlee Early Years Centre Monday Drop-In</p> <p>Langlee Early Years Centre Parent Craft sessions</p> <p>Langlee Early Years Centre Tea &amp; Toast Wednesday Drop-In</p> <p>Langlee Early Years Centre Under 5's group</p> <p>Langlee Early Years Centre Weaning group</p> <p>Langlee Primary School (LSP) Community Garden</p> <p>LGBT Youth Scotland</p> <p>LIVE Borders Free Physical Activity for LAC Children and Young People</p> <p>LIVE Borders Gala Library 121 ICT sessions</p> <p>LIVE Borders Gala Library Code Club (8-12 year olds)</p> <p>LIVE Borders Gala Library Duke of Edinburgh volunteering</p> <p>Local Area Partnerships Locality Bid Funding</p> <p>Momentum Borders Brain Injury Service</p> <p>Momentum Employability Fund</p> <p>Momentum Money Matters Project</p> <p>Nature Unlimited Nurture in Nature family programme</p> <p>Nature Unlimited Wild About Wellbeing schools programme (11-16)</p> <p>NHS Joint Health Improvement Team Six Ways to Be Well resources</p> <p>SBC Employment Support Service</p> <p>SW Social Work Team What Matters Hub Drop-In Thur 1-4pm</p> <p>SW Social Work Team What Matters Hub Drop-In Thur 1-4pm - preventative approach</p> <p>TD1 PEF Youth Work post at Galashiels Academy</p>
	<p>Families in the most deprived areas will have raised aspirations and ambition to support key transitions and positive destinations</p>	

## Reducing Inequalities Theme: Health & Wellbeing

Reduce inequalities and improve well being through early intervention and prevention approaches		
Long term Outcome	Short Term Outcome	Mapping of CLD Activity in LC
HEALTH AND WELLBEING	Individuals and groups will have the capacity and capability to take action to improve their own health and well-being	AddAction Concerned Other Group
		Abbotsford Trust volunteering, inclusion and learning in Heritage Landscape project
		Action for Children CHIMES support for young carers and young people affected by drug and alcohol
		AddAction Daily Drop-in 11am-3pm
		AddAction Harm Reduction Unit Drop-In Thur 11am-1pm
		AddAction Peer-Led Mutual Aid Partnership Wed 1.30-3.45pm
		ADP Alcohol Brief Interventions (primary, antenatal, A&E)
		ADP Leadership training for High Schools
		ADP Recovery Group (for people affected by drug and alcohol)
		ALISS - all partners to uptake and input
		Alzheimer Scotland Dementia Friendly Sessions
		Blood Bike Scotland
		Borders College Student Support Service
		Children & Families Signposting across Partnership
		CHIMES
		CLD Service Activity Agreements
		CLD Service CLAY programme
		CLD Service Family Fun
		CLD Service Flying Start
		CLD Service Learn 2 Play Friday parent and toddler group
		CLD Service Psychology of Parenting (POP) Incredible Years
		CLD Service Psychology of Parenting (POP) PEEP
		CLD Service Psychology of Parenting (POP) PPP
		CLD Service Schools partnership work: parent and family engagement and learning
		CLD Service Strengthening Families
		CLD Service Youth Work in Schools
		Cricket Club Community Garden
		Criminal Justice ReConnect Women At Risk of Re-offending group
		Gala Men's Shed
		Gala Resource Centre courses
		Health in Mind Rediscover Befriending service (16+)
		Health in Mind Social Prescribing service
		Health in Mind ReConnect Stepping Stones group
		Health in Mind Strive and Thrive group
		Health in Mind Wellbeing College courses
		Healthy Living Network Community Fridge
		Healthy Living Network LPS Supper Club
		Healthy Living Network Walking Fitness group for parents and toddlers
		Interest Link
		Job Centre Plus Dynamic Purchasing Scheme-funded lifestyle courses, e.g. Catering for Life
		Job Centre Plus Speaking to clients about health
		Langlee Community Centre Gentle Exercise
		Langlee Community Centre Walking Football
		Langlee Early Years Centre Breast Feeding Group
	Langlee Early Years Centre Monday Drop-In	
	Langlee Early Years Centre Monday Drop-In	
	Langlee Early Years Centre Parent Craft sessions	
	Langlee Early Years Centre Parent Craft sessions	
	Langlee Early Years Centre Tea & Toast Wednesday Drop-In	
	Langlee Early Years Centre Under 5's group	
	Langlee Early Years Centre Weaning group	
	Langlee Primary School (LSP) Community Garden	
	LGBT Youth Scotland 121	
	LIVE Borders Gala Library monthly book group and Book Bug Sessions	
	LIVE Borders Memory Recovery sessions	
	LIVE Borders physical activity programmes	
	LIVE Borders Social Inclusion programmes	
	Local Area Partnerships Locality Bid Funding	
	Momentum Borders Brain Injury Service	
	Momentum Fair Start Scotland project	
	Momentum Money Matters project	
	Nature Unlimited Nurture in Nature family programme	
	NHS Health Visiting Service signposting for postnatal depression	
	NHS Joint Health Improvement Team Improving Mental Health and Wellbeing training	
	NHS Joint Health Improvement Team Lifestyle Advisor Service	
	NHS Joint Health Improvement Team Six Ways to Be Well resources	
	NHS Joint Health Improvement Team Smoking Cessation	
	Police Scotland Distressed Brief Intervention	
	SBRCC	
	SW Social Work Team What Matters Hub Drop-In Thur 1-4pm	
	TD1 1:1 Mentoring project	
	TD1 Amplify music project	
	TD1 Early Steps project	
	Volunteer Centre Borders	
	Wellbeing College	



