

ITEM No ...5.....

REPORT TO: CHILDREN AND FAMILIES SERVICES COMMITTEE – 26 JUNE 2017

REPORT ON: BREAKTHROUGH DUNDEE

REPORT BY: EXECUTIVE DIRECTOR OF CHILDREN AND FAMILIES SERVICE

REPORT NO: 228- 2017

1.0 PURPOSE OF REPORT

1.1 This report advises the Children and Families Services Committee of the proposed introduction of the BREAKTHROUGH Dundee programme.

2.0 RECOMMENDATIONS

2.1 The Children and Families Services Committee is asked to:

- i. note the contents of this report;
- ii. approve the implementation of the programme in 8 mainstream secondary schools.

3.0 FINANCIAL IMPLICATIONS

3.1 There will be no financial implications arising for Dundee City Council during the implementation stage of this project which is from August 2017 to June 2020. The initial implementation stage of the BREAKTHROUGH Dundee programme will be fully funded by the Northwood Charitable Trust with the anticipated cost of this stage of the project amounting to £1,000,000.

3.2 Thereafter, if there is a positive evaluation of the project, a funding package will require to be put in place to enable the project to continue. Dundee City Council will take the lead in securing a sustainable funding package for the project at that point.

3.3 The project will appoint a dedicated BREAKTHROUGH Dundee Co-ordinator for each secondary school. These posts will be funded in full by DC Thomson Co. Ltd and will be on a fixed term contract for two years – subject to renewal, as appropriate, for the duration of the implementation stage of the project (August 2017-June 2020).

4.0 MAIN TEXT

4.1 The idea for BREAKTHROUGH Dundee has been developed by the executive and board of DC Thomson Co. Ltd., having seen a similar programme in Glasgow have significant success in changing outcomes for their young people. MCR Pathways/Young Glasgow Talent, identified that ‘care experienced’ was a flag that identified young people who were predetermined to have a massively greater chance of later adult life failure. It is now an established mentoring programme in 15 Glasgow schools, with 315 live mentoring relationships and will be rolled out to all 29 Glasgow schools by 2019, with the support of Glasgow City Council.

4.2 BREAKTHROUGH Dundee is a targeted 1:1 mentoring programme, along with supporting activities, which will be delivered within all 8 mainstream Dundee secondary schools for care experienced and other vulnerable young people through S1-S6. The programme will launch in Morgan Academy in August 2017 followed by a 2nd school in October 2017, 3

further schools in 2018 and the remaining 3 schools in 2019. It aims to support up to 500 young people a year (by 2019) through in school weekly group sessions in S1 & S2, followed by matched 1:1 weekly sessions with mentors from S3 onwards.

- 4.3 The aims of the programme are to:
- i. Increase numbers of the targeted young people staying on at school post 16
 - ii Improve their academic performance
 - iii Support them to achieve a sustainable destination upon leaving school in either Higher Education, Further Education or employment
- 4.4 BREAKTHROUGH Dundee will require to provide regular reports on the progress of the programme within each school against these 3 target outcomes.
- 4.5 The programme is about harnessing the motivation, commitment, resilience and talent of the people of Dundee to deliver positive outcomes and pathways to positive destinations for our young people. Identified pupils will have the opportunity to volunteer to sign up to be part of the programme which will be delivered by a dedicated BREAKTHROUGH Dundee co-ordinator based in each secondary school. BREAKTHROUGH Dundee will recruit a pool of volunteer mentors from peer companies and the wider community in Dundee to be matched appropriately to the signed up young people. Mentors will be trained to support the young people in appropriate ways and will have access to a bank of resources and supports in order to help their young person achieve the best outcomes for them.
- 4.6 The programme will seek to deliver additional benefits for the young people, including experiences in the workplace, colleges, universities and the Duke of Edinburgh Award Scheme.

5.0 POLICY IMPLICATIONS

This report has been screened for any policy implications in relation to Sustainability, Strategic Environmental Assessment, Anti-poverty, Equality Impact Assessment and Risk Management. An Equality Impact Assessment is attached to this report.

6.0 CONSULTATIONS

The Council's Management Team have been consulted in preparation of this report.

7.0 BACKGROUND PAPERS

- 7.1 None.

PAUL CLANCY
Executive Director of Children and Families Service
June 2017

DUNDEE CITY COUNCIL

Equality and Diversity Rapid Impact Assessment Tool

Part 1

Date of assessment 7 June 2017	Title of document being assessed BREAKTHROUGH Dundee
This is a new policy, procedure, strategy or practice being assessed (If yes please tick box) <input checked="" type="checkbox"/>	This is an existing policy, procedure, strategy or practice being assessed? (If yes please tick box) <input type="checkbox"/>
Please give a brief description of the policy, procedure, strategy or practice being assessed.	This report seeks approval to introduce the YDT programme in all 8 mainstream secondary schools in Dundee.
What is the intended outcome of this policy, procedure, strategy or practice?	To increase the numbers of the targeted young people staying on at school post 16; improve their academic performance and support them to achieve a sustainable destination upon leaving school in either Higher Education, Further Education or employment.
Please list any existing documents which have been used to inform this Equality and Diversity Impact Assessment.	
Has any consultation or involvement with protected communities informed this assessment? If yes please give details.	
Please give details of council officer involvement in this assessment. (E.g. names of officers consulted, dates of meetings etc.)	
Is there a need to collect further evidence or to involve or consult protected communities? (Example: if the impact on a community is not known what will you do to gather the information needed and when will you do this?)	Ongoing communication and consultations with involved schools will be central to the YDT programme.

Part 2

Which groups of the population will be positively or negatively affected by this policy, procedure or strategy?

	Positively	Negatively	No Impact	Not Known
Ethnic Minority Communities including Gypsies and Travellers	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gender	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Transgender	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Religion or Belief	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
People with a disability	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Age	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Lesbian, Gay and Bisexual	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Socio-economic	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pregnancy & Maternity	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other (please state)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part 3

Equality and Diversity Rapid Impact Assessment

<p>a) Have any positive impacts been identified? (We must ensure at this stage that we are not achieving equality for one strand of equality at the expense of another)</p>	<p>This programme will be rolled out to all 8 mainstream secondary schools in Dundee by 2019</p>
<p>b) Have any negative impacts been identified? (Based on direct knowledge, published research, community involvement, customer feedback etc. If unsure seek advice from your departments Equality Champion.)</p>	<p>No</p>
<p>c) What action is proposed to overcome any negative impacts?</p>	<p>N/A</p>
<p>d) Is there a justification for continuing with this policy even if it cannot be amended or changed to end or reduce inequality without compromising its intended outcome? (If the policy that shows actual or potential unlawful discrimination you must seek legal advice)</p>	<p>N/A</p>
<p>e) Has a Full Equality Impact Assessment been recommended? (If the policy is a major one or is likely to have a major impact on protected communities a Full Equality Impact Assessment may be required) Seek advice from your departmental Equality Champion.</p>	<p>If yes please give further details</p>

Part 4

Department: Children and Families Service

Type of Document

Human Resource Policy	<input type="checkbox"/>
General Policy	<input type="checkbox"/>
Strategy/Service	<input checked="" type="checkbox"/>
Change Papers/Local Procedure	<input type="checkbox"/>
Guidelines and Protocols	<input type="checkbox"/>
Other	<input type="checkbox"/>

Contact Information

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Signature of author of the policy: <i>Audrey May</i>	Date 7 June 2017
Signature of Executive Director/Head of Service area: <i>Iris E Thomson</i>	Date 7 June 2017
Name of Executive Director/Head of Service:	Paul Clancy