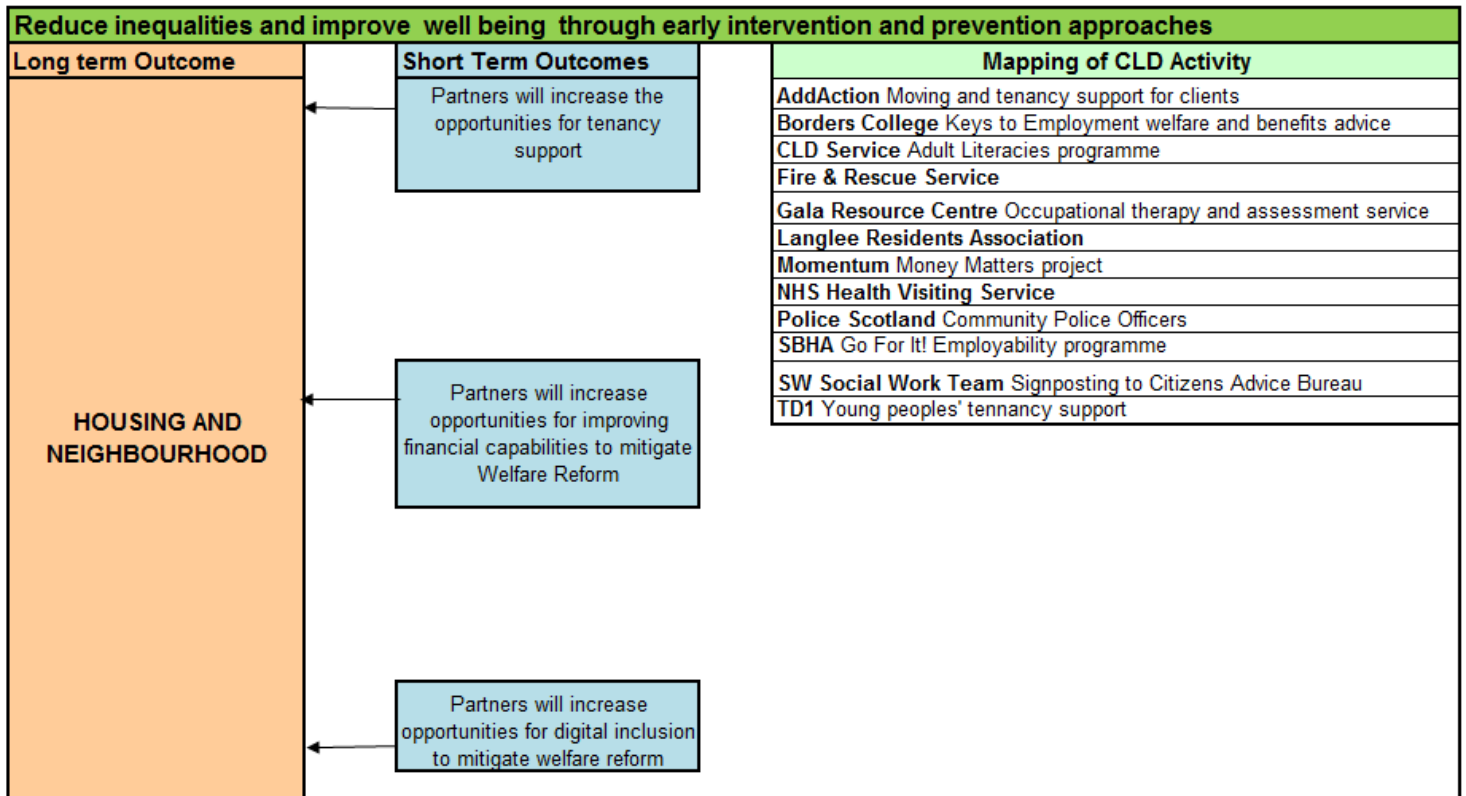
## Reducing Inequalities Theme: Employment & Income

Reduce inequalities and improve well being through early intervention and prevention approaches		
Long term Outcome	Short Term Outcomes	Mapping of CLD Activity
EMPLOYMENT AND INCOME	People in the learning community will increase their employability through improving their skills, knowledge and confidence for life, learning and work	Abbotsford Trust volunteering Action for Children signposting for financial aid AddAction Employability Worker Alzheimer Scotland volunteering Borders College Borders College Transition support Borders College Work experience CLD Service Activity Agreement CLD Service Adult Literacies programme CLD Service Literacies programme CLD Service Literacies SQAs CLD Service Volunteering Gala Resource Centre courses and work experience Galashiels Academy Hub Partnership Health in Mind ReConnect Right Track worker Health in Mind volunteering Healthy Living Network volunteering Healthy Living Network Walk Leader training Job Centre Plus Support for Young People (18-24) Job Centre Plus Work Coaches LIVE Borders Gala Library ICT sessions LIVE Borders Gala Library jobseeker sessions LIVE Borders Volunteering
	Young people will have increased awareness of their employability and use it to progress to further learning, training, volunteering or work	Momentum Employability Fund Momentum Fair Start Scotland project Momentum Money Matters project NHS Health Visiting Service support for financial inclusion SBC Employability Service SBC Employment Support Service Employability Fund 2 & 3 SBC Employment Support Service Young People's Supported SBHA Go For It! Employability programme TD1 Saltire Awards TD1 Youth Work Volunteer Centre Borders Wellbeing College confidence building for employment Works+
	More people will engage in volunteering opportunities (with a specific focus on young people)	

## Reducing Inequalities Theme: Keeping People Safe

Reduce inequalities and improve well being through early intervention and prevention approaches		
Long term Outcome	Short Term Outcomes	Mapping of CLD Activity
KEEPING PEOPLE SAFE	Targeted vulnerable groups( especially young people) will have increased skills, knowledge and confidence to make positive lifestyle choices for themselves	Abbotsford Trust Heritage Landscape project
	People in targeted communities will increase their participation in Resilient Communities (with a specific focus on young people)	Action for Children family support
		AddAction Concerned Other Group
		AddAction Daily Drop-in 11am-3pm
		AddAction Harm Reduction Unit Drop-In Thur 11am-1pm
		AddAction Peer-Led Mutual Aid Partnership Wed 1.30-3.45pm
		ADP Alcohol Brief Interventions (primary, antenatal, A&E)
		ADP Drug Education and Prevention programme
		ADP Leadership training for High Schools
		ADP Recovery Group (for people affected by drug and alcohol)
		Borders College wellbeing advice and guidance
		Criminal Justice ReConnect Women At Risk of Re-offending group
		Fire & Rescue Service
		Gala Resource Centre courses
		Health in Mind Rediscover Befriending service (16+)
		Health in Mind Wellbeing College courses
		LIVE Borders Falls Prevention programme
		Momentum Borders Brain Injury Service
		Momentum Money Matters Project
		Momentum Young People support (16-18)
		Nature Unlimited Natural Transitions (16-25)
		NHS Family Nurse 19 and under
		NHS Health Visiting Service
		NHS Health Visiting Service support for financial inclusion
		NHS Joint Health Improvement Team
		Police Scotland Community Police Officers
		SBRCC
		TD1 Alcohol brief Interventions
		TD1 Don't Buy, Don't Supply initiative
		TD1 Drop-Ins
		TD1 Mentoring
		TD1 Stepping Stones project
		TD1 Street Work

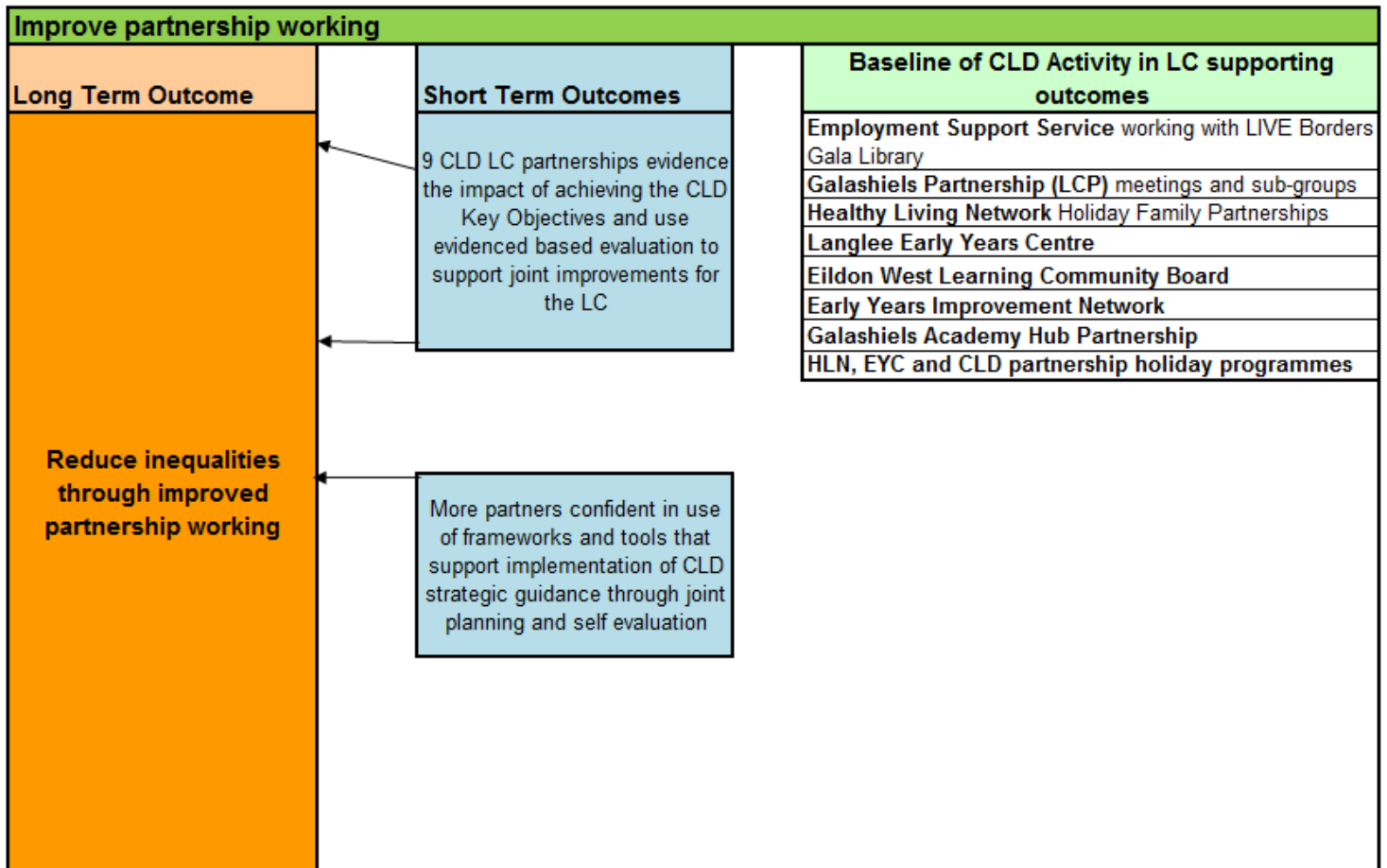
## Reducing Inequalities Theme: Housing & Neighbourhood



## Reducing Inequalities Theme: Building Capacity

Build the capacity and resilience of our 9 Learning Communities and the voluntary sector		
Long term Outcome	Short Term Outcomes	Mapping of CLD Activity
BUILD CAPACITY to reduce inequalities	Partners will increase the capacity of organisations and community groups to support more volunteering opportunities	ADP Workforce Development programmes, including training <b>Blood Bike Scotland</b> Co-Op Local Community Fund <b>Galashiels Academy Hub Partnership</b> <b>Health in Mind</b> Social Prescribing Service <b>Healthy Living Network</b> volunteering <b>Healthy Living Network</b> Walk leader training <b>Job Centre Plus</b> Customer Signposting <b>Job Centre Plus</b> Funding for organisations to run training courses to support customer <b>Langlee Residents Association</b> <b>LGBT Youth Scotland</b> <b>LIVE Borders</b> CPD courses and qualifications <b>LIVE Borders</b> Volunteering <b>Local Area Partnerships</b> Locality Bid Funding <b>Momentum</b> Money Matters project <b>NHS Joint Health Improvement Team</b> Improving Mental Health and Wellbeing training <b>Volunteer Centre Borders</b> volunteer management training
	Partners will increase the capacity of organisations and community groups to provide opportunities to support learning through all life stages	
	Partners will increase the capacity of organisations and community groups to provide opportunities to mitigate welfare reform and develop digital inclusion	
	Partners will support more community groups to have active and influential roles in their local and wider communities (with a specific focus on developing the participation processes of the Community Empowerment Bill)	
	All Learning Communities have an increased awareness of the resources and opportunities provided by local partners	
	Effective networks will support referral of targeted groups to CLD LC opportunities and community groups	

## Reducing Inequalities Theme: Partnership



## Summary of consultation with learners and learning providers

Who was consulted	How many people were involved	Main issues raised	Equalities Impact Assessment: protected characteristic where known?
Parents group at Langlee Primary School (LPS)	8	<ul style="list-style-type: none"> <li>• Drugs &amp; alcohol in the community               <ul style="list-style-type: none"> <li>○ marijuana use</li> </ul> </li> <li>• Employability 50+:               <ul style="list-style-type: none"> <li>○ People who can't go back to work for medical reasons</li> <li>○ ITC courses – laptop learning and online safety</li> <li>○ Opportunities for older people to use their skills with others</li> </ul> </li> <li>• Support for identified young people:               <ul style="list-style-type: none"> <li>○ Life skills for vulnerable young people: how to access income support; how to register for council tax; managing money/budgeting</li> </ul> </li> <li>• Social opportunities for parents to get together – combat isolation and loneliness especially for single parents</li> <li>• Improved communication between school and home – taking a wide approach and being sensitive to parents' literacy abilities</li> <li>• Activities for children after school to help working parents not eligible for Nursery 2s places</li> </ul>	<ul style="list-style-type: none"> <li>• Marriage and civil partnership</li> <li>• Pregnancy and maternity</li> <li>• Poverty</li> </ul>
Parents surveyed in LPS playground	8	<ul style="list-style-type: none"> <li>• Activities for children after school to help working parents not eligible for Nursery 2s places</li> <li>• Support for managing challenging behaviours</li> <li>• Safer road crossings on school corner of Langlee Drive</li> </ul>	<ul style="list-style-type: none"> <li>• Marriage and civil partnership</li> <li>• Poverty</li> </ul>
Youth work practitioners	9	<ul style="list-style-type: none"> <li>• Service provision mapping</li> <li>• How info is provided to young people about opportunities and finance</li> <li>• Review support offered to parents</li> <li>• Promotion of awards/non-academic learning and accreditation</li> <li>• Improved data sharing</li> <li>• Early intervention and key stage transitions (p7-s1)</li> <li>• Focussed work with school refusers</li> <li>• Tier 2 gap in mental health support</li> <li>• Entertainment/activities for young people</li> </ul>	<ul style="list-style-type: none"> <li>• Age (Early years 0-5; young people, 11-25)</li> <li>• Disability (learning disability and emotional/behavioural disorder)</li> </ul>
Mental health practitioners	4	<ul style="list-style-type: none"> <li>• Men's mental health</li> </ul>	Sex/Gender

<b>Family support and health practitioners</b>	8	<p><i>(Healthy Living Network; Health Visitors; Social Work)</i></p> <ul style="list-style-type: none"> <li>• Enhanced partnership and referral work between services to ensure vulnerable families are engaged and offered key opportunities, e.g. holiday clubs.</li> <li>• Prenatal input to build understanding of parenthood with vulnerable families</li> <li>• Engagement with vulnerable families in a learning environment about parenthood, health and attachment</li> </ul>	<ul style="list-style-type: none"> <li>• Pregnancy and maternity</li> <li>• Sex</li> <li>• Poverty</li> </ul>
<b>Community Councillor</b>	1	<ul style="list-style-type: none"> <li>• Partnership work must extend to solve Gala-wide issues</li> </ul>	Poverty
<b>Early Years Improvement Network</b>	8	<ul style="list-style-type: none"> <li>• Speech and communication problems continue to be a concern</li> <li>• Dental health issues</li> <li>• Accidental poisoning in children</li> <li>• Vitamin uptake</li> <li>• Baby brain development improvement project</li> <li>• Empowerment of parents to become volunteers</li> <li>• Targeting of vulnerable families.</li> </ul>	<ul style="list-style-type: none"> <li>• Pregnancy and maternity</li> <li>• Sex</li> <li>• Poverty</li> </ul>
<b>Literacy learners and volunteers</b>	8	<ul style="list-style-type: none"> <li>• ICT for older learners</li> <li>• More adult learning classes in the community</li> </ul>	<ul style="list-style-type: none"> <li>• Age (adults and older people)</li> <li>• Disability (learning disability)</li> </ul>

## Protected characteristics, citation: Equality and Human Rights Commission

<b>Age</b> A person belonging to a particular age (for example 32 year olds) or range of ages (for example 18 to 30 year olds).
<b>Disability</b> A person has a disability if she or he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.
<b>Gender reassignment</b> The process of transitioning from one gender to another.
<b>Race</b> Refers to the protected characteristic of race. It refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins.
<b>Religion or belief</b> Religion refers to any religion, including a lack of religion. Belief refers to any religious or philosophical belief and includes a lack of belief.
<b>Sex</b> A man or a woman.
<b>Sexual Orientation</b> Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.
<b>Marriage and civil partnership</b> Marriage is a union between a man and a woman or between a same-sex couple. Same-sex couples can also have their relationships legally recognised as 'civil partnerships'. Civil partners must not be treated less favourably than married couples (except where permitted by the Equality Act).
<b>Pregnancy and maternity</b> Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.

## Other characteristics

<b>Other Carers</b> Those who have caring responsibilities for someone with an equality Characteristic.
<b>Poverty</b> People who are on a low income including benefits claimants, people experiencing fuel poverty, isolated rural communities.
<b>Employees</b> Those employed by the Council including full time, part time and temporary.



## Plans for 2018-21



2018 21 LC Action  
Plan Summary Templ

### Priorities for 2018-21

- Drugs and alcohol across the community (**KEEPING PEOPLE SAFE**)
- Support for targeted young people to achieve sustainable positive destinations and transitions (**ATTAINMENT, ACHIEVEMENT AND INCLUSION**)
- Early intervention and universal approaches to emotional wellbeing (**HEALTH and WELLBEING**)
- Employability for people aged 50+ (**EMPLOYMENT and INCOME**)

### Improvement Plans for 2018-21

<b>What is the area for improvement?</b>	<b>Drugs and alcohol across the community</b>
<b>CLD Strategic Partnership Key Objective</b>	<b>Key Objective 1:</b> Reduce inequalities and improve the wellbeing of Borders Communities through early intervention and prevention approaches.
<b>Reducing Inequalities Theme</b>	<b>KEEPING PEOPLE SAFE</b>
<b>Outcomes</b>	<p><b>Keeping people safe</b></p> <ul style="list-style-type: none"> <li>• People (especially vulnerable young people) will have increased skills, knowledge and confidence to make positive lifestyle choices for themselves</li> <li>• People in targeted communities will increase participation in Resilient Communities</li> </ul>
<b>Key Performance Indicators</b>	<p><b>Keeping people safe</b></p> <p>1.3.2 Participation: Number of participants in Resilient Communities Programme ( young people and others)</p> <p>2.2 Participation: Number of joint training opportunities taken up by paid staff and volunteers</p> <p>2.7 Progression: Number of productive networks and relationships with other agencies</p> <p>3.3 Progression: Realignment and pooling of resources to target agreed partnership priorities</p>

3. What actions will we take?	Lead	Partners	2018/ 19	2019/ 20	2020/ 21
<p><b>The Partnerships will host a Scottish Families 'Power of Communities' ALEC (Adult Learning &amp; Empowering Communities) event:</b> in conjunction with ADP's Susan Elliott and Scottish Families Affected by Alcohol &amp; Drugs, partners will be invited to attend an event aimed at those interested in co-producing activities to reduce the harms associated with problematic substance use, challenge stigma and help people feel more connected</p>	<p>Hope Robertson (CLDS) and Margaret Welsh (AA); Susan Elliott (ADP); John Holleran (Scot. Fams)</p>	<p><b>Sub-group: AddAction</b> (AA); CLD Youth, Adults &amp; Families; Councillor A. Anderson; HLN; VCB; DWP; Youth Community Police Officer; SBC Justice Service; Health Visiting Team.</p>	X	X	
<p><b>Develop partnership understanding of referral routes and options for clients/learners:</b> partners will generate a document that will detail core partner services and key work contacts. Partners will utilise this information during any referral engagement with clients/learners. Our aim is to ensure all partners have full access to as wide and accurate a range of referral opportunities and information as possible.</p>		<b>Sub-group</b>	X	X	
<p><b>Contribute to Alcohol in Public Places licensing advice:</b> working with ADP's Susan Elliott, the Sub-Group will contribute to and advise on licensing applications for local events with a view to raising awareness of appropriate alcohol presence, specifically in relation to cultural, community and family/child-centred events.</p>		<b>Sub-group</b>		X	
<p><b>Celebration event(s) for the recovery community:</b> as part of Recovery Walk celebrations, the Sub-Group will develop plans to hold an alcohol-free 'DryFest' event to celebrate the recovery community and develop reintegration approaches within the local community.</p>	<p>Margaret Welsh (AA) and Amanda Glasgow (CLDS)</p>	<b>Sub-group</b>		X	X

<b>What is the area for improvement?</b>	<b>Improved employability opportunities for people aged 50+</b>
<b>CLD Strategic Partnership Key Objective</b>	<b>Key Objective 3: Improve partnership working</b>
<b>Reducing Inequalities Theme</b>	<b>EMPLOYMENT and INCOME</b>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• People in the learning community will increase their employability through improving their skills, knowledge and confidence for life, learning and work</li> <li>• Young people will have increased awareness of their employability and use it to progress to further learning, training, volunteering or work</li> <li>• More people will engage in volunteering opportunities (with a specific focus on young people)</li> </ul>
<b>Key Performance Indicators</b>	<p>1.1.1 Participation: Number of participants in opportunities to improve employability and/or financial capability</p> <p>1.1.2 Achievement: Number of participants reporting increased employability</p> <p>1.1.5 Progression: Number of participants progressing into/through work</p> <p>1.1.7 Progression: Number of participants progressing to volunteering (young people and others)</p> <p>2.8 Progression: Number of productive networks and relationships with other agencies</p> <p>3.2 Achievement: Number of CLD partners contributing to LC self-evaluation and improvement planning process</p>

3. What actions will we take ?	Lead	Partners	2018/19	2019/20	2020/21
<p><b>"Next Steps" fair</b> Partners will plan an information event for participants who graduate from 50+ courses at Job Centre Plus. The event will feature input from business leader speakers to disrupt the fixed mind-set, challenge stigma and dispel myths around employment options for people aged 50+. The aim is to build knowledge and understanding of employability options and to build confidence for participants.</p>	BC; ESS; JCP; Momentum	Sub-group: BC; ESS; CLDS Adult & Families; DWP JCP; Momentum; HLN/DWA; CAB; LIVE Borders; Alzheimer Scotland; VCB; Men's Shed	X	X	X
<p><b>Insight gathering</b> All Gala Partners will be asked to submit the number of participants aged 50+ who access their service in the current rolling year (Jan 18-Jan 19).</p>	CLDS (Coordinator)	Whole partnership	X		
<p><b>Mapping</b> Partners will attend key local events to map current provision of 'older adults' events' at Galashiels Interchange. Respective event dates: Gordon Elliott (HLN/DWA) - proposed: 14th March 2019; Fiona Turnbull (BC) - 6th March 2019.</p>	HLN/DWA; BC	Sub-group	X		
<p><b>Challenging stigma, changing mind-sets</b> Partners will develop a 5-step promotion tool for challenging mind-sets with people aged 50+, employers and the wider community to promote the skills, experience and value of the older workforce.</p>		Sub-group		X	

<b>What is the area for improvement?</b>	<b>Universal approaches to early intervention for emotional health and wellbeing for all.</b>
<b>CLD Strategic Partnership Key Objective</b>	<b>Key Objective 1:</b> Reduce inequalities and improve the wellbeing of Borders Communities through early intervention and prevention approaches.
<b>Reducing Inequalities Theme</b>	<b>HEALTH and WELLBEING</b>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• Individuals and groups will have the capacity and capability to take action to improve their own health and well-being</li> <li>• Community-led health and peer support approaches will be developed to increase the availability of informal social support networks in communities (with a specific focus on older people)</li> </ul>
<b>Key Performance Indicators</b>	<p>1.2.1 Participation: Number of participants in opportunities to improve their health &amp; wellbeing</p> <p>1.2.4 Progression: Number of participants volunteering in community led health and peer support groups and networks (older people and others)</p> <p>1.2.5 Progression (capacity building) : Number of community led health and peer support groups and networks supporting Health and Wellbeing outcomes (older people and others)</p> <p>2.2 Participation: Number of joint training opportunities taken up by paid staff and volunteers</p> <p>2.8 Progression: Number of productive networks and relationships with other agencies</p> <p>3.3 Progression: Realignment and pooling of resources to target agreed partnership priorities</p>

<b>3. What actions will we take?</b>	<b>Lead</b>	<b>Partners</b>	<b>2018/19</b>	<b>2019/20</b>	<b>2020/21</b>
<p><b>ALISS:</b> Partners will renew the roll-out and use of ALISS to develop local social prescribing solutions and generate a useful, effective emotional wellbeing tool locally. New key partners will be identified for training.</p>	<p>JHIT</p>	<p>Whole partnership</p>	<p>X</p>		
<p><b>Parent Voice:</b> CLDS will develop a Parent Voice group and work with key partners to build shared understanding of its use and value to partner clients/learners. Parent Voice will provide multiple functions:</p> <ul style="list-style-type: none"> <li>- Reduce social isolation for marginalised parents</li> <li>- Build parent and family resilience by increasing access to informal learning</li> </ul> <p>Parents will be engaged in meaningful ways within whole Gala Partnership meetings, enabling them to feed their expertise into key areas affecting them and the parent community</p>	<p>Hope Robertson and Amanda Glasgow (CLD Service)</p>	<p>CAB; Women's Aid; SBRCC; Momentum</p>	<p>X</p>	<p>X</p>	<p>X</p>
<p><b>5 Steps to Kindness:</b> Key partners will generate a training package to share with the whole partnership around becoming 'A Kindness Partnership', the 5-steps will include ways for partners to self-assess their services, generating change from within.</p>	<p>JHIT</p>	<p>SBRCC; CLDS; JHIT; LIVE Borders; Nature Unlimited; VCB; HLNDWA; Momentum; Wellbeing College; GRC; Alzheimer Scotland; Men's Shed; Health Visitor Team; Abbotstord Trust</p>	<p>X</p>	<p>X</p>	
<p><b>Develop Partnership Charter of Kindness:</b> Sub-group partners will generate a 'Chart of Kindness' for the whole partnership to adopt and roll-out during Yr.2.</p>	<p>Sub-group</p>	<p>Whole partnership</p>		<p>X</p>	<p>X</p>

<b>What is the area for improvement?</b>	<b>Support for targeted young people to sustain positive destinations and transitions.</b>
<b>CLD Strategic Partnership Key Objective</b>	<b>Key Objective 3:</b> Improve partnership working
<b>Reducing Inequalities Theme</b>	<b>ATTAINMENT, ACHIEVEMENT AND INCLUSION</b>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• Partners will increase their commitment to promote and deliver more opportunities to support targeted young people (especially Looked After Children and vulnerable young people) into positive destinations</li> <li>• More Looked after Children and young people from areas of deprivation will be supported through positive transitions at all stages of their learning</li> <li>• Families in the most deprived areas will have raised aspirations and ambition to support key transitions and positive destinations</li> </ul>
<b>Key Performance Indicators</b>	<p>1.4.1 Participation: Number of partners providing opportunities for positive destinations for targeted young people</p> <p>1.4.2 Participation: Number of parents/carers participating in family learning opportunities in targeted communities</p> <p>1.4.3 Achievement: Number of learning opportunities providing positive destinations for targeted young people</p> <p>1.4.5 Progression: Number of young people 16+ progressing to positive destinations</p> <p>3.3 Progression: Realignment and pooling of resources to target agreed partnership priorities</p>

3. What actions will we take?	Lead	Partners	2018/19	2019/20	2020/21
Develop family support for transitions: <ul style="list-style-type: none"> <li>• Map best practice</li> <li>• Develop Parent Voice and Youth Representation</li> </ul>		Sub-group	X	X	X
Involve young people through networking: <ul style="list-style-type: none"> <li>• Develop 'reach' strategy to work with young people not engaging in school</li> <li>• Young people feeding into partnership approach</li> </ul>		Schools; CLDS; Nature Unlimited; community-based partners (families and young people); Emotional Wellbeing sub-group partners	X	X	
Helping young people to transition to adult life: <ul style="list-style-type: none"> <li>• define 'subtle transitions' and build shared understanding amongst partners</li> <li>• develop a partnership approach to youth transitions</li> </ul>		Sub-group	X	X	X



**Improvement Planning:** *How will we know what we are doing is making a difference and how can we improve?*

Progress on Plans will be reported to the Partnership each quarter. The Partnership will carry out an annual review to see how the Plan is working and what needs to happen next.

Sub-groups will regularly evaluate and monitor progress; all progress to be shared with whole Partnership at quarterly meetings.

**CLD partners who have contributed to this Plan:**

<b>PARTNER SERVICE</b>	<b>NAME</b>	<b>ROLE</b>	<b>EMAIL</b>
Abbotsford Trust	Mary Kenny	Garden Heritage Engagement Officer	
Action For Children	Jo Glover	Practice Team Leader	
Action for Children CHIMES	Louise Paterson	Outreach Practitioner	
AddAction	Margaret Welsh	Employability Support	
ADP	Susan Elliott	Coordinator	
Alzheimer Scotland	Rebecca Rogers	Community Activities Organiser	
Borders College	Clare Nairn	Head of Student Services	
Borders College	Fiona Turnbull	Business Unit	
Children & Families		Duty Team Leader	
Citizens Advice Bureau	Kathryn Peden		
CLD Service	Amanda Glasgow	Adult and Families	
CLD Service	Becca Childs	Adult and Families	
CLD Service	Louise Rawlins	Youth Learning	
CLD Service	Pam Rigby	Youth Voice	
Co-op	Judith Cormack	Co-op Community Pioneer	
DWP	Derek Foley		
DWP JCP	Mike Niven		
Education	Emma Armstrong	Deputy Head Teacher: Burgh	
Employment Support Service	Nicky Jack	Employment Development Officer	
Families & Communities Manager	John Holleran	Scottish Families Affected by Alcohol & Drugs	
Gala Academy	Lisa Catto	Guidance Teacher	
Gala Library	Debbie McGill	Librarian	
Gala Resource Centre	Heather Cunningham	Senior Occupational Therapist	
Health in Mind	Kevin Kent	Community Mental Health & Wellbeing Services Manager	
Health in Mind	Lisa Riddell	Wellbeing College Coordinator	

Health in Mind	Rachel Studzinski	Social prescribing	
Health Visitors	Amanda Irvine		
Healthy Living Network	Carole Allen		
Healthy Living Network (NHS)	Gordon Elliott	Doing Well Advisor	
Joint Health Improvement Team	Steph McKenzie		
LAP	Gillian Jardine	Locality Development Co-ordinator	
LIVE Borders	Paul Davies	Health and Physical Activity Development Officer	
Men's Shed	Ross Hall	Coordinator	
Momentum	Peter Cockburn	Manager	
Momentum	Thomas Pride		
Momentum	Tracy Connerton	Manager	
Nature Unlimited	Marianne Broadgate		
Police Scotland	Gavin Warnock	Community Police Officer	
Police Scotland	James Harrison	Youth Community Officer Eildon	
Quarriers	Angela Freeman	Service Manager	
SBC Councillors	Andy Anderson	Councillor	
SBC Councillors	Euan Jardine		
SBC Justice Service	Ishbel McKenzie		
SBHA	Marie Campbell	Employability Advisor	
SBRCC	Susie Stein	Service Manager	
SDS	Karen Turton	Careers Coach/Work Coach	
Social Work Department	Sarah Horsman	Occupational Therapist	
SSW for Throughcare and Aftercare Team and Youth Justice	Stewart Simpson		
TD1	Douglas Ormiston	Manager	
TD1	Kevin Ross	Streetwork Coordinator	
Volunteer Centre Borders	Brian Lawson		
Volunteer Centre Borders	Gordon Brown		
What Matters Hub	Susan Black	Galashiels Social Work	
Works+	Mark Timmins	Manager	
NHS Mental Health	Gail Walker	Mental Health Local Area Coordinator	

**For more information about this plan contact:**

Hope Robertson CLD Worker (adult and families) 01896 664160

Galashiels LCP Coordinator

**For more information about the CLD Strategy contact:**

Kevin McCall        Quality Improvement Officer, Children and Young People's Services  
Oonagh McGarry    CLD Team Leader (adult)  
Norrie Tait         CLD Team Leader (youth)

Scottish Borders Council Headquarters, Newtown St Boswells, Melrose, TD6 0SA  
Tel 01835 824000 [cld@scotborders.gov.uk](mailto:cld@scotborders.gov.uk)

**GLOSSARY OF TERMS**

**BC                Borders College**  
**CAB              Citizens Advice Bureau**  
**CLDS             Community Learning & Development Service**  
**DWP/JCP        Department for Work & Pensions/Job Centre Plus**  
**ESS                Employment Support Service**  
**HLN/DWA       Healthy Living Network/Doing Well Advisor**  
**GRC                Gala Resource Centre**  
**JHIT                Joint Health Improvement Team**  
**SBRCC            Scottish Borders Rape Crisis Centre**  
**Scot. Fams      Scottish Families Affected by Alcohol & Drugs**  
**VCB                Volunteer Centre Borders**